Promoting inclusion instead of exclusion: the effectiveness of school wide behavioural interventions and a rich account of school staff's perspectives.

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August 2017

Disclaimer

I declare that this work is my own and has not previously been submitted for any other qualification.

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Acknowledgements

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Content Page

List of Tables

List of Figures

Overarching Abstract

Aims

Increasing inclusion, and decreasing disciplinary exclusion are important agendas in education. What happens in the school environment may have important influences on whether schools are inclusive or exclusive institutions. This research aimed to provide insight into what can be done at a school wide level to decrease disciplinary exclusion, and support inclusive environments regarding behaviour in primary schools.

Method

A quantitative systematic review of the effectiveness of school wide behavioural interventions for reducing exclusion was complemented by a qualitative empirical case study of an inclusive school environment regarding behaviour. In the empirical study appreciative inquiry (AI) was used as a tool for data generation.

Findings

The systematic review suggested intervening to support the school environment ecologically, and in ways that are positive and preventative may contribute to the reduction of exclusion. This is built on by empirical findings, which provide a rich description of elements that may be important for an inclusive school regarding behaviour. Supporting well-being may be particularly important. A secondary finding involved the use of AI, which may support inclusion by enabling collaborative discussion.

Limitations

The main limitation of this study concerns the missing perspectives of those whose contributions would have been valued, including children and parents. Future research may focus on such perspectives.

Conclusions

This research provides insight regarding how increased inclusion regarding behaviour, and decreased disciplinary exclusion may be supported in primary schools. This could provide a starting point for collaborative discussions though

which inclusion may be developed in specific school contexts. Appreciative Inquiry may provide a useful tool for such collaboration.

Chapter 1: Systematic Literature Review

Abstract

Aims

Disciplinary exclusion from school is one response to the challenge of behaviour that is perceived as disruptive. School exclusion may play a part in interrelated social issues. Much research has viewed disruptive behaviour as a problem arising from within children. However, what happens in the school environment may have important influences on exclusion. This systematic review aims to explore the effectiveness of school wide behavioural interventions for reducing disciplinary exclusion in primary schools**.**

Method

Petticrew and Roberts' systematic review procedure was followed. A database search, reference harvesting, grey literature search and hand search were carried out. Study quality was assessed using the EPPI-centre Weight of Evidence tool.

Findings

Eight studies were identified for in-depth review. Seven of these studies were conducted in the USA, and five implemented school wide positive behaviour intervention and supports. Small effects of the interventions for the reduction of exclusion were reported in the majority of studies. Study quality ranged from low to high.

Limitations

The ecological approach taken by the majority of studies made it difficult to know whether effects seen were determined by changes to whole school systems. Additionally, studies reported only exclusion rates as outcome data, and therefore possibly captured only part of the picture regarding the impact of the interventions studied.

Conclusions

Intervening in school wide behavioural approaches in ways that support the school environment from an ecological perspective, and are positive and preventative may

contribute to a reduction in the use of exclusion in primary schools. However, the evidence was not overwhelmingly convincing.

What does research tell us about the effectiveness of school wide behavioural interventions in reducing disciplinary exclusion in primary schools?

1.1 Introduction

1.1.1 Behaviour and exclusion in schools

Challenges faced by educators with regards to pupils' behaviour have been argued to be 'persistent and pervasive' (Sugai et al., 2000, p. 133). It has been reported that parents and teachers are rightly concerned about behaviour due to the loss of learning time and detrimental effect on academic progress (Ofsted, 2014). Associatively, working to improve disruption in schools is a government agenda in England (Department for Education, 2015a), and it has been emphasised good behaviour is essential if pupils are to benefit from education (Department for Education, 2012). One response to this challenge has been disciplinary exclusion, which is supported as a last resort in England (Department for Education, 2012). However, it has been argued exclusion has negative outcomes for pupils, and that there is little evidence for its effectiveness (Maag, 2012). Additionally, the practice of school exclusion may be considered to contrast with the governmental focus on the right to be included (McCluskey, Riddell, & Weedon, 2015). It follows that the purpose of this systematic review is to explore what schools can do to reduce their use of disciplinary exclusion.

1.1.2 Defining disciplinary exclusion

Exclusion has been defined in different ways in educational research. This has included permanent exclusions, those that involve removal from classrooms and school, the prevention of access to all resources school has to offer, unofficial exclusions and access to alternative curriculum and provision (Ferguson, 2001; Gazeley, 2011; Glass, 2013; Munn, Lloyd, & Cullen, 2000).

In England head teachers can exclude pupils if they seriously or persistently breach behaviour policies, or where their remaining in school would seriously harm the education or welfare of other pupils (Department for Education, 2012). This exclusion can either be for a fixed period of time or permanently (Department for Education, 2012). All maintained schools, academies and pupil referral units in England must adhere to this definition. Therefore, throughout this review the term exclusion will refer to the removal of young people from their usual school or

classroom for a fixed amount of time or permanently, due to behaviour that is perceived to be disruptive in terms of school policies or the education and/or safety of others.

1.1.3 Disciplinary exclusion in England

Rates of exclusion in England can be considered high when compared to Wales, Scotland and Northern Ireland (Parsons, 2010). Exclusion data have suggested fluctuations in exclusion rates over time. The Department for Education (2015c) reported a long term downward trend in the number of permanent exclusions since 2004/05, and in fixed term exclusion from 2006/07. However, a rise in the rate of permanent and fixed term exclusions has been reported since 2012/13 (Department for Education, 2015c), which breaks the downward trend.

Exclusion rates may represent the most extreme measure teachers can take in response to pupils' challenging behaviour, but may also be a reflection of changing behavioural norms and school cultures (Hayden, 2003). It has been proposed that exclusion rates may be related to government policy (Parsons, 1999, 2005). Interestingly the downward trend in fixed and permanent exclusions reported in 2006/07 (Department for Education, 2015c) coincided with the release of the Education and Inspections Act (2006), which introduced statutory responsibilities regarding behaviour and exclusion. It may be that the reduction in exclusions reflects the introduction of this more stringent policy. Increased use of alternatives to exclusion, such as managed moves, which, it has been argued, aim to give pupils a fresh start in a new school (Department for Children Schools and Families, 2008), may also have contributed to this downward trend. It is also important to consider that exclusion rates only capture exclusions that are officially recorded, and do not incorporate unofficial exclusion, which are argued to occur in English schools (Gazeley, Marrable, Brown, & Boddy, 2015). Therefore, it may be the context of disciplinary exclusion in England is influenced by a range of factors related to school and government systems and policy.

1.1.4 Why should we seek to reduce incidents of exclusion?

Research has suggested that exclusion is associated with wider social factors. The Social Exclusion Unit (2000, p. 10) stated that diciplinary exclusion is one of several 'linked and mutually reinforcing' problems, which when combined can be understood

as social exclusion, involving 'unemployment, poor skills, low incomes, poor housing, high crime environments, bad health and family breakdown'. Associatively, Munn and Lloyd (2005, p. 205) claimed that exclusion from school 'increases the likelihood of wider social exclusion', and therefore schools have an important role to play in tacking social exclusion. Research has also suggested an association between exclusion and criminal activity (McAra & McVie, 2010; Skiba, Arredondo, & Williams, 2014; Wilson, 2014).

Skiba et al. (2014) argued that a wealth of empirical research has suggested exclusion in itself significantly contributes to negative outcomes. However, Hallam and Castle (2001) claimed exclusion is part of the complex interactions between outcomes concerned both with education and wider society. Such interactions are perhaps too complex to infer causation. However, it seems reasonable to suggest exclusion plays an important part in interrelated issues such as crime, and wider social exclusion. Exclusion may be damaging both for those directly involved, and also for wider society (Eastman, 2011). In addition to the costs to children and families, Parsons (1999) argued the financial cost of exclusion to public services in England are high, and this money would be better spent on the prevention of exclusion from school. In sum the reduction of exclusion from school has the potential to support a variety of benefits both within and beyond education.

1.1.5 School wide approaches to behaviour

Much research has viewed disruptive behaviour through the medical model, which locates behaviour as a problem arising from within a child (Forness & Kavale, 2001; Oswald, 2002). However, from an ecological pespective there is value in looking beyond the individual to consider school environment factors, which might contribute to exclusion (Bronfenbrenner, 1979). This is supported by the argument that schools may have some control with regards to whether they are inclusive or excusive institutions in terms of their practices and decision making (Munn & Lloyd, 2005; Vulliamy & Webb, 2001). Research has suggested the use of exclusion differs between schools with simiar characteristics, for example regarding their pupil population, and this may be explained by a difference in ethos and climate (Gregory, Cornell, & Fan, 2011; Hatton, 2013; Munn, Cullen, Johnstone, & Lloyd, 2001). Therefore, it is possible that what happens in the school environment has important influences on exclusion.

Behaviour approaches used throughout schools are often behaviourist and punitive in nature, and include exclusion as a routine part of their systems (Maag, 2012; Munn et al., 2000; Parsons, 2005). This is exemplified by zero tolerance approaches, which emphasise the use of authority and force (Martinez, 2009; Skiba, 2014). Although originally intended to address serious offences there is evidence to suggest zero tolerance is a popular approach that, despite a lack of evidence for its effectiveness, has been used widely and may have led to an increase in the use of exclusion (Martinez, 2009; Skiba, 2014). This systematic review therefore seeks to explore what alternative school wide approaches are available to reduce disciplinary exclusion from school.

1.1.6 Aims and rationale for this systematic review

This systematic review addresses the question:

> What does research tell us about the effectiveness of school wide behavioural interventions in reducing disciplinary exclusion in primary schools?

Within this review, school wide interventions are defined as approaches that include a change at a school level, as opposed to those that intervene exclusively to promote change at the level of the child. This definition was influenced by Scottish Executive (2002) who distinguished between intervention work at the level of the child and family from intervention at the level of the school.

The SEND code of practice (Department for Education, 2015b) emphasised prevention and early intervention, and it has been argued exclusion figures in English primary schools can be considered sufficiently high to warrant action to reduce them (Panayiotopoulos & Kerfoot, 2007). More recently statistics by Department for Education (2015c) suggested an increase in the number of fixed term exclusions in primary schools with exclusion rates at their highest since 2007/08. Therefore, disciplinary exclusion in primary schools may be a particularly pertinent area of study.

Previous reviews have explored the use of intervention to reduce the use of exclusion. In their meta-analysis Solomon, Klein, Hintze, Cressey, and Peller (2012) explored the effectiveness of one kind of intervention, namely school wide interventions and supports. Disciplinary exclusion from school was only one measure of effectiveness within the review, and only a small number (n=2) of studies reporting an outcomes measure of disciplinary exclusion were included. Spink

(2011) completed a systematic review of interventions aiming to reduce disciplinary exclusion from school, but excluded school wide interventions from her review. An initial survey suggests no previously published systematic reviews have explored the effectiveness of school wide interventions for reducing disciplinary exclusion from school.

1.2 Method

1.2.1 Process

Petticrew and Roberts' (2006) systematic review procedure was followed, which involved the stages outlined in the table 1. Completion of stage one is evident in the introduction of this systematic review. Stage two also began in the introduction when defining the review aims, and is completed by my inclusion and exclusion criteria, which were formulated with consideration of which studies would best answer my review question.

1. Clearly define the review question in consultation with anticipated users
2. Determine the types of studies needed to answer the question
3. Carry out a comprehensive literature search to locate the studies
4. Screen the studies found using inclusion criteria to identify studies for an in-depth review
5. Describe the included studies to 'map' the field, and critically appraise them for quality and relevance
6. Synthesise studies' findings
7. Communicate outcomes of the review

Table 1- Petticrew and Robert's (2006) systematic review procedure

1.2.2 Locating the studies

Search terms used to locate relevant studies can be viewed in table 2. I chose search terms from those found to be most relevant from reading across the subject area, and the use of thesauri. Following extensive experimentation with a range of search terms I believe these terms enable the most thorough search possible within the scope of this systematic review.

The search process followed can be seen in figure 1. Initially, a database search was carried out. All resources including books, reports, dissertations and theses available in each of the databases shown in the figure 1, and published after and including 2006 were included. A rationale for this date range is included in table 3. I then completed reference harvesting using the seven studies identified through the

database search, and one further study was found. Grey literature was searched using the Open Grey database, and I completed hand searches in 'Educational Psychology in Practice' and 'Educational and Child psychology'. When no further studies were yielded I stopped searching. All searches were completed between 21st November 2015 and 28th January 2016.

Setting terms	primary school* elementary school* infant school* junior school* first school*
Intervention term	reduc* improv* lower prevent* decreas*
Outcome term	exclu* expel* suspen* expul*

Table 2- Search terms

Database	Number of studies	Number of studies after de-duplication
JSTOR	2	2
Proquest Social Science Premium Collection	151	58
Scopus	255	93
Web of Science	246	124
British Education Index	14	3
Child Development and Adolescent Studies	28	8
CINAHL	18	5
Education Abstracts	48	22
Education Administration Abstracts	19	6
ERIC	178	152
Medline	126	96
Psych and behavioural sciences collection	30	6
Teacher reference centre	20	7
EMBASE	185	104
Psychinfo	142	87
Total	**1462**	**773**

Number of studies relevant after first screening =17

↓

Number of studies identified after second screening =7

↓

Studies obtained through reference harvesting	**1**
Studies obtained from grey literature search	0
Studies obtained through hand searching	0

↓

Number of studies ultimately identified for review=8
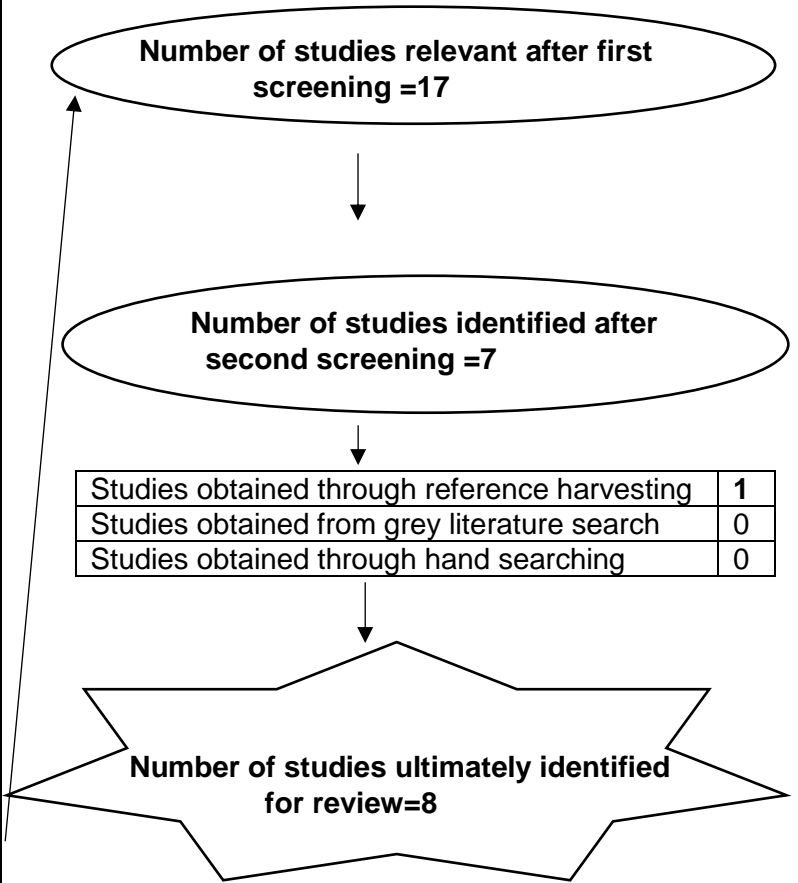
Figure 1- The systematic review search process

11

1.2.3 Screening the studies

Inclusion and exclusion criteria describe the studies eligible for review (Petticrew & Roberts, 2006). I screened the 773 studies identified in the databases using the inclusion criteria outlined in table 3.

Setting	Primary school or equivalent level (e.g. elementary K-6).
Intervention	Approaches that aim to reduce exclusion rates and/ or behaviour problems by addressing whole school systems regarding disciplinary policies and practices.
Study Design	Empirical studies that report outcome data regarding disciplinary exclusion from school following the intervention.
Time, place and language	Studies were reported in English, and conducted in any place. Only studies completed after 2006 were included. This is because the education and inspections act (2006) introduced statutory responsibilities to staff regarding discipline, and enforced the implementation of behaviour policies by head teachers. The act also introduced the policy that full time education should be provided for excluded pupils. Interventions implemented after the introduction of these policies, and within the last 10 years, are more likely to hold relevance within the modern education system than interventions implemented before this time period.

Table 3- Inclusion criteria

I screened titles and abstracts to determine whether they met the inclusion criteria. Where this was ambiguous from the title and abstract I examined full texts. I identified 17 studies that met these initial criteria. I then applied the exclusion criteria, outlined in table 4, to the 17 studies.

Setting	I excluded studies that intervened across stages (e.g. longitudinal studies across primary and secondary schools, or intervene at a mix of different stages), and did not report separate results for the primary school stage. I also excluded studies that only included combined elementary-middle schools (K-8), and did not report separate data for the primary school stage.
Study Design	In order to include only studies that provide the greatest insight into what is effective in a range of different contexts I excluded case studies, which included only one school in their sample, from this review. This allowed more cautious conclusions regarding what the research tells us can be done to reduce disciplinary exclusion. Where studies utilised the same data I included the study judged to implement the most rigorous design.

Table 4- Exclusion criteria

Ultimately I identified 8 studies for in-depth review.

1.2.4 Describing and critically appraising the studies

I analysed the 8 studies selected for in-depth review according to the systematic review question, and included details about each studies' participants, aims, intervention, design, outcomes measure of exclusion and effectiveness. I assessed

study quality using the EPPI-centre Weight of Evidence (WoE) tool (EPPI-Centre, 2007). The tool involves critical appraisal of numerous aspects of the studies, including ethics, samples size, research design, data collection, and data analysis. I used WoE to assess the aspects of the study associated with the outcome relating to exclusion, as is relevant to the focus of this review.

On this basis each study was rated low, medium or high across the four categories outlined in the table 6.

1.2.5 Synthesising the studies' findings

I synthesised the findings by taking into account the WoE judgement for each study, and the outcomes of effectiveness reported by the studies. This allowed me to make decisions regarding the strength of evidence that could be taken from each study.

Study	Participants	Context	Aims of the study	Intervention	Design	Outcome measure of exclusion	Statistically significant gains made?	Effect size and magnitude
Bradshaw, Waasdorp, and Leaf (2012)	37 elementary schools	Maryland public elementary schools from five districts (rural and suburban).	To examine the hypothesis that children in schools implementing school wide positive behaviour interventions and supports would have better teacher ratings of behaviour problems, and social-emotional adjustment and fewer concentration problems and disruptive behaviours.	The universal school wide positive behaviour intervention and supports (SWPBIS) model.	Longitudinal randomised control trials.	School level suspension rates were obtained from the Maryland Department of Education.	No	OR= 0.97 (small)
Burke, Oats, Ringle, Fichtner, and DelGaudio (2011)	8 elementary schools.	Urban district in the northeast United States. The district is characterised by high poverty, mobility and other risk factors.	To investigate the routine use of a schoolwide classroom management program, and its relationship to student social and academic outcomes.	Well managed classroom (WMC).	Post-test quasi-experimental design.	Student-level out of school suspension events obtained from the school district	Yes	r=-0.075 (small)
Evans and Cowell (2013)	Originally 26 Primary Schools included, but 18 remained in the programme.	A large English local authority. Schools were representative of both urban and rural areas, and were geographically spread across the area.	To explore the effects of the solution oriented school improvement program intervention on a group of schools.	Solution Oriented Schools (SOS) Improvement Programme	Pre-post	Fixed term exclusion data was provided by the local authority.	Yes	d=0.23 (small)

Study	Participants	Context	Aims of the study	Intervention	Design	Outcome measure of exclusion	Statistically significant gains made?	Effect size and magnitude
LaFrance (2009) Thesis	Elementary and middle Schools- of these 134 elementary schools.	Florida	To examine the relationship between school wide positive behaviour supports intervention and behavioural outcomes.	School wide positive behaviour supports (SWPBS)	Post-test	Out of school suspension data obtained from SWPBS outcome data summary completed by schools.	Yes	r=-0.23 (small)
Muscott, Mann, and LeBrun (2008)	13 elementary schools.	New Hampshire	To evaluate outcomes for schools implementing schoolwide positive behaviour intervention and supports	Schoolwide positive behaviour intervention and supports	Post-test- change over time.	In and out of school suspension data. No information about where this was obtained.	Not reported, and insufficient data provided to calculate the effect.	Not reported, and insufficient data provided to calculate the effect.
Snyder et al. (2009)	20 elementary schools (10 matched pairs)	Schools across 3 Hawai'ian islands.	To evaluate the effects of the positive action program on school level indicators of academic achievement, absenteeism and disciplinary outcomes.	Positive Action	Matched-pair cluster randomised control trail	Percentages of student suspensions were obtained from the Hawai'i Department of Education	<u>Post-test</u> No (0.056) <u>1-year post-test</u> Yes	<u>Post-test</u> g= 0.96 (large) <u>1-year post-test</u> g =0.87 (large)

Study	Participants	Context	Aims of the study	Intervention	Design	Outcome measure of exclusion	Statistically significant gains made?	Effect size and magnitude
Vincent and Tobin (2011)	A total of 77 schools, including 38 elementary schools. Alternative settings were included in this sample.	Schools sampled across 7 different states in USA (Colorado, Illinois, Maryland, Michigan, Ohio, Organ, South Carolina) In elementary schools 24.44% of children on free or reduced price lunch, 25.55% non-white.	To investigate the association between school wide positive behaviour supports and reduced exclusions, and in particular the association between SWPBS and exclusion of students from varying ethnic backgrounds with or without disabilities.	School wide positive behaviour supports (SWPBS)	Post-test-change over time.	Out of school suspension or expulsion recorded on the school wide information system.	Not reported, and insufficient data provided to calculate the effect.	Not reported, and insufficient data provided to calculate the effect.

Study	Participants	Context	Aims of the study	Intervention	Design	Outcome measure of exclusion	Statistically significant gains made?	Effect size and magnitude
Ward and Gersten (2013)	Originally 33 schools. 1 school was not included in the sample.	A large urban school district of more than 80000 students in the USA. Schools in the study had high a concentration of children on free or reduced price lunch, minority students, and students who scored low on state wide standardized tests.	To evaluate the effectiveness of the Safe and Civil Schools Model on producing outcomes.	Safe and Civil Schools Model for Positive Behavioural Interventions and Supports.	Randomised control trail	Suspension rates obtained from the district administrative records.	Number of pupils excluded after first year: Cohort 1:Yes No Cohort 2:Yes Number of pupils excluded after second year: Cohort 1: Yes Number of exclusion days after first year: Cohort 1: Yes No Cohort 2: yes	Number of pupils excluded after first year: Cohort 1: OR= 0.78 (small); OR=0.83 (small) Cohort 2: OR= 0.83 (small) Number of pupils excluded after second year: Cohort 1: OR=0.77 (small) Number of exclusion days after first year: Cohort 1: OR=0.79 (small); OR=0.80 (small) Cohort 2: OR=0.78 (small)

							Number of exclusion days after second year: Cohort 1: Yes	Number of exclusion days after second year: Cohort 1: OR= 0.74 (small)[1]

Table 5- Description of studies

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[1] **Effect size Key:**
- d= Cohen's D: small= 0.2, medium= 0.5 and large= 0.8
- g= Hedges g: small= 0.2, medium= 0.5 and large= 0.8
- r=correlation coefficient: small= 0.10, medium= 0.30 and large= 0.50
- OR= Odds ratio: An odds ratio of 1 is indicative of no association with the risk, and the association growing stronger as the odds ratios increases or decreases away from 1 (Chen, Cohen, & Chen, 2010). Odds ratios included in the table above were therefore judged to be small.

Further discussion of effect sizes, and rationale for the size judgements used can be found in appendix a.

1.3 Description and appraisal of the studies

Table 5 summarises the characteristics of the studies included for in-depth review. With the exception of Evans and Cowell (2013), which was carried out in England, all studies were conducted in the USA. Sample sizes ranged from 8 - 134 schools, and participants were selected from both urban and rural areas. Several studies (n=4) included schools in their sample that could be considered to be experiencing social and economic challenge. Five studies evaluated the effectiveness of interventions, and three explored the relationship between the intervention and outcomes.

1.3.1 Experimental design

Three studies used randomised control trials (RCTs) with participants assigned to either participant or control groups (Bradshaw et al., 2012; Snyder et al., 2009; Ward & Gersten, 2013). The remaining studies did not employ a method of control in their experimental design. One of these studies used a pre- and post-test design (Evans & Cowell, 2013). Half the studies used post-test designs. In two of these studies (Burke et al., 2011; LaFrance, 2009) a measure of disciplinary exclusion was taken following the intervention and correlated with a measure of program fidelity. The other two studies had a post-test design (Muscott et al., 2008; Vincent & Tobin, 2011), and measured exclusion across several years in order to examine trends in exclusion over the time the intervention was implemented.

The controls employed in the RCT studies attempted to reduce the influence of external variables, and therefore allowed more trust that any reduction in exclusion rates was due to the effectiveness of the intervention implemented. The lack of control in studies that were not RCTs may have resulted in less robust internal validity, and more risk of the influence of extraneous variables. Similarly the two studies that explored relationships between exclusion and program fidelity, offer evidence that these measures may be related, but not that intervention influenced the rates of exclusion reported. This was acknowledged by the authors of both of these studies, and was in line with their question. However, the degree to which their findings can be trusted to answer my review question is limited.

1.3.2 Interventions

Intervention aims were wide ranging, including reducing absenteeism and improving academic achievement.   As specified in the inclusion criteria all interventions included an aim to reduce disciplinary exclusion and/ or improve behaviour. Several of the studies (n=5) explored school wide positive behaviour intervention and supports (SWPBIS). SWPBIS intends to prevent students' behaviour problems by changing schools' organisational context (Bradshaw et al., 2012). In their explanation of the approach Vincent and Tobin (2011) drew upon the work of Sugai and Horner (2002), who described the central features of SWPBIS as involving the use of positive reinforcement, the teaching of expectations, assessment and data driven decision making, and the creation of a positive school climate. The approach involves implementing a range of evidence-based practice across four levels: schoolwide, classroom, non-classroom, and individual student (Sugai & Horner, 2002). The use of SWPBS varied across the studies.

The remaining studies (n=3) looked at the following interventions:

- **Well managed classroom-** a school wide approach to managing behaviour in classrooms (Burke et al., 2011).
- **Solution oriented schools-** aimed to help school representatives understand that teaching and learning needs to be scaffolded by other factors, such as a consistent behaviour policy and an environment that supports all stakeholders (Evans & Cowell, 2013).
- **Positive action**- a comprehensive schoolwide social and character development program designed to improve academic achievement, student behaviours and character (Snyder et al., 2009).

All interventions aimed to enhance an aspect of the school environment (Burke et al., 2011) , ethos (Evans & Cowell, 2013), or climate (Bradshaw et al., 2012; LaFrance, 2009; Muscott et al., 2008; Snyder et al., 2009; Vincent & Tobin, 2011; Ward & Gersten, 2013). The majority of interventions were based on a notion of positivity. Seligman and Csikszentmihalyi (2000) argued that positive psychology involves a focus on institutions that promote citizenship, including work ethic, nurturance, civility, tolerance and responsibility. The majority of interventions include aspects that could be argued to involve the promotion of such aspects, including for both staff

and pupils, and therefore could be considered to incorporate elements of positive psychology.

1.3.3 Data analysis

Burke et al. (2011) and Bradshaw et al. (2012) employed methods of statistical control. This increased trust that changes in exclusion rates may be due to the impact of the intervention. Some studies (Evans & Cowell, 2013; Ward & Gersten, 2013) employed more than one form of statistical analysis to test the effectiveness of the intervention for reducing rates of exclusion, which adds to the robustness of the analysis. Several studies (Bradshaw et al., 2012; Burke et al., 2011; Evans & Cowell, 2013; Snyder et al., 2009; Ward & Gersten, 2013) statistically analysed their data to ensure it fitted the assumptions of the tests employed, and transformation of the data was completed if necessary. This was a common issue in the studies as exclusion data tends to be positively skewed, rather than normally distributed (Burke et al., 2011). Bradshaw et al. (2012) used power analysis to select the sample size, and although this was not done by Snyder et al. (2009) the limitations of their sample for statistical power were recognised and statistical techniques employed in an effort to limit the effect of this. Neither Muscott et al. (2008) nor Vincent and Tobin (2011) addressed the validity or reliability of their data analysis methods.

The data analysis of some studies lacked transparency in their explanation of statistical analysis and related results. This mainly comprised the absence of descriptive statistics (Bradshaw et al., 2012; LaFrance, 2009; Vincent & Tobin, 2011), and confusing reports of data analysis and results (Evans & Cowell, 2013; Snyder et al., 2009; Ward & Gersten, 2013). In particular Snyder et al's (2009) effect sizes and significance levels seemed inconsistent. Correspondence with the first author of this paper, Frank Snyder, suggested this may have been due to the way the effect size was calculated, or the relationship between the measure of effect and the measure of significance. Transparency was particularly strong in Burke et al's (2011) study.

1.3.4 Effectiveness

Exclusion rates were used as an outcome measure of disciplinary exclusion in all studies. In some studies there was a lack of clarity regarding what type of

exclusions was being referred to. Information provided regarding the type of exclusion is included in table 5. It seemed data more often referred to fixed rather than permanent exclusions. The use of exclusion rates for measuring disciplinary exclusion from school may provide only the 'tip of the iceberg' (Gazeley et al., 2015, p. 492). Issues such as inconsistent practices of recording exclusion rates and unofficial exclusions mean that additional information is needed to contextualise exclusion rates (Gazeley et al., 2015). By relying on exclusion rates as their sole outcome measure studies included in this review may have captured only part of the picture regarding how the interventions effected the use of disciplinary exclusion.

Exclusion data were collected in a variety of ways, as detailed in table 5. Muscott et al. (2008) gave no information about how their exclusion data were collected. Bradshaw et al. (2012) provided an argument for validity of their data collection method. Researchers in all studies relied on data that were not collected directly by themselves. Therefore, a lack of insight into this data collection, as acknowledged by Ward and Gersten (2013), seems relevant for all studies included in this review. Snyder et al. (2009) and Vincent and Tobin (2011) acknowledged possible inconsistencies and inaccuracies in the way exclusion data are recorded, which is perhaps an argument that could applied to all studies included in this review.

Of the studies that reported significance levels, all, with the exception of Bradshaw et al. (2012), reported at least one significant effect of the intervention on exclusion rates. Apart from in Snyder et al's (2009) study, in which large effects were reported, effect sizes were small. The effect size reported in Burke et al's (2011) study fell well below the value considered to reflect a small effect. Justification for judgements regarding the size of the effects can be found in appendix A. It is interesting to note that in the cases of Snyder et al. (2009) and Ward and Gersten (2013) significant effects were more consistently reported at follow up. This could suggest that school wide interventions take time to take effect.

1.3.5 Samples and generalisability

Within the context of the USA, schools were selected across a range of settings, including rural and urban environments in several states. As noted by Hayden (2003) the conceptualisation and operationalisation of 'exclusion' will vary across jurisdictions, and generalisation of US studies to other contexts may therefore be

compromised. Many of the studies took place in the context of schools in which populations faced social and economic challenges. Due to the interrelationship between disciplinary exclusion and social exclusion, as argued in the introduction of this review, this is perhaps pertinent.

1.3.6 Ethics

Ethical issues were not addressed in-depth in any of the study write ups, and neither Burke et al. (2011), Muscott et al. (2008) or Evans and Cowell (2013) mentioned any aspect of ethical consideration. In all three RCT studies (Bradshaw et al., 2012; Snyder et al., 2009; Ward & Gersten, 2013) intervention was offered to control schools at a later date, which perhaps implies some ethical consideration. The lack of focus on ethics might be explained by the nature of the studies, which at most involved direct contact with a small group of staff members. For example, all studies used previously collected exclusion data, which did not require direct contact with participants. However, only LaFrance (2009) and Vincent and Tobin (2011) stated that they had permission to use this data. Therefore, there are potential ethical concerns regarding issues such as the use of data, as well as making changes to policies and practices perhaps without the involvement and consent of those this is likely to affect, such as school staff, pupils, and parents.

1.3.7 Weight of Evidence

A	Trustworthy in terms of own question- with regards to the quality of the study (e.g. methodology, ethics etc.) to what degree can the study be trusted to answer its own question?
B	Appropriate design and analysis for this review question- in terms of the quality of the research design and analysis to what degree can the findings be trusted to answer the question of this systematic review?
C	Relevance of focus to this review question- in terms of the focus of the study how relevant is it in addressing the question of this systematic review?
D	Overall weight- assessed based on a, b and c

Table 6- Weight of evidence categories

Study	A Trustworthy in terms of own question	B Appropriate design and analysis for this review question	C Relevance of focus to this review question	D Overall weight in relation to this review question
Bradshaw et al. (2012)	High	High	Medium	High
Snyder et al. (2009)	High	High	Medium	High
Ward and Gersten (2013)	High	High	Medium	High
Evans and Cowell (2013)	Medium	Medium	High	Medium
Burke et al. (2011)	High	Medium	Low	Medium
LaFrance (2009)	Medium	Low	Medium	Medium
Vincent and Tobin (2011)	Low	Low	Medium	Low
Muscott et al. (2008)	Low	Low	Medium	Low

Table 7-Weight of evidence ratings

Taking the discussion above into account each study was given a WoE rating, which can be seen in table 7. Studies given a high overall WoE were judged to be most trustworthy in terms of answering my systematic review question. All studies in this category employed a high level of control in their designs, and methods to support the reliability and validity of their statistical analyses and data collection. With the greatest statistical control of confounding variables and assurance regarding the validity of data collection, Bradshaw et al's (2012) findings can be considered the most trustworthy of this group. Despite their high overall weighting all three studies in this category received a medium rating regarding their relevance to the systematic

review question. This decision was influenced by their USA context, which is inconsistent with the context of this review, and their sole reliance on exclusion rates as a measure of disciplinary exclusion.

The remaining studies did not include a method of control in their design. However, Burke et al. (2011), and Evans and Cowell (2013) used statistics that were robust, and included methods of control, which resulted in a medium rating. Evans and Cowell's (2013) UK context and acknowledgement of the limitations of exclusion rates also contributed to this rating. Similarly, LaFrance (2009) received a low rating in terms of their design and analysis due to a lack of control. However, their large sample size, relevance of their design to their own research question and use of methods to support the validity of statistical analysis resulted in an overall medium rating.

Neither Vincent and Tobin (2011) nor Muscott et al. (2008) employed control in their research design or analysis. Neither commented on the validity of reliability of their data analysis, and they did not report any statistics to suggest whether the effect of the intervention were significant. They therefore received a low WoE rating.

1.4 Synthesising the studies' findings and drawing conclusions

In this review I aimed to produce a summary of what the research tells us about the effectiveness of school wide interventions in a primary school setting on reducing disciplinary exclusion from school. In doing this I intended to create a clearer picture of the ways in which school wide interventions can be utilised by educational professionals to reduce exclusion from school, and ultimately promote inclusion in education and society more widely. The strength of gains taken from the studies in this review are summarised on table 8.

		No effect size/significant gains reported	Small	Medium	Large
	High	Bradshaw et al. (2012)	Ward and Gersten(2013)		Snyder et al. (2009)
	Medium		Evans and Cowell (2013) Burke et al. (2011) LaFrance (2009)		
	Low	Muscott et al. (2008) Vincent and Tobin (2011)			
Weight of evidence		No effect size/significant gains reported	Small	Medium	Large
	Effect size				

Table 8-Strength of gains

From the studies included in this review it seems that since 2006 evaluations of school wide behavioural interventions have mainly taken place in the USA, and interventions have focused on preventative and positive, rather than punitive, approaches. Additionally, there is an emphasis on positivity and the use of elements of positive psychology in supporting school environments through an ecological approach. The majority of studies that included significance levels reported significant gains, which can be taken as evidence most interventions had some effect on reducing exclusion rates. However, the majority of effects could be considered small. In education it is rare for an intervention to produce an effect that could be described as more than small, and judgements about the importance of an effect should be made in the context of factors such as cost, time and effort needed to implement the intervention (Coe, 2002; Cohen, 1969). The interventions in this review could be considered cost heavy, as they involve school wide change for various stakeholders across a range of aspects over several years. However, the reduction of diciplinary exclusion from school was only one aim amongst many for

the interventions, and this cost may therefore achieve additional benefits alongside the reduction of diciplinary exclusion rates.

Drawing on discussion given in the introduction of this systematic review regarding the adverse impact of disciplinary exclusion, the lack of support for its effectivness and its overuse in education, it is arguable that even interventions that effect a small reduction in exclusion rates may be worth implenting. With large effect sizes and a high WoE, greatest gains can be taken from Snyder et al's (2009) study, which involved a social and character development program. Since five out of the eight studies included for in-depth analyses employed SWPBS, it could be considered that there is particular evidence for the effectiveness of this intervention, especially given that Ward and Gersten (2013), whose study employed SWPBS, could be considered amongst the studies offering the best evidence of effectiveness. However, it is notable that Bradshaw et al's (2012) study was given the highest WoE, and out of studies reporting significance levels was the only study not to report significant gains. These mixed findings mean that although implementing the interventions included in this review may potentially achieve small reductions in exclusion rates conclusions about their effectiveness cannot be drawn with certainty.

1.5 Limitations of this review

Although I conducted as extensive and thorough search as possible, this systematic review included only studies that used the search terms in the title, keywords or abstract, and were included in the databases searched. Therefore, it is possible there will be additional research meeting the inclusion/ exclusion criteria of this review that I have not included.

I made the decision to exclude case studies conducted in just one school from this systematic review. Petticrew and Roberts (2006) argued that exclusion criterion based on design can introduce bias if studies also differ in other ways. However, the case studies that could have been included were similar to the 8 studies ultimately selected for review. The majority evaluated interventions also addressed by the 8 included studies, and all utilised exclusion rates a measure of exclusion. Therefore, I believe excluding case studies did not introduce bias, and that their inclusion would have added little to this review. Petticrew and Roberts (2006) argued that reviewing the best research available makes sense if there are enough robust studies to draw

upon. In general the case studies were of poor quality, for example many did not report significance or effect sizes, and did not employ methods of control. Consequently, on balance, it seemed more beneficial to exclude case studies, and allow for more cautious conclusions to be drawn.

The majority of studies under evaluation took an ecological approach in that they aimed to intervene at two or more interacting levels e.g. individual pupil, classroom and schoolwide. Some studies specified that only the school wide aspect of these interventions would be used in their studies. However, although all studies focused their discussion on intervention at a level beyond the individual child some were unclear about whether the schools in their samples were also delivering intervention to individual pupils. Therefore, in these studies it is difficult to determine the extent to which effects seen were determined by changes to whole school systems, rather than interventions for individual pupils. However, Bronfenbrenner (1979) proposed that environmental levels interact and impact upon each other and the individual. Therefore, perhaps it is not possible to separate what happens at an individual and environment level (Sameroff, 2010).

Finally, as previously discussed, all studies reported only exclusion rates as outcome data. Therefore, it is likely this review has captured only part of the picture regarding how school wide behavioural interventions can contribute to a reduction in the use of disciplinary exclusion in primary schools.

1.6 Implications

Regarding limitations related to the sole use of exclusion rates, Evans and Cowell (2013) suggested follow up questionnaires could have been used to investigate why a reduction in exclusion rates had been achieved and what led to this. This is perhaps something that would have been useful in all studies included for review. This could be addressed in future research, and qualitative methods may be particularly useful in providing a deeper investigation of how schools can work to reduce disciplinary exclusion from school (Howitt & Cramer, 2014).

Although the interventions reviewed allowed for some adaptation to unique school contexts their primary premise was the application of a generic intervention applied in a top-down fashion. Future studies in this area could incorporate greater involvement from stakeholders, such as school staff, pupils and parents.

Additionally, as only one study included in this review was completed in the UK, future research is needed to contribute to knowledge regarding how we can intervene with school systems to reduce disciplinary exclusion within the UK education system.

Finally, the tentative conclusions of this review may provide some insight for those concerned with reducing the use of disciplinary exclusion in primary schools. Intervening in school wide behavioural approaches in ways that support the school environment from an ecological perspective and are also positive and preventative, may contribute to this agenda.

Chapter 2: Bridging Document

2.1 Introduction

The purpose of this bridging document is to provide an overview and discussion of the process of my research. I begin by discussing the stance that has underpinned the research, including my axiology, ontology, and epistemology. This is followed by an explantion of how my systematic review informed the development of my empirical research question. I then outline and rationalise the methodology used to answer my research question. I go on to reflect upon how I as a person have shaped the research, and how I believe I have changed throughout the research process. Finally, I discuss the ethical considerations that have arisen throughout the research. This bridging document is taken as an opportunity to reflect on the research process in greater depth, and more informally than is possible in chapters 1 and 3.

2.2 The axiological drive behind my research

Axiology is concerned with 'personal value systems and beliefs' (Parker, 2013, p. 91). The value I place on social justice, which is concerned with equality and fairness (Prilleltensky & Nelson, 2009), is at the root of my practice as a Trainee Educational Psychologist (TEP) and also underpins this research.

There is evidence to suggest that children and young people experiencing injustice or inequality are more likely to be excluded from school on diciplinary grounds, and experience further injustice later in life (McCluskey, Riddell, Weedon, & Fordyce, 2015). For example, in 2014/15 pupils receiving free school meals (which is often used as an indicator of disadvantage) were around four times more likely to be excluded than those who did not receive free school meals (Department for Education, 2016). This is consistent with my experience as an TEP. Through this role I have been involved with a number of young people who have been excluded and who, without exception, could be considered to be experiencing some form of inequality and injustice in their lives outside of school. Literature and policy support the importance Educational Psychologists' (EPs') engagement with social justice (Fox, 2015; Prilleltensky, 2014; Speight & Vera, 2009; The British Psychological Society, 2015).

It is the value I place on social justice and its relevance to my role as a TEP that has driven this research. I set out with the hope that I could contribute in some small way towards the creation of fairer and more equal schools and society.

2.3 Ontology and Epistemology

The process of my research, and the decisions I have made are underpinned by my ontology and epistemology. Ontology is concerned with what there is to know, and epistemology relates to how we can know it (Willig, 2008). My current understanding of my philosophical stance is best explained by drawing on a combination of elements from pragmatism and contextual constructionism. Pragmatism and contextual constructionism have much in common (Mertens, 2015), but also have distinct aspects. The aspects I have found most pertinent are summarised in table 9. Complementary aspects are presented side by side.

Pragmatism	Contextual Constructionism
There is "a single real world, and people have their own interpretations of that world" (Morgan, 2007, p. 72).	Contextualism is concerned with understanding truth, and therefore has a realist dimension (Braun & Clarke, 2013). However, "accounts will be subjective and not invalidated by alternative perspectives"(Madill, Jordan, & Shirley, 2000, p. 9) .
No single research approach can adequately reveal the truth (Mertens, 2015).	There is no one reality that can be accessed through research methodology (Madill et al., 2000), but knowledge will be true in certain contexts (Braun & Clarke, 2013).
What works at the time is true, which is influenced by context (Cherryholmes, 1992; Creswell, 2014; Morgan, 2007).	Knowledge is dependent on context, including the researcher's position, and data will vary according to the context in which it is collected (Madill et al., 2000).
Knowledge can be created through joint endeavours (Morgan, 2007).	As a version of constructionism contextual constructionism retains an emphasis on the creation of knowledge in the mind, rather than its discovery (Gergen, 2009). This knowledge may be constructed through relationships with others (Gergen, 2009).
Pragmatism is concerned with what works and how, as well as with future actions and solutions to problems (Cherryholmes, 1992; Creswell, 2014; Morgan, 2007).	It has been argued that in some cases contextual constructionism is more suited to practical projects than social constructionism (Burningham & Cooper, 1999). Contextual constructionism's realist dimension allows issues in the world to be assumed real and therefore addressed, whereas social constructionists are more likely seek to understand the issue itself (Burningham & Cooper, 1999).
For pragmatists values precede and drive research, including political and social concerns (Cherryholmes, 1992). Therefore, pragmatists study what they believe important in a way that fits with their value systems, and answers their research questions in the most appropriate way (Teddlie, 2005).	Contextual constructionists are motivated by environmental and political issues (Burningham & Cooper, 1999).
	Contextual constructionists are interested in how people construct issues, but take a realist stance towards the impact of the issues themselves (Burningham & Cooper, 1999).

Table 9-Ontology and epistemology

In summary, this research aims to find out what works, but stresses that what is found will depend on the context in which the research is carried out. Findings will reflect a subjective view of reality that is constructed by the participants and myself as the researcher, rather than directly reflecting the reality of what works.

2.4 Developing my empirical research question

Findings from my systematic review provided insight regarding the gaps, and theoretical influences in the currently available research. The influence of this insight on the creation of my empirical research question will be discussed here.

The findings of my systematic review suggested some evidence for the potential of school wide interventions to reduce disciplinary exclusion. However, mixed findings suggested scope for further understanding of how we can intervene with whole school systems to reduce exclusion. In particular little research was available from the UK. Therefore, it seems important that future research contributes to an understanding of what might be helpful within the context of UK education systems. Additionally, the majority of the studies took a top down approach by applying a set intervention with little involvement from school staff in its design. It is likely that school staff can provide important insight regarding what works well in their context, and how this can be implemented (Ainscow, Dyson, Hopwood, & Thomson, 2016). I was therefore interested in seeking the perspectives of staff in my empirical research.

Many of the interventions explored in my systematic review included echoes of positive psychology (Seligman & Csikszentmihalyi, 2000). Several emphasised the importance of a preventative approach. This prompted me to consider my own values in relation to this, which led me to shift my focus from the reduction of exclusion to how inclusion can be supported. Exploring how inclusion can be supported, rather than how exclusion can be reduced, perhaps allows for a more preventative and positive approach. The benefits of this stance are supported by Prilleltensky's (2005; 2014) model for transformative education, which argues approaches that focus on strengths, prevention, empowerment and community (SPEC) are perhaps more likely to support wellness and fairness.

Additionally, the interventions included in my systematic review placed importance on supporting school ethos, culture and climate in order to reduce exclusion. These elements can perhaps be considered part of the school environment. I maintained a focus on the concept of 'environment' in my empirical research question in order promote this perspective and allow a wide scope for staff's conversations, including talk about ethos, climate and culture.

Finally, from my initial discussions with the head teacher and inclusion manager of my research school it was clear that they viewed the concept of behaviour as wider than that which is considered disruptive or challenging. They spoke about the management of challenging behaviour and prevention of exclusion as part of the wider issue of promoting positive behaviour. This discussion shifted my focus from 'challenging behaviour' to the wider concept of 'behaviour'.

The above formulation influenced the focus of my empirical research, which involved creating a rich picture of what school staff believe makes an inclusive school environment regarding behaviour.

2.5 Methodology

2.5.1 Qualitative case study design

It has been argued that a case study design is most useful in research that seeks to generate rich, complex and detailed knowledge regarding, for example, how a particular social phenomenon occurs in a single institution (Thomas, 2015, 2016; Yin, 2014). The agenda to generate rich, complex and detailed knowledge is also consistent with a qualitative approach (Braun & Clarke, 2013; Howitt & Cramer, 2014). Therefore, it seemed a qualitative case study design would best enable me to create a rich picture of the perspectives of school staff.

Thomas (2011b) suggested that in planning a case study a researcher should be clear about how and why they selected their subject of study, the purpose of their study and the approach and process they plan to employ. Here I provide an account of my understanding of these aspects. The subject of my study was a primary school with whom I worked as a TEP. I chose this school as I had evidence that staff would provide rich insight about what makes an inclusive environment regarding behaviour. The purpose of my research was to offer an example from which educational professionals can draw insight to be adapted and applied in their particular context. This is consistent with the type of knowledge Thomas (2011a) argued case studies can produce. My case study can be described as instrumental in that I chose my school as an 'exemplar of a more general problem' (Willig, 2008, p. 77), in the hope of providing a rich account of 'how the phenomena exists within a particular case' (Stake, 2005, p. 458). I approached the research by aiming to create

a rich illustrative description. I did this by seeking to capture a snapshot of the perspectives of school staff at a single point in time in what was viewed as an endless process in the development of their inclusive environment. This description included both what staff believed they had achieved in their school, andspec what they hoped to achieve in the future.

2.5.2 The use of Appreciative Inquiry as a tool to generate data

Appreciative Inquiry (AI) principles, structure and questioning were used as a tool to generate data. AI was chosen as it is consistent with my research aims and values in a number of ways, which will be discussed here.

AI offers opportunity to engage those in communities and organisations in rich and collaborative discussions regarding what is working well, and how this can be developed (Boyd & Bright, 2007; Cooperrider, 2008; Hammond, 1998). The AI structure therefore provided a framework to gather rich perspectives concerning staff's beliefs about how an inclusive environment can be supported with regards to behaviour. AI emphasises collaborative discussion and joint meaning making in communities (Cooperrider, 2008). The approach also has close links with strengths-based psychology, and aims to understand and promote the qualities that lead to positive outcomes (Lewis, 2011; Seligman & Csikszentmihalyi, 2000; Whitney & Fredrickson, 2015). This is consistent with the value I place on strengths and the community perspective I take within my TEP practice, as is incorporated in Prilleltensky's (2005; 2014) previously mentioned model. This is also consistent with the emphasis on the creation of knowledge through joint endeavours within my epistemology (Gergen, 2009; Morgan, 2007).

AI has been used in many different contexts, including in schools, by EPs and within community psychology (Boyd & Bright, 2007; Doveston & Keenaghan, 2010; Hammond & Royal, 1998; Verleysen, Lambrechts, & Van Acker, 2015). It has also been proposed that AI is particularly appropriate for use within the realms of inclusion (Kozik, Cooney, Vinciguerra, Gradel, & Black, 2009). This, alongside AI's coherence with my beliefs and values, influenced my interest in using AI as an approach within my role as a TEP. I came to view AI as a way of engaging in consultation, which is an important part of my practice as a TEP. Similarly to AI my

conceptualisation of consultation concerns a collaborative discussion in which all are heard and contribute to the construction of meaning, and change (Wagner, 2008).

AI places emphasis on change and development (Cooperrider, 2008; Hammond & Royal, 1998). However, my intention was not to conduct a full AI to create change, but rather to draw upon AI principals and questioning to generate data for a rich description. Examples of research exist that have also used AI in a similarly descriptive way (Kurth, Lyon, & Shogren, 2015; Lyons, Thompson, & Timmons, 2016). This use of AI in this way is perhaps supported by Cooperrider (2008) who advocated creative and novel applications of the approach.

Additionally, part of my reason for drawing upon aspects of AI was ethical, as I was keen that the participants benefit from the data generation process (Guillemin & Gillam, 2004). AI posits that inquiry is also intervention, as asking questions can influence the way a group thinks, and enhance the effectiveness of organisations (Cooperrider, 2008; Hammond, 1998). It may be that inclusive education is achieved through communication and dialogue with others (Kershner, 2016), which is enabled in AI. I hoped the participants would experience such benefits, and I came to view my relationship with them as symbiotic. This involved myself as a researcher benefitting from the data that would be generated, and the participants benefitting from the aspects of AI employed.

2.5.3 Analysis of data

Thematic analysis (TA) was chosen as the method most suited to my research question, aims and position as a researcher. TA provides a way to create 'a rich, detailed yet complex account' (Braun & Clarke, 2006, p. 78) of perspectives and practices, and can accommodate a whole data set comprising of diverse types of data collected in differing ways and times, and from different participants (Alhojailan, 2012; Braun & Clarke, 2006, 2013). This is consistent with my research aim of creating a rich account of the perspectives of staff, my intentions to include members of staff from a range of roles, and to analyse data from interviews, focus groups as well as written material. Additionally, TA is compatible with a range of epistemologies, including contextualism, as well as with the stance that by paying attention to the elements of data that are of interest the researcher takes an active

part in the analysis, and themes are therefore the researcher's subjective creation (Braun & Clarke, 2006, 2013).

Consistent with my current position, it is argued that TA is particularly suitable for those at the beginning of their qualitative research careers, as transparent guidance about the process is available and engagement with TA provides opportunity for the development of core skills that may be used in other types of analysis (Alhojailan, 2012; Braun & Clarke, 2006; Vaismoradi, Turunen, & Bondas, 2013).

My decision to use TA followed consideration of a number of alternative methods. These are briefly summarised in table 10 along with a rationale for rejection.

Type of analysis	Brief Summary of analysis	Reason for rejection
Interpretative phenomenological analysis (IPA).	• Focuses on how individuals make sense of their life experience, usually regarding an experience with significant implications for a person's identity. • Asks experiential questions. • Generally used to analyse data involving a homogenous sample of fewer than 6 participants.	• Inconsistent with my aim to engage with a group of school staff regarding their perceptions and practices. • Conflicts with my plan to ask appreciative questions, both about what has been achieved and what is hoped for in the future. • My inclusion of 9 staff members from a range of roles is inconsistent with the individual experiences of a homogenous group emphasised in IPA.
Grounded theory	• Enables theory to be built from data, and has a focus on understanding social processes. • Involves a complex process that is time and resource heavy, and therefore suited to larger projects. • Requires that the researcher does not engage in relevant literature prior to data analysis.	• GT's focus on understanding social processes is inconsistent with my rich picture aim. • The process required is not suited to my small research project. • Completion of systematic review and prior experiences as a TEP made prior engagement with relevant literature unavoidable.
Pattern-based discourse analysis (DA)	• Concerned with how patterns of language are related to the production of reality. • The processes regarding how to use DA is unclear. • Does not recognise a real version of events.	• Inconsistent with aim of research to create a rich account of the data. • Perhaps inappropriate for my position as a new qualitative researcher. • In some ways inconsistent with the realist dimension incorporated in my epistemological stance, and research question.

Table 10-Analysis methods- adapted from Braun and Clarke (2013)

I chose the inductive approach to TA. In keeping with my research aim this allowed analysis to be carried out in a bottom up way in which the data, rather than existing literature, drove the creation of themes, (Braun & Clarke, 2006, 2013). I accepted

the view that the separation between latent and descriptive analysis is not clear, and it may be that some degree of latent analysis is involved in all qualitative research (Braun & Clarke, 2013; Sandelowski & Barroso, 2003; Vaismoradi et al., 2013). Therefore, my analysis involved both latent and semantic approaches in that I focused on the explicit level of the data, regarding what was explicitly stated by participants, as well as seeking to interpret underlying meaning (Braun & Clarke, 2006, 2013). In carrying out TA I followed Braun and Clarke's (2006, 2013) procedure, and drew upon Bazeley (2009) to supplement my understanding regarding how to carry out successful analyses; for example ways in which analysis can extend beyond the description by challenging, building upon, supporting and linking data.

2.6 Reflexivity

Reflexivity involves the researcher looking critically at their role and influence on the research (Guillemin & Gillam, 2004; Willig, 2008). It is a way of achieving rigour (Guillemin & Gillam, 2004). I acknowledge that who I am as a person influenced this research (Braun & Clarke, 2013; Willig, 2008), and I aimed to be reflexive throughout. Some examples of this reflexivity have been previously discussed in this bridging document. This included the recognition that my values informed both my shift from exclusion to inclusion, and the use of AI. Here I discuss further examples of my engagement in reflexivity, and insights I have gained from this process. Part of reflexivity involves the scrutiny of ethics (Guillemin & Gillam, 2004), which will be discussed in the next section of this bridging document.

Previously in this bridging document I discussed how the value I place on social justice has underpinned this research. This is consistent with my epistemological stance, as those who adhere to pragmatism and contextual constructionism may be motivated by political and social issues (Burningham & Cooper, 1999; Cherryholmes, 1992). Aiming to compliment the quantitative studies included in my systematic review with qualitative empirical research is also consistent with the view that no single research method is adequate (Mertens, 2015).

Reflexivity can include ways in which the researcher has changed throughout the research process, including modification of their theoretical positions (Guillemin & Gillam, 2004; Willig, 2008). I believe my values and beliefs have become clearer

and more easily articulated throughout this research project. This is perhaps exemplified in my shift towards a more positive and preventative approach. In addition, I started this thesis with a question about effectiveness, which was in keeping with a pragmatic focus on what works (Cherryholmes, 1992; Creswell, 2014; Morgan, 2007). However, as this research has progressed my beliefs have perhaps become more consistent with the contextual constructionist elements of my epistemological stance. I have become less focused on what works, and more concerned with the creation of knowledge in contexts (Madill et al., 2000). I see this as a continual change that I think will likely continue to occur in my future practice and research as an EP. I believe this will lead to the increasingly clear embodiment of my values and beliefs in what I do in the future.

My engagement in reflexivity also included continuous scrutiny of the influence of my previous role as a primary school teacher and current role as a TEP on my data analysis. Throughout data analysis I asked myself "what I know", and "how I know it" (Hertz, 1997, p. viii). As part of this process I continuously revisited the data to ensure it led my analysis

2.7 Ethical Considerations
Aspects consistent with what Guillemin and Gillam (2004) referred to as procedural ethics are dealt with in chapter three.   Here I discuss what Guillemin and Gillam (2004) referred to as ethics in practice, which is concerned with the complex ethical issues that arise during research.

From the outset I was keenly aware of the ethical tensions involved in asking people to be involved with something they would not usually take part in, and believed it important that they benefitted in some way (Guillemin & Gillam, 2004). As previously discussed, this in part influenced my decision to use aspects of AI for data generation. However, this symbiosis led the head teacher and inclusion manager of my research school to want to select participants they thought could contribute and benefit most readily from the research, and would feel most comfortable doing so. Consideration of participants' comfort in this selection process was perhaps an advantage, as was the head teacher and inclusion manager's deliberation of group dynamics I would not have been aware of (Braun & Clarke, 2013). However, I was conscious of the potential for staff to feel under pressure to take part in the research.

I responded to this by openly discussing my concerns with the head teacher and inclusion manager. I also met with participants prior to the data generation session to stress they should feel no pressure to participate, and could withdraw at any time. This message was later reiterated by the inclusion manager. One member of staff chose not to consent to take part, which provided some reassurance that I had successfully communicated these messages. Additionally, Guillemin and Gillam (2004) argued that interpersonal processes between the researcher and participants are important if participants are to make their own free decision about whether to take part in research. A gap in time between my initial meeting with staff and the data generation session provided an opportunity for regular interaction with the participants through email, telephone and impromptu chats during my visits to school in my role as a TEP.

The potential impact on those not chosen to be part of the group also occurred to me as a possible ethical consideration, especially regarding staff I knew from involvement in my role as a TEP. I had no reason to believe any negative impact had occurred, but when the opportunity arose I expressed regret that it was not possible to invite all who contribute to the school environment to take part. I hoped this would communicate their participation would have been valued.

Chapter 3: Empirical Research

Abstract

Aims

Educational inclusion is both an important agenda and challenge, particularly with regards to behaviour. Recent research has for called for in-depth studies of inclusive environments, and it has been argued working collaboratively with school staff may provide new insight. In order to help illustrate how primary schools may develop their inclusivity this study aimed to generate a rich picture of what school staff believe makes an inclusive school environment regarding behaviour.

Method

Participants were nine members of a primary school staff team from a range of roles. Qualitative data was generated utilising aspects of appreciative inquiry (AI), which involved both interviews and focus groups. Data was analysed using thematic analysis.

Findings

Thematic analysis resulted in six themes and one subtheme comprising of: supporting the well-being of all, attitudes and beliefs of people in school, aspirational thinking, a wealth of strategies and approaches, maintaining a focus of children, connections between people and continuous staff development. In particular, supporting well-being may be important. A secondary finding involved the use of AI, which may be a useful tool to support inclusion through collaborative discussion.

Limitations

As only 9 members of staff were included, the perspectives of some who contribute to the inclusive environment of the school are missing from this study.

Conclusions

Findings provide some clues about how, with regards to behaviour, an inclusive environment may be supported for all. Staff's discussions were rich with psychology, and applying psychology may therefore contribute to the creation of inclusive environments. Educational Psychologists may be well placed to support this, and AI might provide a useful tool for this endeavour.

What do school staff think makes an inclusive school environment? A focus on behaviour.

3.1 Introduction

3.1.1 Context

Inclusion has been argued to be both an agenda and challenge for education systems around the world (Ainscow, Booth, & Dyson, 2006; Ainscow & Sandill, 2010). The development of this agenda has been associated with legislation, such as the international Salamanca statement and the Warnock report in the UK (see for example: Ainscow et al., 2006; Lindsay, 2003; Smyth et al., 2014). The central premise of this legislation is that all children have the right to be educated in mainstream schools that account for their diversity (Department for Education and Science, 1978; UNESCO, 1994). Lindsay (2003) argued an increasing emphasis on inclusion can be seen in UK policy. For instance, earlier legislation stated the efficient education of other children, and pressures on teachers' time should be considered when deciding whether a child should be educated in a mainstream school (Department for Education and Employment, 1997; Department for Education and Skills, 2001). More recently it has been stated education in mainstream school should be presumed (Department for Education, 2015b). Running alongside this are concerns about pupils' behaviour that is perceived to be challenging, and an agenda to reduce such behaviour and the disruption it is believed to bring (Department for Education, 2012, 2015a; Ofsted, 2014). This focus on reducing disruption has been associated with the emphasis on raising attainment in schools, which could potentially be in tension with efforts to be inclusive (Ainscow et al., 2006; Department for Education, 2015a).

Evidence for the effectiveness of inclusion is mixed. Research has suggested inclusion of pupils with special educational needs (SEN) in mainstream schools may have positive outcomes for the achievement of all pupils (Kalambouka, Farrell, Dyson, & Kaplan, 2007). Contrastingly, it has also been argued there is no clear empirical support for the effect of inclusion on positive social and academic outcomes for children with SEN (Lindsay, 2007). However, such evidence may be considered irrelevant to those who view inclusion as an issue of rights (Allan, 2008; Lindsay, 2003; Norwich, 2014).

3.1.2 Conceptualisations of Inclusion

Difficulties in defining the complex concept of educational inclusion has been the subject of scholarly discussion (see for example: Berlach & Chambers, 2011; Booth, 1996; Cooper, 2004; Florian, 2014; Göransson & Nilholm, 2014). As part of their systematic review Göransson and Nilholm (2014) analysed how inclusion has been defined, and identified four types of understanding:

- The placement of pupils with SEN and disabilities (SEND) in general classrooms;
- Meeting the social and academic needs of pupils with SEND;
- Meeting the social and academic needs of all pupils;
- The creation of communities with certain characteristics, which could vary across communities.

Given the complexities involved in conceptualising inclusion it is beyond the scope of this piece to do justice to the range of understandings, or to offer an all-encompassing definition. Therefore, consistently with the efforts of Booth (1996), I present aspects that most closely resonate with my understanding. I adhere most strongly to understandings of inclusion that emphasise all pupils in communities with certain characteristics (Göransson & Nilholm, 2014). However, rather than community I focus on the perhaps wider idea of 'environment'. I understand the enviroment to be a series of complex and multi-layered systems (Bronfenbrenner, 1979, 1994; Sameroff, 2010). An environment may incorporate all aspects of school, including relational, physical and psychological elements. This understanding of 'environment' was influenced by others who have written about inclusive environments in a similarly wide sense (Block, Cross, Riggs, & Gibbs, 2014; Goodman & Burton, 2010). Therefore, by also drawing upon others who have conceptualised inclusion, I understand inclusion as: the creation of school environments that fulfill the right of all to feel valued and able to participate in and benefit from education, both social and academic (Ainscow & Sandill, 2010; Farrell, 2004; Gallagher, 2001; Göransson & Nilholm, 2014; Thomas & Loxley, 2007a; UNESCO., 2001).

3.1.3 Inclusion and behaviour

Since disruptive behaviour may be considered to adversely affect the rights of others to learn, 'behaviour' has been considered problematic for some seeking to develop inclusive practice (Macleod & Munn, 2004; Mowat, 2009; Visser & Stokes, 2003). However, given the links with social inequalities it is arguable that behaviour is a particularly important issue for inclusion, for instance those excluded from school are more vulnerable to factors such as unemployment, poverty and challenging family circumstances (McCluskey, Riddell, Weedon, et al., 2015; Munn & Lloyd, 2005). Despite this there is evidence to suggest that thinking and practice related to inclusion within the field of behaviour has not progressed in the same way as other areas of inclusion. For example, it has been shown that children perceived as having social, emotional and behavioural difficulties are more likely than children categorised by other forms of SEN to be educated outside of mainstream provisions (Cooper, 2004), cause teachers concern (Avramidis, Bayliss, & Burden, 2000), and comparatively research has lagged behind in the area (Lewis, Chard, & Scott, 1994).

Behaviour has been thought about in terms of things pupils do that are perceived as negative or challenging, and which can be explained by within child factors (Danforth, 2007; Forness & Kavale, 2001; Orsati & Causton-Theoharis, 2013; Oswald, 2002). This is potentially problematic as it places blame within the child, and diverts attention away from the contributing influence of the environment (Danforth, 2007; Thomas & Loxley, 2007b). This is despite evidence to suggest factors external to the child are influential alongside those that might be considered more internal. For instance, alongside factors such as ethnicity and gender, children are more likely to be excluded from school if they experience social disadvantage (Daniels et al., 2003; McCluskey, Riddell, Weedon, et al., 2015; Paget et al., 2015; Pirrie, Macleod, Cullen, & McCluskey, 2011).

Ecological systems theory inspires alternative ways of thinking about and supporting inclusion regarding behaviour (Burns, Warmbold-Brann, & Zaslofsky, 2015; Thomas & Loxley, 2007b). It is posited that development is influenced by complex and mutual interactions between individuals and their environment (Bronfenbrenner, 1979, 1994; Sameroff, 2010). Therefore, it may be a child affects change in their

school environment; this change becomes part of the environment, which in turn may impact the child, or vice versa (Sameroff, 2010).

From this perspective children's behaviour can, perhaps in part, be viewed as providing feedback about conditions within schools (Ainscow & Sandill, 2010), and related to the 'nature of the environment we expect children to inhabit' (Thomas & Loxley, 2007b, p. 49). Alongside research that focuses directly on children this perspective requires an emphasis on what schools can do to be more inclusive with regards to behaviour (Burns et al., 2015; Sameroff, 2010; Thomas & Loxley, 2007b). It is the latter perspective that is taken in the current research.

3.1.4 Appreciative Inquiry as a tool for inclusion research

The current research uses aspects of Appreciative Inquiry (AI) as a data generation tool. AI was designed to engage organisations and communities in positive change (Cooperrider, 2008). The approach is strengths-based, and has close links to positive psychology (Lewis, 2011; Seligman & Csikszentmihalyi, 2000; Whitney & Fredrickson, 2015). AI posits that asking questions can influence the way a group thinks, and enhance organisational effectiveness (Cooperrider, 2008; Hammond, 1998). The process of AI offers participants the opportunity to engage in rich discussions regarding what is working well, and how this can be further developed (Boyd & Bright, 2007; Cooperrider, 2008; Hammond, 1998). It provides a framework for collaboration in which all are heard and listened to (Cooperrider, 2008).

The use of AI as a tool for inclusion research is supported by recent literature, which has argued researchers should seek to explore how inclusion is understood and supported in local contexts (Ainscow, Dyson, Hopwood, et al., 2016; Smyth et al., 2014). To achieve this, emphasis has been placed on working collaboratively with school staff to promote dialogue in which all are enabled to share their differing perspectives, and reflect upon current practice and hopes for the future (Ainscow, Booth, & Dyson, 2004; Ainscow, Dyson, Goldrick, & West, 2016; Ainscow, Dyson, Hopwood, et al., 2016; Kershner, 2016).

3.1.5 Aims and rationale for this research

It has been suggested research has revealed much about the theory and practice of educational inclusion (Ainscow, Dyson, Hopwood, et al., 2016; Florian, 2014; Göransson & Nilholm, 2014).   However, a need for further research into inclusive practice has been indicated by recent research (Dyson, 2014; Kershner, 2016; Smyth et al., 2014). Much available practice research is based on a conceptualisation of inclusion that emphasises particular groups of pupils (Göransson & Nilholm, 2014). Therefore, the strength of knowledge about inclusion may depend on the conceptualisation adopted, and the type of knowledge referred to.

The current research addresses the question: What do school staff believe makes an inclusive school environment regarding behaviour? This follows a systematic review by Göransson and Nilholm (2014, p. 277) that called for 'in-depth studies of environments with high levels of inclusion'. It is possible that focusing on environments may inspire new ways of thinking (Burns et al., 2015).

A wide conceptualisation of behaviour is adopted. It is hoped this will enable a focus on prevention and positive aspects, as well as on when things are perceived to be problematic. This allows for an understanding of inclusion as relevant for all, rather than concerning a particular marginalised group (e.g. those whose behaviour is perceived as problematic or challenging). I hope to create a rich description of the perceptions of a group of school staff. This follows Ainscow, Dyson, Hopwood et al's (2016) argument that working collaboratively with school staff in local contexts may provide new insight. In order to achieve this aspects of AI will be used to support collaborative discussion that value all perspectives (Cooperrider, 2008).

3.2 Methodology

Here I discuss the methodological processes and decisions involved in this research. The main steps followed are shown in table 11.

Stage and Date	Description of Activity
1 *May 2016*	I met with the head teacher and inclusion manager to discuss their school's potential involvement in the research.
2 *June 2016*	The head teacher and inclusion manager approached staff to discuss their participation.
3 *July 2016*	I met with staff to discuss the research, their participation and consent.
4 *September 2016*	Consenting participants and I met for a 2 hour 30 minute data generation session inspired by appreciative inquiry.
5 *September 2016-December 2016*	Data was analysed using thematic analysis.
6 *January 2017*	The participants and I met again for a follow up session to discuss their experiences of the data generation session, and what had happened following the session. I also provided feedback of themes generated during analysis, and welcomed participants' thoughts on this.
7 *January- May 2017*	The research report was produced

Table 11-Process of empirical research

3.2.1 School Context

The head teacher and inclusion manager of a single primary school were approached for involvement with the research. I knew the school through my work as Trainee Educational Psychologist (TEP). The school was chosen as I had reason to believe the staff had given much thought to how an inclusive environment regarding behaviour can be supported. I hoped they could therefore support an in-depth study of an inclusive environment (Göransson & Nilholm, 2014). This perspective was informed by a number of aspects:

- The school has a reputation for being inclusive within the local authority (LA). Their support had been sought by other schools and by LA professionals regarding the development of inclusion in the area;

- The school has achieved flagship status in the Inclusion Quality Mark Scheme. They are the only school in the region to achieve this award, for which they were fast tracked following recognition of their achievements;
- School data suggests permanent exclusions do not happen;
- This reputation is consistent with my perception of the school, with whom I have worked with as a TEP for approximately 1 year.

It may be simplistic to objectively conclude that the school have achieved superior inclusive status (Dyson, 2014). However, given the factors above I believed that by working with staff from this school I could generate rich perspectives and insight.

3.2.2 Participants

Potential participants were selected by the head teacher and inclusion manager. Subsequently 12 staff members were approached and 11 consented to take part. Only 9 members of staff ultimately took part. Participants had a range of roles (see table 12), were involved with different age groups, and their level and types of experience varied. I hoped that the diversity of the participants would support rich and differing perspectives.

Pseudonym	Role
Mary	Teaching Assistant
Fiona	Teaching Assistant
Emma	School Counsellor
Helen	Teaching Assistant
Wendy	Teacher
Steve	Teacher and Phase Leader
Ian	Head Teacher
Aidan	Teacher
Rob	Behaviour Manager

Table 12-Participants

3.2.3 Data Generation

Qualitative data was generated as this was in keeping with my rich picture agenda (Braun & Clarke, 2013; Howitt & Cramer, 2014). The AI 4-D framework was used as a data generation tool in which participants worked through four stages (see figure 2).

Discover

The best of what is

Participants discussed what is already happening in school that is successful.

Destiny

What will be?

Participants came up with an action plan in order to achieve the design they created.

4-D Appreciative Inquiry Process

Dream

What might be?

Participants discussed what kind of school they would like to create.

Design

How can it be?

Participants took aspects from the dream and discover stages to design and write a proposition statement about what they plan to create in reality.

Adapted from Cooperrider (2008, p. 34)

Figure 2- The 4D appreciative inquiry process

For each stage participants held discussions in a mix of paired interviews, and small focus groups. Combinations of participants in groups and pairs were different at each stage in the hope all would have a chance to speak with each other. This mix of focus groups and interviews is common in AI, and perhaps allowed a balance of the advantages and disadvantages of each approach (Braun & Clarke, 2013; Hammond, 1998). This may have enabled all participant to be listened to, actively participate, and share their perspectives, which is argued to be important for collaborative discussions (Cooperrider, 2008; Hammond & Royal, 1998). Participants facilitated these interviews and focus groups themselves, which possibly reduced bias my presence may have introduced (Braun & Clarke, 2013). Between each stage I facilitated a whole group discussion of emerging themes and shared ideas, and sought to achieve further clarification and understanding.

Taking inspiration from AI principals and questioning I prepared prompts to be used at each stage. Prompts were discussed with two EPs who are familiar with AI to

ensure they were in keeping with the AI approach. Resources used in the session can be found in appendices b and c.

The inclusion of participants from different roles, and the use of different methods of data generation allowed for some triangulation (Willig, 2008). Discussion of themes in the whole group discussions, and the later the follow up session (see table 11), provided some degree of member checking (Willig, 2008). The session was audio recorded and data transcribed. The transcription, contemporaneous notes made during whole group discussions, and participants' written proposition statements (see table 11) formed data for subsequent analysis.

3.2.4 Data analysis

Thematic analysis (TA) was chosen as the method most suited to my research question, aims and position as a researcher. TA can be used to create rich and complex accounts of perspectives and practices, and can accommodate different type of data (Alhojailan, 2012; Braun & Clarke, 2006, 2013). It is also compatible with my pragmatic contextual constructionist epistemology, and position as a new qualitative researcher (Braun & Clarke, 2006, 2013). Inductive TA enabled analysis in which staff's perspectives, rather than existing literature, drove the creation of themes (Braun & Clarke, 2006, 2013). Analysis was both latent and descriptive, and I accepted the view that some degree of latent analysis is involved in all qualitative research (Braun & Clarke, 2013; Sandelowski & Barroso, 2003; Vaismoradi et al., 2013). The process followed is outlined in the table 13. Samples of work from the analysis stage are included in appendices d, e and f.

Phase	Description of the process
1. Familiarizing yourself with your data	Reading and re-reading the data, and noting down initial ideas.
2. Generating initial codes	Coding interesting features of the data in a systematic fashion across the entire data set, collating data relevant to each code.
3. Searching for themes	Collating codes into potential themes, gathering all data relevant to each potential theme.
4. Reviewing themes	Checking if the themes work in relation to the coded extracts and the entire data set, and generating a thematic 'map' of the analysis.
5. Defining and naming themes	Ongoing analysis to refine the specifics of each theme, and the overall story the analysis tells, generating clear definitions and names for each theme.
6. Producing the report	The final opportunity for analysis. Selection of vivid, compelling extract examples, final analysis of selected extracts, relating back of the analysis to the research question and literature, producing a scholarly report of the analysis.

Table 13- Thematic analysis process taken from Braun and Clarke (2006, p.87)

3.2.5 Ethics

In the hope of enabling informed consent I aimed to be transparent and to support participants' understanding of the research (Guillemin & Gillam, 2004). Prior to the data generation session participants were given an information sheet (appendix G), and met with me. I also provided PowerPoint slides (appendix H). As was outlined in the information sheet and reiterated verbally, participation was voluntary and participants were assured they could withdraw at any stage. Participants gave their written consent, names were kept confidential, and all identifiable information securely kept. The research received ethical approval from Newcastle University.

3.3 Findings and Discussion

TA resulted in six themes and one subtheme (see figure 3). Here I present and discuss my findings for each theme. Links to previous research and psychological theory are made throughout.
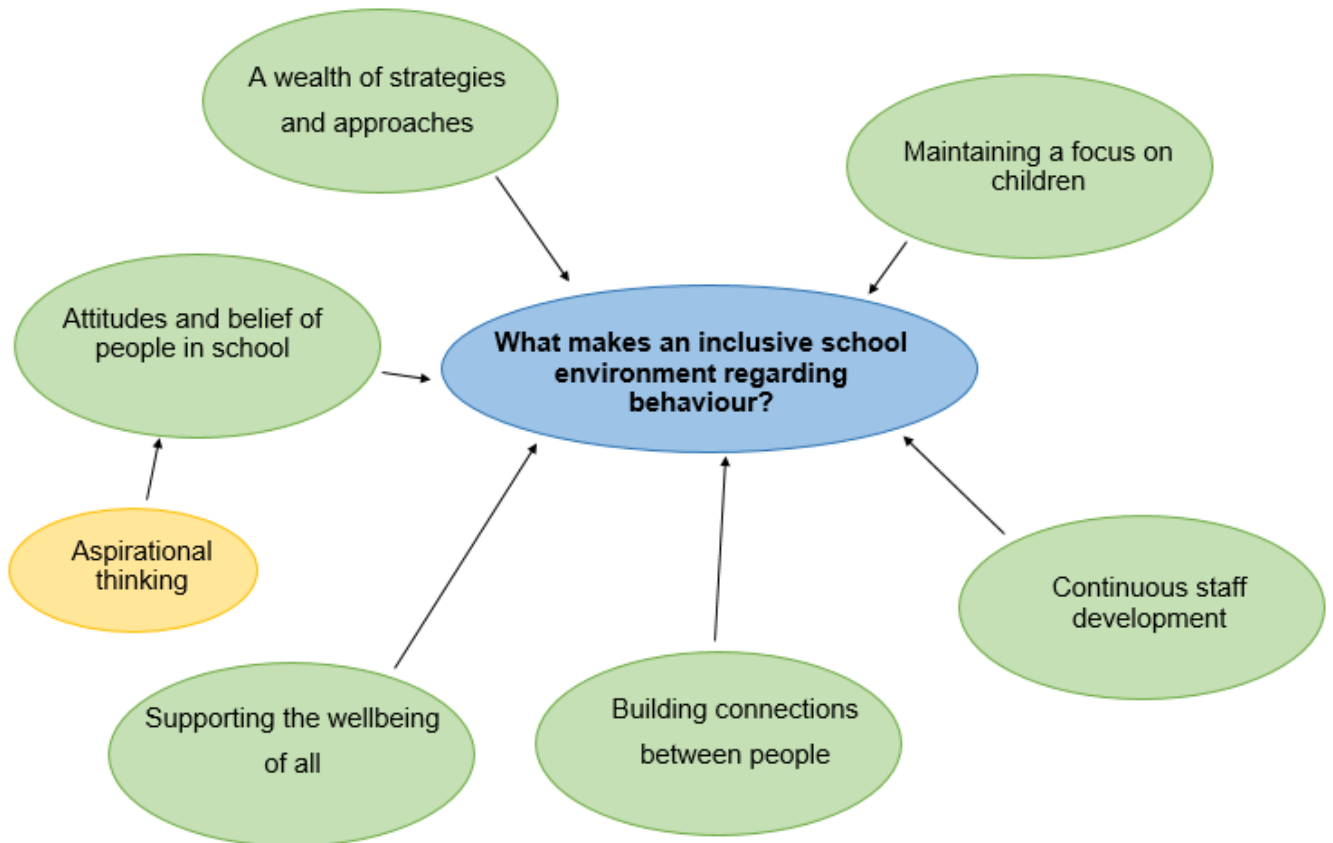
Figure 3-Thematic map

3.3.1 Supporting the well-being of all

Staff believed it important to support the well-being of all children and staff *"you need to enhance their well-being" (Helen)*. Well-being was seen as important with regards to the behaviour of individual children:

> *"The easy way is to remove or make life so miserable the child has to go. Rather than tackling the problem which is the child's behaviour or their own emotional well-being or whatever that is" (Ian)*

And also important more widely, and in its own right:

> *"But it's not just teachers. It's all members of staff" (Fiona)*
>
> *"All staff. Across the board" (Wendy)*
>
> *"Even for children as well, burn out" (Fiona)*

This is consistent with the argument that well-being may be pursued for its own sake (Seligman, 2011), but may also promote pro-social behaviour (Noble, McGrath, Roffey, & Rowling, 2008).

Well-being may be achieved when people 'feel good and function well' (Roffey, 2015, p. 21), and can be considered to be made up of elements that contribute towards it (Roffey, 2015; Seligman, 2011). Staff spoke about the importance of achievement, engagement, happiness, and a school environment that is a calm, *"safe, secure place" (Helen)* where all want to be. These elements have been considered to contribute towards well-being in previous research (Noble et al., 2008; Seligman, 2011).

Staff believed children's behaviour would sometimes become challenging because *"their needs just hadn't been met" (Rob).* This included both psychological and physical needs.

> *"coming having their breakfast knowing that they're gonna be full" (Emma).*

The importance of need fulfilment is echoed in Maslow's (1943) hierarchy of need, as well the more recently developed theories of self-determination (Ryan & Deci, 2000, 2002) and human givens (Griffin & Tyrrell, 2003), which posit that meeting need enables positive outcomes, and allows people to 'become everything that one is capable of becoming' (Maslow, 1943, p. 382). Need fulfilment is closely related to well-being, and may provide a suggestion of how well-being can be enhanced (Forgeard, Jayawickreme, Kern, & Seligman, 2011).

3.3.2 Attitudes and beliefs of those in school

Staff spoke about many attitudes and beliefs that made up a way of being, and were believed to be conducive to an inclusive environment regarding behaviour (see appendix F). There was a sense of openness and acceptance inherent much of

what staff spoke about within this theme, including that children are welcomed and given a chance.

> *"everyone's given the opportunity no matter what they've done previously" (Mary)*

Staff also believed it was important to discover and emphasise strengths, so that all in school are valued for who they are and what they bring.

> *"everyone brings things into the school what can be offered and shared with each other" (Helen)*

There was an emphasis on positivity, which was particularly valued by Wendy. Positivity was conceptualised as a focus on what is good, what is going well and what is possible.

> *"Or when he has done something positive, picking up on that as opposed to a negative. That's what I think would be, like, the ideal school" Wendy*

Discussion of confidence reoccurred, and was spoken about by the majority of staff as important for both themselves and children. This was often conceptualised as the belief in ones' own abilities.

> *"I was confident in my ability to do my job which was to support that child and support the school with, erm, different strategies, different ideas, different approaches" (Fiona)*

Research has supported the staff's view that certain attitudes, and beliefs are important for successful inclusion (Booth, 2011; MacFarlane & Woolfson, 2013). There are consistencies between the attitudes and beliefs spoken about by staff, and the values of humanistic psychology. For instance, Rogers (1995) posited that empathy, acceptance and positive regard support human growth, and argued that people should be viewed as unique, and valued unconditionally for who they are whatever their attitudes or behaviour. Humanistic psychology laid the foundations of positive psychology (Waterman, 2013) and strengths-based approaches (Wilding & Griffey, 2015), which are echoed in staff's beliefs regarding the importance of focusing upon positivity and strengths. Previous research that has focused upon inclusion regarding behaviour has emphasised the importance of positivity (Cefai, Cooper, & Vella, 2013; Mooij & Smeets, 2009), and has drawn upon humanistic approaches (Cefai et al., 2013; Cooper, 2011).

Additionally, staff's conceptualisation of confidence may be considered consistent with self-efficacy, which can be understood as a person's belief in their ability to

achieve a specific outcome (Bandura, 1978). Teachers with higher self-efficacy may be more likely to be inclusive regarding their intentions for their practices and attitudes (MacFarlane & Woolfson, 2013; Sari, Celikoz, & Secer, 2009). It may be that those who believe in their ability to be inclusive are more likely to be motivated, persistent and invested in their efforts to achieve their endeavours (Bandura, 1978, 1997).

There is perhaps a tension here between the importance placed on openness and acceptance, and the idea that there is a correct set of attitudes and beliefs that are supportive of inclusion.

3.3.2.1 Subtheme: Aspirational thinking

Staff spoke about having high expectations of children, and also about how they themselves go *"the extra mile" (Fiona)*. Staff took a holistic view of their role, which again is consistent with the values of humanistic psychology (Rogers, 1990).

> *"not only academically, it's emotionally as well, isn't it?   It's- it's the care of the whole process" (Helen)*
>
> *"The whole child" (Mary)*

Staff emphasised continuing to work towards outcomes for children even in the face of challenges. Outcomes applicable to school years, as well for adulthood were seen as important.

> *"They're gonna be the next group of adults. And we try to make them the best people possibly really." (Rob)*

This perhaps echoes recent legislation, which has emphasised the importance of high expectations, holistic education, and preparing children for adulthood (Department for Education, 2015b; Preparing for Adulthood, 2013).

3.3.3 Connections between people

School staff saw themselves as part of complex interconnections with others, including children, parents and families, those in the wider community, other school staff and those from outside agencies and other schools.

> *"Feel like they're connected with us" (Helen)*
>
> *"Hmm-hmm. They are" (Wendy)*
>
> *"And the families. And the community" (Helen)*

They spoke about these connections forming a *"family hub" (Wendy)* in which caring and respectful relationships were built. It was seen as particularly important for staff to *'build up relationships' (Rob)* with children, and this was a priority with children who presented challenging behaviour.

The importance of relationships is consistently reported in research that has explored inclusion and behaviour (Botha & Kourkoutas, 2016; Cefai et al., 2013; Cooper, 2011; Goodman & Burton, 2010; Mooij & Smeets, 2009; Mowat, 2015). Consistent with the current research, it has been argued these relationships should be caring and supportive (Cefai et al., 2013), as well as trusting and respectful (Mowat, 2015). Links with parents and outside agencies have also previously been argued to be valuable regarding inclusion and behaviour (Goodman & Burton, 2010; Mooij & Smeets, 2009; Mowat, 2015).

Supportive relationships between staff were also important, which formed a team who work together, communicate well, draw upon each other's strengths and abilities, and help each other.

> *"we don't all know everybody's skills and talents. And I think it's about recognising them and recognising that, you know, erm, everybody's an unique position to support each child as long as you work as part of a team and communicate I guess as well." (Emma)*

This is perhaps consistent with recent research that has argued inclusion can be achieved through engagement with collaborative relationships and discussions that enable joint meaning making and the development of strategies (Ainscow & Sandill, 2010; Botha & Kourkoutas, 2016; Kershner, 2016).

3.3.4 Keeping children central

Within an inclusive environment regarding behaviour staff believed it important to put children first, and endeavoured to ensure that children's best interests are at the centre of what is done in school. External judgement of SATs and Ofsted were seen as a potential distraction from this.

> *"it's just the whole attitude of the school that- that they're focused more on keeping outstanding than caring about the kids …" (Aiden)*

This supports the previously explored tension between inclusion and the standards agenda (Ainscow et al., 2006; Florian & Black-Hawkins, 2011).

Consistent with findings of previous research (Cefai et al., 2013; Mowat, 2015) staff believed that giving children opportunity to express their views and choices, and incorporating these into decision making was beneficial for inclusion. It was also thought to be important to know children well, including in the context of their lives outside of school, which is also consistent with findings of previous research (Goodman & Burton, 2010).

> *"Having, er, sound knowledge and understanding, not just sort of the subject areas but of the children and the-the wider area where our children are coming from and understanding our children" (Rob)*

This theme has similarities with person centred approaches, which focus on what is important to individuals, and give choice and control to the learner (Rogers, 1990; Sanderson, 2013).

3.3.5 Continuous staff development

There was a sense that there was never an ideal way of being: *"we're not the polished article" (Steve),* and that staff should forever be changing, or *"evolving and moving and not just staying with that's how we've always done it" (Fiona).* They spoke about how *"the dream moves" (Ian),* and goals are never fully achieved. Sharing practice was important for development, and Wendy described how she believed staff could *"learn from each other".* Reflection was also seen as valuable for development.

> *"you're sitting at home and sometimes you think ey, I forgot about this today. And I'll maybe change this. I'll go in tomorrow and do that." (Mary)*

What is described here seems consistent with Ainscow and Sandill's (2010) arguments that inclusion is supported by social learning processes, which require professionals to collaborate in sharing and reflecting upon practice that is continuously reviewed and refined in consideration of new possibilities. Links can be made here to the supportive staff relationships described in the theme entitled 'connections between people'.

3.3.6 A wealth of strategies and approaches

Staff spoke about having many strategies and approaches to try (see appendix F), which they saw as important for promoting an inclusive environment by managing unwanted behaviour and supporting desired behaviour. This *"toolkit" (Ian)* included behaviourist aspects such as consequences, and positive reinforcement, which have long been used for behaviour management in schools (Cooper, 2011; Watson, 1913). Additionally, staff spoke of strategies with elements of prevention, such as de-escalating situations and teaching behaviour, which is consistent with positive behaviour supports popular in the USA (Bradshaw et al., 2012; Sugai & Horner, 2002).

Staff seemed to see themselves as experimenters who drew upon a range of strategies in order to provide a tailored approach, and discover what works best in particular situations.

> *"rather than say against that black and white thing isn't it. Taking- taking into account the needs of individual children" (Steve)*

Embedded structures and systems that were clear, and followed by all were also seen as important. This included a correct way of behaving for children, and expected ways of approaching situations for staff. It was thought that *"some children just they need that rigidity to feel safe" (Emma).*

There is perhaps some tension between having embedded structures and systems, and an individually tailored approach. It may be there is a balance to be achieved.

> *Rather than just a- a rigid policy that you adhere to a hundred percent, if you step outside it or you just don't fit then you say you're out. It's having that openness. I agree that in the policy you can't- you can't get away with not having one of those. It's how you interpret in a practical, day to day basis, isn't it? (Ian)*

Much of what is presented here is consistent with findings by Goodman and Burton (2010) who interviewed teachers about successful approaches for the inclusion of pupils perceived as having behavioural, emotional and social difficulties. For example, Goodman and Burton (2010, p. 233) found unclear and inconsistent school systems were believed to be unhelpful, but it was also emphasised 'one size doesn't fit all'. Additionally, the use of a wide range of strategies within a creative trial and error approach was reported (Goodman & Burton, 2010).

3.3.7 Relationships between themes

In this section I discuss the themes collectively. Themes are distinct, but also form a whole to create a rich picture of the elements that might be considered to make an inclusive environment regarding behaviour. Some connections between themes were discussed above, but perhaps most marked are connections concerned with the concept of well-being (see figure 4).
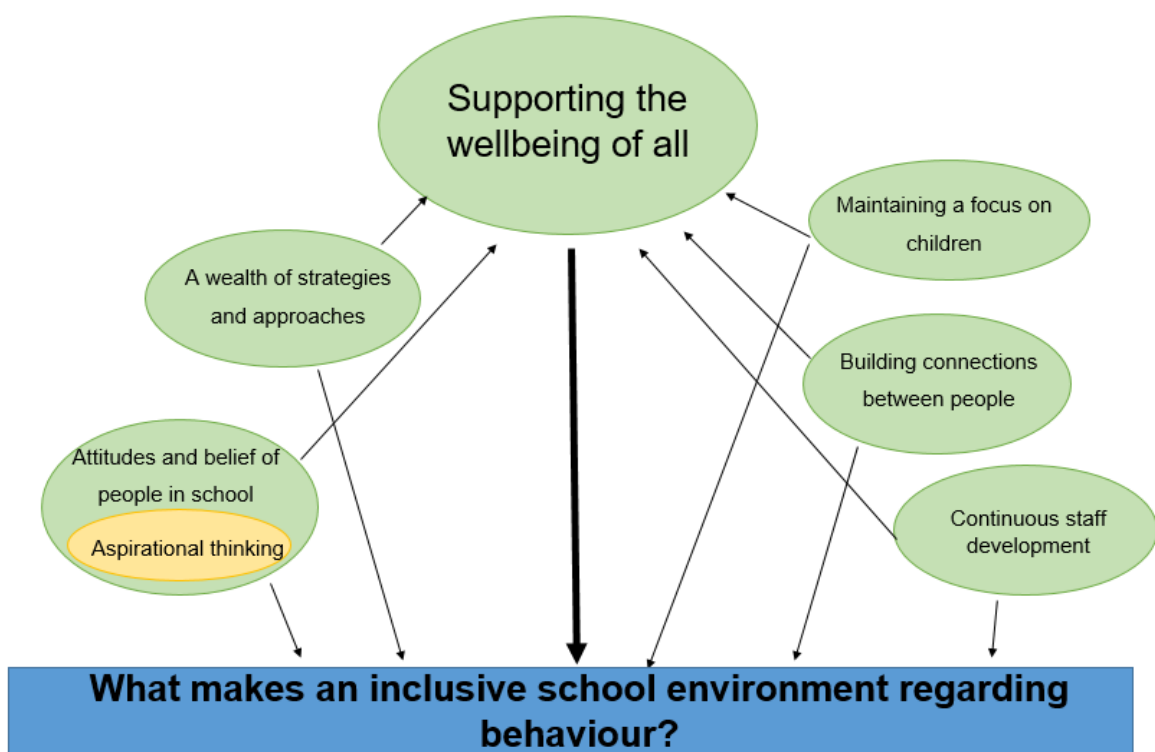

Figure 4-Thematic map showing relationships between themes

Aspects discussed across themes could be considered to either support well-being, or indicate strong well-being. This is in keeping with what Prilleltensky (2005) described as sources, strategies and signs of well-being. Many aspects of staff

members' discussions were consistent with what previous research has argued is important for the well-being of both staff and pupils. Links between my findings and literature are summarised in table 14.

Elements argued to be important for well-being in previous research	Findings of the current study
Good quality connections between people, including between staff, and between staff and pupils (Roffey, 2012).	Staff saw themselves as connected with others, including children, parents and families, those in the wider community, other school staff and those from outside agencies and other schools.
Valuing all, including the whole child, as well as values such as respect, care, and acceptance both to and from staff (Roffey, 2012).	Staff spoke about respectful and caring relationships, both between staff and between staff and pupils. They saw their role as developing the whole child, and believed all should be valued and accepted.
The need for all to feel positive about being in school, and to have a say about what happens there (Roffey, 2012).	Staff believed child voice and choice were important, and believed school should be a safe place where all want to be.
A focus on positivity and strengths in an environment where people are not worried about acknowledging their mistakes and feel safe (Roffey, 2012).	Staff believed 'getting it wrong' is okay, and focused on strengths and positivity.
In a school environment that has a focus on well-being children are central (Roffey, 2008, 2015).	The theme "keeping children central" captured staff's views that children's interests should be at the centre of all that is done in school.
In a school environment that has a focus on well-being there are high expectations for all (Roffey, 2015).	Staff spoke about the importance of having high expectations of both themselves and children, which formed part of the 'aspirational thinking' subtheme.
A preventative approach has been argued to be important to well-being (Prilleltensky, 2005; Roffey, 2015).	Staff found preventative strategies and approaches helpful in supporting an inclusive environment regarding behaviour.

Table 14-Links with well-being literature

Some aspects spoken about by staff may not be as closely related to well-being as others (for example, views encapsulated by the theme 'continuous staff development'). However, many could be considered to support all within the school to flourish, and therefore are perhaps contributing factors (Seligman, 2011). Some of the discrete elements argued to support well-being in the current study have been recognised as important for inclusion in previous research, see for example: Goodman and Burton (2010). However, to my knowledge no previous research has

associated the concept of well-being with inclusive environments regarding behaviour. Therefore, the current study may extend previous findings by suggesting supporting well-being may be key to the creation of an inclusive environment regarding behaviour.

3.4 Discussion of findings relating to the use of AI

An interesting secondary finding of the current research involves the use of elements of AI in the data generation session. When asked about their experiences of the session staff reported their communication had been enhanced. It may be that constructionism underpins the processes that led to this benefit, which is supported by the argument that constructionist principles are at play in AI (Cooperrider, 2008).

> *"It was good to scrutinise your own understanding….And then take on board other perceptions as well. And kind of like come away with a collective understanding (Aiden).*

In the above quote Aiden may be describing a constructionist process through which meaning was created (Cooperrider, 2008; Gergen, 2009). This may have involved the creation of an awareness of tacit knowledge. Tacit knowledge is not easily articulated, but forms the foundations of all knowledge and skills (Argyris, 1999; Polanyi, 2009).

> *"I think sometimes you can become a bit blindfolded to- to what you do actually do……*
> *If someone said to me 'okay, what do you do day in, day out?' I would be like a child and go 'well, you know.'   Do you know what I mean? So it's nice for- er, to come as a group …And think 'ey, d'you know what?' We do. We all – we do. We do do this. But we take it for granted." (Fiona)*

Social processes and reflective conversations may allow people to share and describe tacit knowledge (Chen, 2005; Schön, 1991; Wenger, 1998), which perhaps enables such knowledge to be reviewed and adjusted (Dixon, 1999). Schön (1991) argued that descriptions of tacit knowledge are always constructions, which supports the argument that constructionism is at play in this process.

Articulating their tacit knowledge seemed to have helped the staff review what they believed was important. This led to a number of projects, which staff told me had been triggered by our AI session. For example, there was an ongoing initiative to build closer relationships with lunch time staff, and a digital forum had been developed on which all children in school could share their views. It is possible that through dialogue a new understanding of what is important in their inclusive

environment regarding behaviour was created, which shaped a future in which these new projects were given priority (Cooperrider, 2008; Gergen, 2009).

Staff agreed that the AI session had resulted in a *"ripple effect" (Aiden)*. They believed its impact had extended beyond those involved in the AI session to other members of the school. For example, they thought enhanced communication had been achieved not only within the AI session, but also with members of staff who had not been involved in the session.

3.5 Limitations

AI traditionally involves everybody within an organisation (Cooperrider, 2008). However, this was not possible within the constraints of this study. Therefore, the perspectives of some members who contribute to the inclusive environment of the school are missing. Only 9 staff members from the staff team were included, and not all roles (e.g. office staff, and lunch time supervisors) were represented. Importantly, the perspectives of parents and pupils were also missing.

Since little previous empirical research has explored inclusion regarding behaviour from the perspective of the school environment the research question was wide, as is recommended in new areas of study (Braun & Clarke, 2013). The wide research question is also in keeping with nature of AI, which is open to new perspectives and possibilities (Cooperrider, 2008). However, the rich nature of the data meant it was not possible to provide in-depth exploration of all findings. For example, links were made to only the most relevant research, and connections with more general inclusion research were not explored. In-depth exploration of the themes generated in the current research may provide the basis of future research within the context of inclusive environments regarding behaviour.

3.6 Conclusion and implications

In order to help illustrate how primary schools may develop their inclusivity this study set out to answer the question: what do school staff think makes an inclusive school environment regarding behaviour? Six themes and one subtheme formed a rich picture of the elements that might be considered to make an inclusive environment regarding behaviour. These comprised: supporting the well-being of all, attitudes and beliefs of people in school, aspirational thinking, a wealth of strategies and

approaches, maintaining a focus of children, connections between people and continuous staff development.

My discussion of findings argued that what staff spoke about was rich with psychology. Applying psychology may therefore contribute to the creation of inclusive environments, which is supportive of the argument that psychology has much to offer inclusive endeavours (Kershner, 2016). It may therefore be that involvement from Educational Psychologists (EPs), and trainees such as myself, is relevant. In particular EPs may be well placed to support the enhancement of well-being (Roffey, 2015), which may be key to the creation of inclusive environments regarding behaviour. Since little previous research has associated the concept of well-being with inclusive environments regarding behaviour future studies may explore this further.

The use of AI principles seemed to support communication between staff in a way that enabled the sharing of knowledge, including tacit knowledge, and the creation of meaning and new possibilities. Both the findings of the current study and previous research suggest such processes may be beneficial in supporting inclusion (Ainscow & Sandill, 2010; Botha & Kourkoutas, 2016; Kershner, 2016). It may be reasonable to assume that conducting a full AI, rather than utilising aspects of it as was done in the current study, would have more pronounced benefits. Facilitating AI in schools may form part of the 'rich and varied ways' EPs can support inclusion (Farrell, 2006, p. 293).

It is hoped that the current study will prove useful to those who are concerned with inclusion in education. The findings provide some clues about how, with regards to behaviour, an inclusive environment may be supported for all. It may be that inclusion is achieved through discussions in specific contexts (Ainscow & Sandill, 2010), and what is provided here is intended serves as a starting point to promote such discussions. Insights included in this paper regarding my use of elements of AI may prove useful with regards to this. The current study may contribute to the call from Kershner (2016) for research to include consideration of tools to support dialogue. Since little previous research has evaluated AI (Messerschmidt, 2008) future research may aim to explore the impact of the approach for educational inclusion.

Appendices

APPENDIX A- Interpreting the magnitude of effect sizes

The studies included in my systematic review varied regarding the type of effect sizes they used, which is a common issue in psychological research (Baguley, 2009). The table below provides an indication of the size of effect that can be considered small, medium and large for each effect size type. These values were drawn from the work of Cohen (Cohen, 1969, p. 23; 1992). However, the wide variety of methods that researchers used to calculate effect sizes, including methods for calculating the same types of effect size, make only tentative judgements about the size of effects possible (Baguley, 2009). Additionally, when making a judgement about the importance of an effect it is important to interpret effect sizes within the context of the given research (Coe, 2002; Cohen, 1969). This is addressed in the write-up of my systmatic review on pg 26.

	Cohen's d	r value	Hedges g
Small	0.2	0.10	0.2
Medium	0.5	0.30	0.5
Large	0.8	0.50	0.8

N.B. Cohen's d and Hedges g can be judged by the same magnitude indicators as both reflect differences between means (Borenstein, Hedges, Higgins, & Rothstein, 2009; Cohen, 1969, 1992).

It was not possible to determine small, medium and large judgements for odds ratios, as better guidelines are currently needed regarding their magnitude (Chen et al., 2010). Chen et al. (2010) provided some guidance regarding how the magnitude of effect sizes can be judged. However, to make these judgements disease rates of below 10% for non-exposed groups in was needed, which was not available in the studies included in this systematic review. An odds ratio of 1 is indicative of no association with the risk, in this case the association of intervention with exclusion from school, with the association growing stronger as the odds ratios increases or decreases away from 1 (Chen et al., 2010). Therefore, it seemed reasonable to tentatively judge the odds ratios presented in the studies included in this systematic review as small.

Alternative methods of judging the magnitude of effects sizes are possible. For example, different types of effect size can be converted to a common type in order to allow comparison. However, this involves relying on assumption that may or may not be held (Borenstein et al., 2009). Some exploratory conversions I completed for odds ratio seemed to result in Cohen's d that was inflated. Alternatively, as Cohen's d is a commonly used effect size in the social sciences, and there is some tentative agreement about the size of the effect indicated by the d value, Cohen's d could have been calculated for each study. However, not all studies (e.g. Bradshaw et al. (2012) provided the necessary means and standard deviations for this calculation to be carried out. Additionally, Baguley (2009) argued that it is unlikely that one type of effect size would be appropriate for all purposes. For example Snyder et al. (2009) rationalised the use of Hedges g was appropriate for use within their study due to a small sample size. Therefore, using Cohen's d for all studies may have compromised reliability of the effect size. Consequently, I believe that attempting to make judgements about the magnitude of the effect size types provided in the studies was the most transparent and reliable method available.
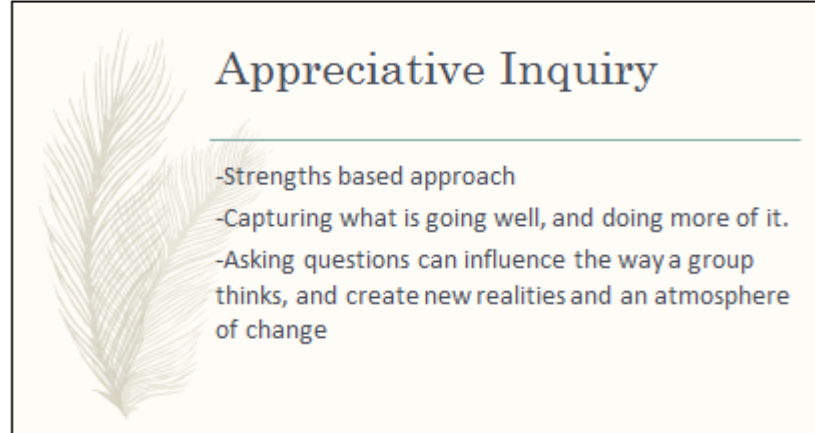
APPENDIX B- PowerPoint slide and prompts for data generation
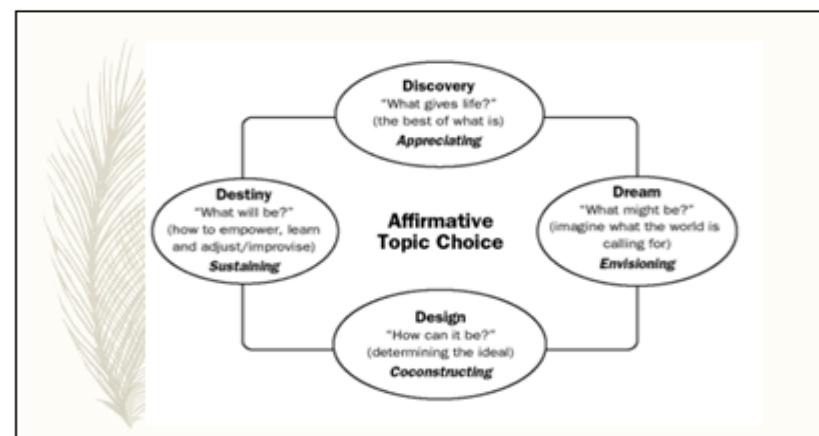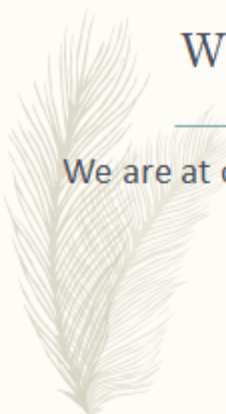
Warm up....

We are at our most inclusive when we....

Discover
The best of what is

Tell your partner about a time when you think you have been particularly successful in promoting an inclusive environment with regards to behaviour.
Don't be modest ☺
- What was happening?
- What did you do?
- What strengths enabled this to happen?
- What did you value about yourself?
- What beliefs enabled this to happen?

Tips for interviews

1. Read the questions to your partner, and use them as a tool for discussion
2. Listen actively, question, clarify and ask for details
3. Tell stories
4. Acknowledge problems and move past them
5. Enjoy and appreciate!
6. Note down themes, important aspects and quotable quotes

Dream
What could be

Imagine an article appearing in the TES in 2019 about this school being an excellent example of an inclusive environment with regards to behaviour.

What does the article say about....
- What is happening in school?
- What the staff are doing?
- What strengths has enabled this to happen?
- What does the article value about the school?
- What beliefs does it say enabled this to happen?

Design
What will be

Taking aspects of what is already going well and your dreams of what could be what kind of inclusive environment would you like to create in the future regarding behaviour?

In your group write a statement about this.

Thank you!

Steph Hindmarch

stephanie.hindmarch@durham.gov.uk

03000 263333

Deliver
What will we do

What will you do?
Who will be involved?
When will this happen?
   -Tomorrow
   -Next week
   -Next term
   -In the future?
How will this be shared with the rest of the staff?

Taking aspects of what is already going well and your dreams of what could be what kind of inclusive environment would you like to create in the future regarding behaviour?

In your group write a statement about this.

Check list:

- ✓ Does it inspire?

- ✓ Does it stretch, challenge and innovate?

- ✓ Is it developed from real-life examples?

- ✓ Is it desired- do people feel passionate enough about it to defend it?

- ✓ Is it written in present tense?
- ✓ Is it written in positive terms- it needs to be about what will be, not what will not be.
- ✓ Is it affirmative and bold *(no 'mights', 'tries' or 'could bes'?)*

Possible sentence starters to use in the statement:

- Primary School has developed an inclusive environment with regards to behaviour in which/ that is.........
- In the context of behaviour   Primary school are achieving an inclusive environment that........we are successful at.......
- In order to achieve this we..........do.........believe........value.........have strengths in........promote........deliver.........are competent at.......are knowledgeable about......

APPENDIX D- Samples of coding from phase 2 of the analysis

Discover Stage- Paired Interview-Rob and Aiden

Aiden   Then it were a case of 'where would you do this work?'
And he would o- he would do it here.

Rob   It's just meeting the needs of the child really, isn't it?

— flexible practices
— child voice
— child choice
— Meeting need .

Aiden   Yeah, that's what it is...

Rob   It's- it's not rocket science.

Aiden   No. No. In terms of every day stuff, I mean, rather than
individual stuff, kind of, in terms of particularly promoting
an inclusive environment, it is just like- like, erm, was
saying before, just understanding, er, which children –
'cause he has to sign those behaviour contracts and
consequences.

— understanding
Children.

— Consequences
— Embedded Structures & Systems

Rob   Hmm.

Aiden   But obviously we know and we'll believe that being able to
do your eight times table is a skill just on par with being
able to sit on carpet.

— Teaching behaviour

Rob   Yeah.

Aiden   Or not talking when you're talking. So there's certain
children you know, no matter how many times you tell
them to stop swinging on their chair, it's a habit and a
behaviour that we have to teach.

— Flexible practices
— Teaching behaviour
— understanding children

Rob   Hmm.

Aiden   It's not a case of you don't swing on your chair, so you
don't swing on your chair. You can't just point and go 'you
know- you need to know your eight times tables. Do it.'

Rob   Yeah.

— Embedded Systems structures

Aiden   So it's a case of training. So I've got a couple of kids in my
class where I'll go 'right, I'll ...' – they won't get two
warnings and a strike. Or two warnings and he loses a
chair or something that we've decided on. It'll be a case of
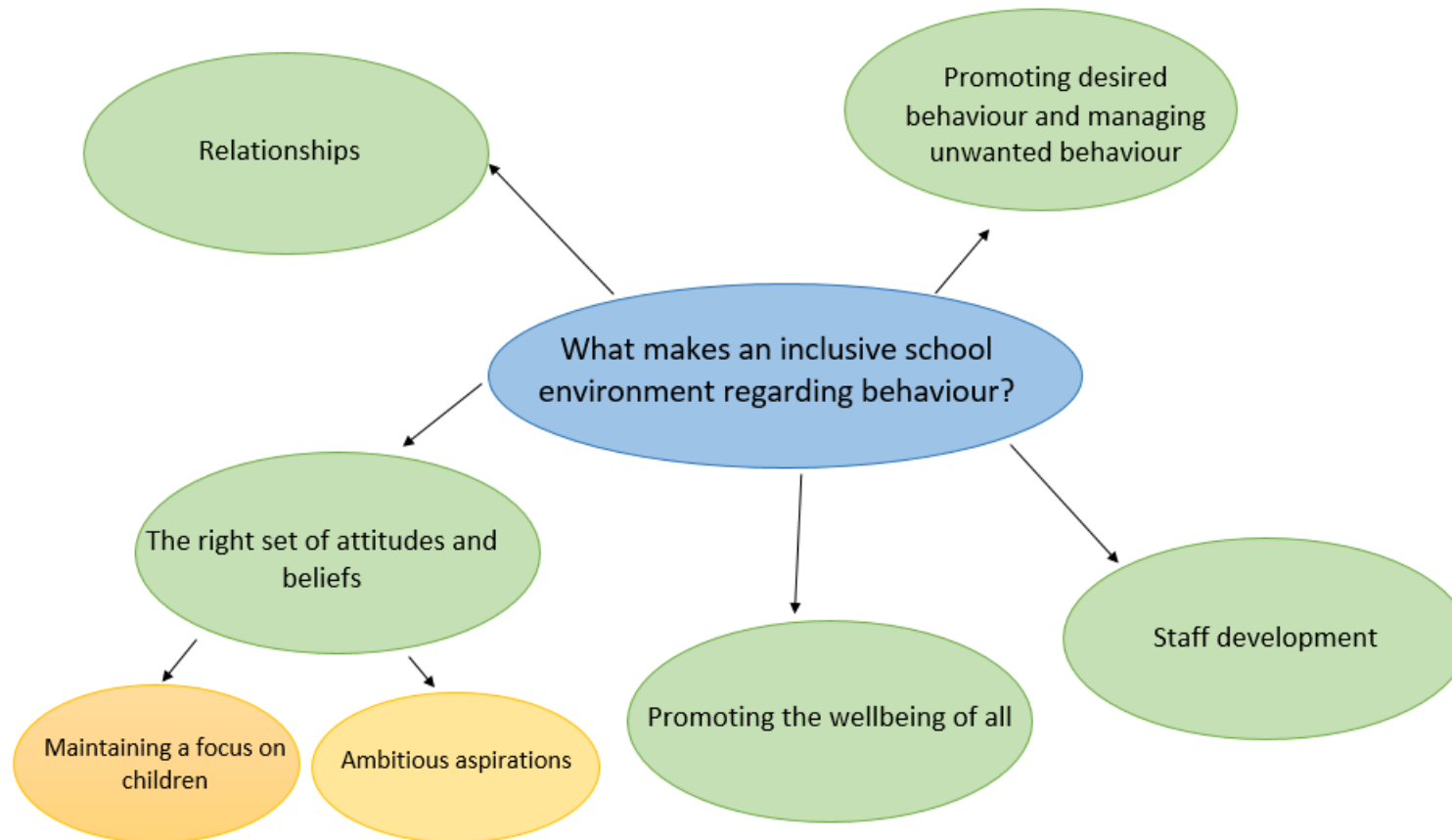I'll just d- d- er, verbal nods. So not verbal nods, sorry.

— Consequences

71

Dream Stage- Focus Group-Rob, Wendy, Fiona, Helen and Mary

Wendy	In this article. What's happening in the dream school?
Helen	Hmm – dream school, I would put for all staff and children to attend [chuckles] would be one thing.
Wendy	Yeah.
Helen	Happy, safe, secure place where everyone feels valued.
Fiona	Yeah.
Helen	Erm – they bring things to school that [sighs] – well they can – like, everyone brings things into the school what can be offered and shared with each other.
Wendy	Strengths?
Helen	Yeah.
Fiona	Hmm-hmm. Hmm-hmm.
Wendy	I'm thinking of physical things [laughter].
Helen	No, but that's kind of how I would ...
Wendy	Hmm-hmm. Hmm-hmm.
Helen	Like a- a- a good structure, a good team around the child and the school.
Fiona	Good.
Sarah	I dunno what youse would feel.
Fiona	In a- a really good school, it would be nice that if attendance was of a high standard.
?	Hmm-hmm.

Handwritten annotations:
- High attendance
- All feeling happy
- School as a safe place
- All valued
- All valued
- A focus on strengths
- All as a team
- ~~Resilience~~
- All as a team
- Embedded systems & structures
- children as central
- All happy – High attendance
- School as a place all want to be
- Relationships with parents

72

Theme/ Sub-theme	Codes
Building connections between people	Working in partnership with outside agencies
	School as part of an interlinking system alongside families and communities
	All as a team
	Relationships with parents and families
	Respectful relationships
	Relationships between children
	Caring relationships
	The importance of staff building relationships with children
	Adults as role models to children
	Staff supporting each other
	Good Communication between staff
	School as a family
Supporting the wellbeing of all	The importance of confidence
	School as a calm environment
	School as a safe place
	All feeling happy
	Staff enhancing children's wellbeing and looking after their own
	Meeting needs
	Children's active engagement in school life
	Enabling children to achieve
	School as a place all want to be
Maintaining a focus on children	Understanding Children
	Knowing children
	Child voice and choice
	Putting children first
	Outside judgement as a distraction from children

Theme/ Sub-theme	Codes
Continuous Staff Development	Sharing Practice
	Refection
	Flexible Practices
	Continuously evolving
A wealth of strategies and approaches	Embedded systems and structures
	Consequences
	Positive reinforcement
	De-escalation
	Removing barriers
	Teaching children behaviour
	Drawing on a range of strategies
	An individually tailored approach
Attitudes and beliefs of people in school	A focus on strengths
	All valued
	Staff as supportive to children
	A belief in the right to be educated
	Children as unique
	Empathy and compassion
	Personal investment
	Positivity
	Equality
	The right mind-set
	Teachers as in charge and in control
	Open thinking
	Acceptance
	Giving children a chance
	'Getting it wrong' is okay
Sub-theme: aspirational thinking	Going the extra mile
	High attendance
	High expectations
	Holistic aspirations
	Access for all to all opportunities
	Continuing to work towards the end goal

APPENDIX G- Information sheet and consent form

Dear staff team member,

I am a Trainee Educational Psychologist for Newcastle University working in the Durham Psychology Service. I have been working in your school over the past academic year. I am currently conducting research into what makes an inclusive school environment regarding behaviour. I am interested to understand how you think such an environment can be created. Please read the following information, and consider whether you would like to take part in the project.

What will I be asked to do?

With the headteacher's agreement I will hold a meeting with a group of staff. This will take place during the school day, starting at 1.00 pm and finishing by 3.30. I hope the group can help me understand what, with regard to behaviour, is working well in your school and how this can be further developed. In order to do this you will be guided through an appreciative inquiry. Appreciative inquiry is thought to be empowering, as well as useful for school development. The session will be recorded and then transcribed so that no names are evident, and the recordings will be erased. At a later date I will revisit the school to provide feedback for all staff.

What will happen to the information I share?

A feedback session will be held in your school during which findings will be outlined and opened up for discussion. Findings may also be shared with other interested parties, for example Educational Psychologists, other schools or members of Durham County Council. Additionally, the findings will be written up in a research project, which could potentially be published. In the feedback and my project write up the identity of participants will not be revealed.

Do I have to take part?

No. There is no pressure to be involved, and you can withdraw at any time without reason if you change your mind about taking part. If you decide to withdraw just email me, or let me know on the day.

How will confidentiality be assured?

Names will not be included on transcripts made from recordings of discussions. Names will not be shared during any part of the school feedback session, and no identifiable information will be included in the research paper. Any personal information (i.e. from consent forms or information from the discussions) will be kept securely and either locked away or password protected. Transcripts and recordings will be shared only with my supervisors, and those employed to transcribe the data. Recorded data and transcripts will be securely destroyed within 12 months of completion of the study.

If I require further information who should I contact?

For more information please contact me on 03000 263333 or at stephanie.hindmarch@durham.gov.uk. My work is being supervised by Dr Simon Gibbs, Reader in Educational Psychology at Newcastle University. If you have any questions or concerns about the project at any stage you can address these to him by phoning 0191 208 6575 or emailing simon.gibbs@ncl.ac.uk

If you are interested in being involved with this research please see the attached consent form, and return it to the school office.

Many thanks,

Steph Hindmarch

Trainee Educational Psychologist.

INFORMED CONSENT

Project Title: What makes an inclusive environment regarding behaviour, and how can such an environment be created? Perspectives from one primary school staff team.

Please read the following statements

If you *agree* with them please *write your initials* in the box next to each statement

I have read and understood the information sheet.

I have had an opportunity to ask questions and discuss the study and I am happy with the answers I have received (if applicable).

I understand that taking part in this study voluntary.

I am aware that I am free to withdraw from the study at any time without explanation, or consequence.

I agree with all points detailed above and consent to taking part in this research.

Name (please print):

Job title:

Email address:

Signed_____   **Date:**_____

All confidential information will be securely stored, and destroyed within 12 months of the completion of the study.

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