Relationships between staff and young people in Pupil Referral Units: *An extended literature review of how young people attending PRU's percieve positive relationships between themselves and professionals.*

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DECLARATION FORM

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DECLARATION

I certify that the whole of this work is the result of my individual effort, and that all sources have been acknowledged.

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DECLARATION

I am satisfied that this work is the result of the Student's effort.

Signed ..... (Lecturer)

Date .....

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ABSTRACT

School exclusion rates are on the rise (Welsh Government, 2021) and young people behavioural, emotional and social difficulties (BESD) are underrepresented within research (Michael and Frederickson, 2013). Positive relationships have been identified as a potential factor for creating successful outcomes for young people with BESD (O'Connor et al., 2011). The researcher will use current literature to identify themes on how young people with BESD perceive positive relationships and how this could impact their future. They will also draw upon youth work theory and practice in an attempt to identify any potential similarities or differences between youth workers and staff working within pupil referral units (PRU).

ACRONYM

ADHD	Attention Deficit Hyperactivity Disorder
ASD	Autism Spectrum Disorder
BESD	Behaviour, emotional and social difficulties
EAL	English as an Additional Language
EOTAS	Education Other Than At School
FSM	Free School Meals
LA	Local Authority
PRU	Pupil Referral Unit
SEMH	Social, Emotional and Mental Health
SEN	Special Educational Needs
SEND	Special Educational Needs and Disabilities
UK	United Kingdom
YS	Youth Service

1. INTRODUCTION

Exclusion in Wales

Data gathered by the Welsh Government and published on its website (2021), has shown that rate of permanent exclusions, within maintained schools in Wales, has shown a general increase from the 2011/2012 school year to 2019/2020 school year. This is despite a slight decrease between the 2018/2019 and 2019/2020 school years which could be due to the lockdown period of the Coronavirus pandemic (Ashton et al., 2022). Despite education being devolved to the respective governments within the United Kingdom, such as the Welsh Government, there has also been a rise in school exclusion rates in England across the same period with ministers, at the time, putting the initial rates of school exclusions within the data being too low rather the later rates of exclusion as being too high (Ferguson, 2021).

Within the Welsh Governments statistics (2021), pupils eligible for Free School Meals (FSM) were three times more likely to be excluded than those not receiving FSM. The rate of FSM is used as a marker to indicate disadvantage, due to the eligibility for FSM being reliant on low household income (Gorard, 2012). Studies have shown that economic disadvantage within households can have a negative impact on a young person's education potential (Fisher, 2017; Pickering, 2019).

Within the Welsh Governments (2021) statistics, there was disproportionately greater rates of exclusion with pupils which had Special Educational Needs (SEN), such as Autism Spectrum Disorder (ASD) and Social, Emotional and Mental Health (SEMH). Martin-Denham (2022), found that pupils with ASD were at an increased risk of exclusion due to the young person becoming overwhelmed within the environment because of unsupported transitions, learning environments, lack of reasonable adjustments and qualified staff. In a study focusing on pupils with SEMH needs,

Thompson et al., (2021), found that teachers felt conflicted between meeting the needs of pupils and achieving academic success.

As well as SEN and poor socio-economic backgrounds, exclusion rates have a disproportionate effect on Looked After Children (LAC), children learning English as an Additional Language (EAL), individuals from ethnic minority backgrounds and individuals of male gender (Toth et al., 2023). Young people exhibiting challenging behaviour are not only at risk of limited educational opportunities but also vocational and social participation and development (Davis et al., 2018). There appears to be a lack of evidence to indicate the effectiveness of school exclusions (Huang and Cornell, 2021). As well as the short-term effects, the long-term impacts of school exclusion can extenuate some of the issues which these individuals face resulting in poor mental health, increased rates of criminal activity and poverty (Toth et al, 2023). Ultimately, school exclusions appear to be widening the gap within society on a group of individuals who are, often, already marginalized rather than solving the issue around 'bad' behaviour in school.

An additional challenge that young people and professionals have had to overcome recently is the Coronavirus Pandemic. Although the effect of the school closures due the 2019 Coronavirus Pandemic is in the early days of research, early research suggests that the closures have had a negative impact on young people academic performance (Zierer, 2021). According to Thompson et al., (2021), policy makers struggled to decide whether the benefits of keeping the population safe from Covid-19 by closing schools outweighed the negative impacts, such as children's health and wellbeing, and educational attainment. Furthermore, it appears to have widened the inequalities between some groups of young people compared with others, such as those with SEND and individuals from poorer socioeconomic backgrounds due to

factors such as being unable to access suitable support and technology (Bercse et al., 2023). Camporesi et al., (2023), argues that the constant referring to pupils within the context of numbers and data during the pandemic means that pupils lost a sense of identity and individualisation further accentuating the negative impact Covid-19 had on their mental health. It is therefore, more vital than ever, that society recognises our young people as individuals, meets their needs and gets to know them as individuals and not as numbers within a school system. Perhaps the statistics around the pandemic, and the negative implications that that has had on young people, should lead us to look at the statistics which are used every year in the context of pass rates and exam results and the pressures that that puts on young people.

The idea that a school environment can influence a pupil's behaviour is not a new concept (Rutter, et al., 1979). A multilevel approach by Oldfield et al., (2017), found significant differences between schools as too the rates of challenging behaviour, which appeared to be particularly significant for pupils with Special Educational Needs and Disabilities (SEND). The same study also found that poor staff/ pupil relationships showed increased rates of challenging behaviour. Additionally, poor relationships between staff and pupils have been shown to make children more reluctant to attend school (Bryant, et al., 2013). It is suggested that by providing individuals with an individual intervention, which addresses one of the risk factors which makes them feel unable to participate in education, may help to decrease the rates of challenging behaviour (Oldfield et al., 2017). Whilst individual interventions may be of benefit to the young person, if young people are excluded and/ or refuse to attend school due some of the barriers they face, then staff may never get the opportunity to build those relationships with the pupils and truly understand their needs. Obsuth et al., (2016), found interventions designed to reduce school exclusions

ineffective or even increasing the rate of school exclusions if young people were not fully engaged in the intervention and highlighted potential poor design and implementation as reasons why the interventions failed. What this suggests is to have a positive impact on these individuals, practitioners need to recognise the needs of these individuals and know them well.

Whilst there are groups of young people who fall into categories which may put them at greater risk of school exclusions it is important not to pre-empt challenging behaviour. Easterbrook et al., (2022), found that young people from poorer socioeconomic backgrounds, compared with their peers, had a disadvantage due to their beliefs that they would not be as successful as their peers, thus providing a psychological barrier to succeed. As well as their own perceptions it is important to recognise that societies perceptions of marginalized groups, such as ethnic minorities, can cause individuals to have poor mental health (Seaton and Iida, 2019), potentially causing them to be at increased risk of school exclusion. Whilst it is important that professionals recognise the challenges that individuals face, and acknowledge that they may require additional support, it is vital that professionals do not add to the individuals own, or societies social perceptions of them by targeting anybody who may be ‘at risk’, of challenging behaviour.

To improve short and long term outcomes for young people it may be of benefit to build positive relationships with these young people, get to know them as individuals and understand the obstacles they face, not only within school, but within in their day to day lives.

Education other than at school

Education other than at school (EOTAS), is a term used specifically to describe education provisions in Wales for young people of school age who do not attend a mainstream provision for reasons such as exclusion or long-term illness (Hughes, 2019). Pupil Referral Units (PRU), fall under the category of EOTAS provision and are the most attended provision for school aged young people in Wales who do not attend a mainstream education setting.

Within this dissertation I will aim to identify common themes in published research to identify how young people, which attend PRUs, in Wales and the wider community perceive relationships between themselves and the professionals they work with and how this may influence their future outcomes.

Challenging behaviour is often seen as an individual being unable to communicate effectively with another individual however, research has shown that challenging behaviour is often the result of a lack of communication between two parties (Hofmann, & Müller, 2022). It may be the case that professionals that work with young people are equally as responsible for causing the challenging behaviour as the young people are, as instead of trying to listen to the young people and find the cause they only see the behaviour which is causing the problem.

Researchers previous experience and building positive relationships.

Much of the research suggests that school exclusions have a negative impact on young people and does not prevent future challenging behaviour but instead further marginalizes young people. However, by understanding the perspectives of young people who have already been excluded and attend pupil referral units (PRUs) than it may give professionals working within mainstream an understanding of how building

positive relationships within mainstream may provide a preventative measure to exclusion.

The researcher has worked in a behaviour support service for the several years with much of that time being based solely within a PRU, however part of that time had been on offering support to young people and staff within mainstream provisions. The researcher experienced occasions where the young people felt like they were excluded from the school community, and a sense of unfairness based on the opportunities which other young people were allowed to experience. Examples of this include not being allowed to attend sports matches and school trips, not being allowed into classes with support despite appearing calm and often referred to and spoken to in a negative way based on staff's previous experience of a young person's sibling. Often, the young people did not understand the reasons why they were excluded from these experiences which ultimately led to frustration. There appeared to be a significant difference in whole school and individual staff members approaches to interacting with young people with BESD. This was met with a different level of inclusivity from staff for young people to attend provisions and classes and would often lead to conflict between staff and young people or behaviour which was perceived as challenging by staff. This would often lead to detentions or exclusions. This appeared to reoccur in the same classes or with the same staff members.

For the past several years I have been based solely with in a PRU and often hear from the young people that they have felt targeted in mainstream provision and do not feel listened to by staff. Whilst some of the young people will often admit to feeling better placed within the PRU, stating progress they have made within the PRU, academically, socially, and emotionally, and often say they feel listened to by staff within the PRU, some will say that they want to return to mainstream. Reasons for

this include more opportunity to see their friends as the PRU has smaller pupil numbers than mainstream and greater opportunities to engage with provisions that are provided in mainstream such as sports events or specific subjects or qualifications that the PRU does not offer due to limited resources.

Interestingly, some of the professionals working within mainstream schools which the researcher observed, who appeared to have the highest engagement with young people were youth workers working for the local authority. This appears to be consistent with accounts of the young people attending the PRU with many of them having positive experiences of the youth workers in mainstream. The potential difference in approach between youth workers and mainstream school staff may provide young people with BESD with better outcomes socially and academically.

Within this research the researcher will attempt to identify any themes within existing literature which enables young people and professionals to build positive relationships. To do this they will discuss the methodology used, before identifying the themes within the literature and then will provide a discussion identifying any issues and barriers which became apparent within the literature in how professionals and policy makers support young people with BESD and the conclusion identify any further areas for research and draw a summary of the literature review.

LITERATURE REVIEW METHODOLOGY

2.1 Introduction

Within this section of the dissertation, the researcher will attempt to outline the methodology, the methods which were used, the strengths of the methods, any limitations which occurred whilst conducting the research and ethical considerations to answer the research question; *How do relationships between staff and young people in PRUs provide positive outcomes for young people?*.

Bryman (2008), wrote about methodology being "the study of the methods that are employed" compared with the methods that are "the techniques that researchers employ for practising their craft". Bryman goes on to say that methodology should be about "teasing the nature of our practices". They raise an interesting point as that the researcher's methodology could change or based on new information acquired.

Bryman's definitions of the terms methodology and methods are perhaps over simplified. Fundamentally, the methodology is the approach that the researcher takes to research based on their beliefs and the methods is the process in which the data is collected which is based on the methodology of the researcher (Mackenzie and Knipe, 2006).

2.2 Methodology

The study will be a qualitive literature review, meaning it will draw upon different ideas and perspectives in published literature, as opposed to using numerical data. The researcher used their own observations of working with young people and professionals to begin forming their ideas, however this dissertation will be based solely on literature which is in the public domain and not their experience and observations. Additionally, the researcher's perception of how young people may

view the positive relationships is limited to a relatively small number of young people attending one Pupil Referral Unit (PRU). This informal gathering of information to form opinions and narrative by observations alone often leads to a narrow view of what is often a more complicated reality (Tang et al., 2019).

Although the researchers own observations will not be used within this study their experience working with young people has allowed them to shape their own position and the researcher will be coming from a youth work perspective meaning they will be underpinning youth work policy and theory throughout the literature review.

According to the National Occupational Standards (2019), the aim of youth work is;

> *'... to enable young people to develop holistically, working with them to facilitate their personal, social and educational development, to enable them to develop their voice, influence and place in society and to reach their full potential.'*

Additionally, the Youth Work Strategy for Wales (2019), gives young people the opportunity to '*fulfil their potential as empowered individuals and as members of groups and communities, thereby improving their life chances'* and helps to develop young people '*personally, socially and academically'*. Schools with a focus on exam results generally have a population of young people with poorer mental health (Högberg et al., 2020). This is a differing approach from the youth work perspective which has been shown to have a positive effect on young peoples subjective wellbeing (Williams, 2021).

Qualitive research aims to explore, understand and interpret the "*meaning individuals or groups ascribe to a social or human problem*", as opposed to the quantitative

approach which aims to look for variables which can be measured using numerical data (Creswell and Creswell, 2018). To understand reality in qualitative research, it is important to gather information based on a wider view and opinions to create distinctive themes, rather than generalized individual or public opinion (Sinclair, 2017). This basis of information gathering, can form an evidence-base to inform policy and guides individuals to recognize issues within the reality.

2.3 Methods

2.3.1 Introduction

The researcher aimed to search for relevant academic literature to answer the research question; *How do relationships between staff and young people in PRUs provide positive outcomes for young people?*. To answer the question the aim of the research was to identify common themes in academic papers to understand how young people attending PRUs perceive positive relationships between themselves, and the professionals within their environment, and how those relationships may have an impact on their current and future outcomes. The researcher required a structured approach to broaden their understanding and knowledge around the relationships between young people and staff within PRUs. To do this effectively, the researcher used Leite et al., (2019) approach to writing a literature review. Leite et al. (2019), stated a five stage methods approach for researching and writing a literature review as following;

1. Defining your main topic
2. Searching the literature
3. Analysing your result
4. Writing

5. Reflecting on your writing

This approach will be used when describing the methods used within this literature review. Despite this approach it is possible that to reflect the changing ideas as more literature was read and critiqued, the researcher revisited the stages. According to Creswell and Creswell (2018), in reflexivity, "*inquirers reflect about how their role in the study and their personal background, culture, and experiences hold potential for shaping their interpretations"*. The interest of the researcher in the relationships between young people in PRUs and staff working there was initiated by their experiences working with young people in PRUs, however, their views may go on to change and they may revisit topics during the course of conducting this research as they broaden their knowledge base.

2.3.2 Defining the main topic.

Within this section the researcher wanted to begin to understand the scope of the research This was based upon their own experience of working with young people in a PRU. To understand the scope of the research the researcher began to read around the current statistics of exclusion within Wales and the implications this can have on the individual.

Studies have shown that staff in PRUs value the relationships between themselves and the young people attending the PRU (Farouk, 2014) compared with the 'high-performance', results driven targets, of those working in mainstream settings (Fielding, 2006). Based on this the researcher hypothesized that the approach taken by education staff working within a PRU is more similar to a youth workers approach, rather than the approach of teaching staff within mainstream settings. At the time of

writing, the researcher was unable to find any research which definitively confirmed this statement.

Once the researcher had more understanding around the scope of the research any ethical considerations were taken into account. The UWTSD ethics form was completed and submitted to the Institution's ethics committee and approved before the research could begin. The Ethical Approval Form which was submitted can be found in Appendix A.

2.3.3 Searching the literature.

To search for the relevant academic papers, the main source was the University of Wales Trinity Saint David library resources website, but additionally Google Scholar and the Youth Work Wales websites were used, as well as resources and data from the Welsh Government website. The Welsh Government website was used to gather data such as the aims and the objectives of PRUs in Wales and policies which may have an impact on the current and future outcomes of these young people. The researcher used keywords and phrases such as;

- pupil referral units,
- outcomes,
- behavioural, emotional and social difficulties (BESD),
- disruptive,
- wellbeing
- PRU
- Education other than at school (EOTAS)

to obtain relevant research papers. To gather further, relevant research papers, reference lists from the literature obtained from search engines were used to expand the literature which was read.

PRUs were initially formed in 1993 to provide a provision for young people unable to attend school for a variety of reasons including exclusion (Abrams, 2007). The researcher chose to include research from 1993 to reflect the opening of PRUs, although the research from this time based in PRUs appeared to be limited.

Education and Youth Work in Wales is devolved to the Welsh Government (Rose, 2020) meaning that the Welsh Government writes the policies which impact education provision in Wales. There are also different bodies responsible for inspecting schools within the devolved governments within the United Kingdom and although the Principles of Youth Work are the same across Wales the way public sector Youth Services (YS) are run falls to the Local Authorities (LA) in Wales, as designated by the Learning and Skills Act (2000), (Rose, 2020). Despite this, the research which was included was from the whole of the United Kingdom as by narrowing it down to the research obtained specifically in Wales the research was limited. Despite expanding the literature review to research conducted within the UK the researcher decided to exclude research conducted outside the UK because of the complexities with regards to the different provisions which different authorities and governments may provide for young people who don't access mainstream provision. Although there may be some cultural differences in how young people within the UK perceive positive relationships between different areas within the UK, these cultural differences would be minimal compared with that of different nations. Additionally, the young people accessing PRUs within the UK may have a more similar experiences of education and the difficulties which pupils have in accessing education

in the UK as opposed to between countries although there was a lack of evidence to underpin this. Despite mainly using literature from the UK, in some places research which was collected internationally was used to reinforce some of the evidence which was collected, however, these papers were carefully selected and were mainly collected from Western governments such as the United States of America.

2.3.4 Analysing the result.

Whilst reading the literature, brief notes were made. The researcher found the research to be limited on pupil perceptions of good relationships within a PRU and many of the studies that did focus on pupil perspectives looked at barriers or negative perceptions, as well as or instead of positive perceptions or enablers (Atkinson and Rowley, 2019; Michael and Fredrickson, 2013). A conscious choice was made to focus on the characteristics that make a positive relationship rather than a poor one, and to take a positive view on the research findings rather than a deficit perspective. However, due to the lack of focus within the literature on positive relationships some of the negative phrases and keywords within literature were used to fit the positive theme. An example of this is if the young people expressed sense of unfairness the data was collected and used within the theme ‘fair’. This was seen as a progression towards more positive outcomes for the young people in focusing on a few key positives rather than the negatives of a poor relationship.

Themes appeared within the literature and the main themes appeared. The five main themes which were chosen to be included within the main body of research were;

- Expression
- Supported
- Fair

- Safe
- Individualisation

2.3.5 Writing

The five main themes listed above are the five sub sections of the main body of work within the literature review. Whilst writing these the author often moved between the different subsections so the literature could appear in the most appropriate theme.

It is worth noting that within the main body of the literature review the term ‘professionals’ is used to describe any person which is working within the young people within the research. This term may include teachers, teaching assistants, youth workers or youth justice workers. The reasoning behind this is the characteristics to form a good relationship with young people is not based on an individual’s work but rather their values and interactions with the young people. Although it may be the case that the different aims, policies and objectives for different provisions, agencies and organisations which professionals work for may be a limiting factor in the ability for professionals to form these relationships.

It was important to be critical of current literature to give a true account, form ideas and look for different perspectives within the literature. As well as an educational perspective the researcher used Youth Work Theory and Policy, to compare understand whether a youth work approach would be of benefit when working with BESD young people in mainstream setting.

2.3.6 Reflecting on your writing.

This was mainly drawn in the conclusion and discussion. Within this section of the literature review a conclusion was drawn to summarise the data and the need for any

further research was recognised. The writing aimed to be critical but provide an account of the current literature around the staff- pupil relationships within a PRU. Whilst reflecting on the writing, the researcher used some ideas around youth work theory to hypothesize whether these ideas could be used to support young people within mainstream settings and compared aspects of youth work theory to school staff within a PRU.

2.4 Strengths and Limitations

Within this part of the dissertation the researcher will attempt to outline any strengths and limitations of the study and how they tried to overcome them.

Within the United Nations Convention on the Rights of the Child (United Nations, 1989), Article 12 recognises the importance of children and young people being able to express themselves and give their opinions in matters that affect them. Within schools this is called ‘pupil voice’, (Vaiker, 2021) and one of the aims of youth work is to ‘empower’ young people (Welsh Government, 2019). Arguably, the majority of research which is centred around young people should therefore include an element of expression of young people and their opinions on their own reality or phenomenon. Within this study the main focus was to use literature which included the perspectives of the young people as opposed to professionals or caregivers.

Whilst the perspectives of young people are used increasing within literature (Michael and Frederickson, 2013) the perspectives of young people on their own school exclusions are limited (Murphy, 2022). It is more important to gather data than ever before for these young people, as the increase in school exclusions over recent years shows that the school system simply is not working for them (Welsh Government, 2021) By gathering data on the perspectives of these young people it is hoped that

they are better represented within literature and therefore are more prominent when informing future areas or research and policies.

Some studies write about the views of mainstream pupils on pupils who are excluded, such as McCluskey (2008). It was chosen not to include these studies within this literature review. Although it is important to understand the effect challenging behaviour and conflict within schools, is having on students in mainstream classes, for this study the focus was solely on the excluded young people to give them a fairer representation within literature.

The number of individuals, within the individual studies, which fitted the criteria presented by the researcher, were relatively small and therefore by using a literature review it can provide an overview of many more young people's perspectives who have experienced the same phenomenon. Although different methods used within the literature and the individual researcher may provide inconsistencies in the quality of data collected. Michael and Frederickson (2013), conducted a study using 16 young people, which comparatively with other similar studies, was relatively large. The study found a wider range of themes in the pupil perspective which they hypothesized may be due to the larger sample size.

Creswell and Creswell (2018), notes that within qualitative data broad themes and patterns are made which often means that the researchers could potentially draw different conclusions from the same data which has been collected. It is also possible that researchers could manipulate data to fit their own ideas. It is therefore vital that the researcher within this literature review is critical when evaluating any literature.

The literature that was available around young people attending PRU's and their relationships with staff appeared to be lacking in breadth and depth. Whilst much of the literature appears to recognise the effect that positive relationships have on young

people, much of the literature fails to state how this looks and the key characteristics which formed them (Atkinson et al., 2019). What an adult perceives a good relationship looks like and a young person's perceptions may be different. By drawing a focus on the perspectives of the young people than it deepens our knowledge as opposed to making assumptions.

Literature reviews can be beneficial in identifying any current issues within a specific area and any areas for future study. Any areas for future research will be included within the discussion chapter of this dissertation.

Whilst the researcher has lived experience working within mainstream with BESD young people, PRU and a variety of alternative intervention provisions such as a substance harm reduction service for young people, the researcher had no lived experience of a school exclusion, permanent or otherwise, or attended a PRU personally. Due their experience working with young people it is important toot that there could be researcher bias when analysing the data to fit their own hypothesis. Smith and Noble (2013), note that in order to overcome this qualitive research must demonstrate openness and relevance to practice. To avoid this any themes found in the data will look at current youth work and education policy within Wales. Additionally, Fine and Sandstrom, (1988), raise the methodological issue that although all adults were once children, and they observe children everyday adults do not always understand the perspectives of children despite believing they do and therefore make assumptions.

Despite a strong focus on the positive characteristics of a relationships, it could be argued that it is important to acknowledge the negative perceptions young people have of professionals because of their lived experience in different settings to understand their narratives. However, for young people to acknowledge the positive

characteristics it could be argued that this must mean that they can recognise the characteristics of a poor relationship with professionals.

Much of the research conducted within this literature review are mainly focused within school-based settings; PRU's, mainstream school and or Alternative Provision. Punch (2002) implies that conducting research with individuals within their educational setting may make children feel obliged to give, what they might believe, is a 'correct' answer. If conducting primary research, it is important to take this into account and maybe look at alternative ways of working e.g., give young people options of where they would feel more comfortable answering questions on a semi-structured interview.

Although it is difficult to overcome all the issues faced within this literature review due to the nature of the data collection being secondary it is important to try and overcome this by being critical of the literature. Additionally, the themes within the literature review may help to develop future research opportunities.

During the course of conducting the research, the researcher had supervision meetings with a tutor from the Institution. A record of the supervisions can be found in the Appendices under appendix 2. This record includes the dates the supervision meetings were held, a brief summary of what was discussed and the length of time the supervision meetings were.

2. LITERATURE REVIEW

2.1. Introduction

This chapter will contain the literature review which is the main focus within this study. The literature review will attempt to outline the common themes within the literature. The common themes will all revolve around what creates a positive relationship between the staff and pupils in a Pupil Referral Unit (PRU) from young peoples perspectives. Within each theme the researcher will also make comparisons with youth work theory and practice in an attempt to view the similarities and differences between how professionals working within mainstream schools, PRUs, other education other than at school (EOTAS) provisions and youth workers to best support young people with behaviour, emotional and social difficulties (BESD). By comparing the similarities and differences it may also provide the researcher with a better understanding of how young people with BESD view positive relationships and the outcomes which this could provide them in the future.

According to the CWVYS (2018), youth work provides young people with a level of respect and opportunities for learning should include the five pillars of youth work which are;

- Educative
- Expressive
- Participative
- Inclusive
- Empowering.

The 5 pillars of youth work will be used to compare the themes within the literature.

In conformity with the qualitive approach taken to conduct this literature review, the themes within the literature were not always clear cut and therefore the themes were

interpreted by the researcher based on words, phrases or sentences which the young people used within the literature and the conclusions which the researcher drew upon within their literature.

2.2. Expression

The first theme within the literature appeared to show how young people were able to build positive relationships with staff if they were able to express themselves. Pupil voice is continuously used as a way to abbreviate Article 12 of the United Nations rights of the child. Despite it being used increasingly within school environments it is ineffective if the adults working with the young people are not fully committed to the idea (Lundy, 2007), meaning that when professionals ask for young people's opinions, the professionals must be able to take on board what is said and make changes if necessary or are able to. Despite the origins of pupil voice being a person-centred approach, it has been compared to being used as 'managerial tool' to generate academic results which often form education policy in Western Governments, including the UK (Vaiker, 2021).

In a study by Malcolm (2019), young people felt that they were given more responsibility by professionals in Alternative Provisions compared with the professionals which work within mainstream settings. The young people valued this responsibility and these more "grown-up" relationships made them feel more equal partners within the relationships.

This appears to concur with Kinsella et al., (2019), classroom observations in which interactions were made between staff and pupils in a PRU. The study suggested that the smaller numbers of individuals in classrooms in PRU's meant that the individuals within the environment were able to engage in broader topics such as family roles,

abilities and interests. The suggestions made within this study appear to have been logical with the opportunity for young people to talk vital in forming positive relationships however the observations were only made in two subjects and the researcher believes it would have been of benefit to ask the young people which were observed how they felt leaving the lesson. When we discuss expression during this study, it is important to note that in this study the teacher accounted for a large majority of the verbal interactions between themselves and the young people. It is important to understand whether these young people would have preferred a high level of guidance or whether they were would have preferred a lower level of verbal interaction where they were given more opportunity to talk.

The UN rights of the child are the basis of the Youth Work Strategy for Wales (Welsh Government, 2019) and empowerment forms one of the five pillars of youth work (CWVYS, 2018). The theme identified as expression falls closely to empowerment. Marginalized young people working with youth workers empowering them to set life goals, have been shown to have a positive impact on their development (Eichas et al., 2017). Research by Iwasaki (2016), in a different study focused on the strengths of young people. Strength-based youth work appeared to show higher levels of empowerment and engagement amongst marginalized young people in these programs. Additionally, they worked within their communities to create positive change which gave the marginalized young people a sense of belonging. This is in contrast to the deficit language, in which young people were referred to in mainstream such as, "'crazy', 'rampage', 'scary' and 'out of control'", (Jalali, 2018). This use of language was used in a build-up of challenging behaviour. How are young people supposed to succeed in any environment when they are referred to from such a deficit perspective?

Giving young people the opportunity to create positive change could allow them to create positive change for themselves and others. To do this successfully it is important to listen to young people in order for them to engage in what matters to them. The relationships between young people and staff within the PRU appeared to be more equal compared with those relationships of staff and young people in mainstream. Positive expression of marginalized young people has shown improved group work, improved ability to take and receive criticism and improved confidence (Johnson et al., 2017).

2.3. Support

The second theme which enables staff and young people to build positive relationships was the support that staff offered young people within PRUs. Showing a higher level of support academically and emotionally has been shown to decrease the rates of challenging behaviour for individuals with BESD and improve academic results (Thuen and Bru, 2009). Academic support was prominent within literature however the researcher felt within the theme of support, it could be further divided into five subcategories:

- Physical support- which is the physical presence of the professional within the setting.
- Educative support- this is the support which is provided to the young people to help meet their academic potential as well as to offer other educative experiences and opportunities.
- Emotional support- the support given to a young person to support their emotional wellbeing.

- Wrap-around support- the clear communication and support between the young person, family/ caregiver, the education provider and any other agencies or professionals involved.
- Signposting- the ability of professionals to recognise their own limitations and signpost the young people to other types of support.

Below, the researcher aims to recognize, define, and give examples of the subtypes of support found within the literature. They will then compare this to youth work practice, policy and literature, and aim to recognize how this can benefit young people with BESD at risk of exclusion.

Physical support

The researcher felt that physical support was the physical presence of professionals within the young persons environment. Studies have found that having the perceived support of staff in PRUs because of the high staff numbers compared with pupils can positively impact young people with BESD (Hart, 2013). Although the low number of pupils compared with the number staff in PRUs has been shown to provide young people attending these provisions to have increased levels of motivation (Osler, 2006). The effect of physical support appeared to become more significant to young people attending PRUs compared with mainstream. As the researcher read the literature which met the criteria, the support appeared to be more than a physical presence but effect of knowing someone to be there was important to the young people within the literature.

Concurrent with other literature, a study on the perspectives of girls with a diagnosis of Autism Spectrum Disorder (ASD) which attended PRUs or special schools, found that they felt more able to ask for support due to the smaller class sizes (Sproston et

al., 2017). Although at that moment professionals may not be directing support know that someone is there may be enough in some situations.

Educative support

The researcher defined educative support including both academic and non-formal education support when in contact with professionals. To positively recognise the effect that academic support can have it is important to recognise the experiences which young people have in mainstream. Murphy (2022), engaged in semi-structured interviews with young people who had been excluded from school. Some of the young people within the study were offered learning support within classrooms to support their special educational needs (SEN) however this in turn resulted in challenging behaviour as the young people felt embarrassed and uncomfortable. Contradictory to this approach, youth work is based on the voluntary engagement of young people (CWVYS, 2018). Additionally, within Murphy's study young people spoke of professionals within school failing to recognise issues such as being bullied, abuse and poor mental health which resulted in disruptive behaviour. This failure to recognise the support which young people needed potentially isolated them within the school. Despite young people needing support it is important to understand what support looks like to young people at risk of exclusion and not make assumptions based on what adults believe they need.

According to the five pillars of youth work, good youth work should aim to be educative (CWVYS, 2018). Arguably, unlike schools which have a strong focus on the national curriculum, the holistic approach to education that youth work can provide, can develop young people as individuals and can change their own perceptions of themselves for the better (Mann-Feder, 2004).

Emotional support

The researcher within this literature review defined emotional support as the ability of professionals to support the young peoples emotional wellbeing. Parek (2023), found that pupils who were attending a PRU with a diagnosis of Attention Deficit Hyperactivity Disorder (ADHD), felt that professionals working within the PRU understood them, and despite their behaviour the young people felt that the staff staying consistent with them enabled them to manage their behaviour better. When the individuals within the study compared their experiences with their experiences within mainstream provision, they often felt like help was unavailable, and apart from a few key individual teachers.

In the voluntary youth work sector, a study involving young people within deprived areas young people spoke of the non-hierarchical relationship between themselves and the youth worker allowed them to feel listened too (Hassan et al., 2022). Interestingly, it has been found that young offenders, some of which attended PRUs, felt more supported when provision was more flexible, compared with more rigid provisions were pupils felt frustrated and less likely to engage (Twells, 2020).

Mental health disproportionally effects young people experiencing poverty, disadvantage, are looked after children (LAC), have a diagnosis for autism spectrum disorder (ASD) and deprivation (National Children's Bureau, 2018). These are also some of the risk factors for young people accessing PRU's (Welsh Government, 2021). Additionally, half of young people who develop mental health illness begin before 15 years old (Dahl et al., 2018). It is therefore vital that professionals can provide good emotional support to all young people but especially those who have BESD and fall into the at risk categories above.

Wrap-around support

Within this literature review, the researcher found a need for ‘wrap-around’ support which provided effective communication between the young people, the professionals working with them in their educational setting and outside agencies.

Young people attending a PRU appreciated a phone call home to parents or caregivers as a reward preferring it over some other forms of reward for positive behaviour (Capstick, 2005). Page (2021) highlights the complexities of staff in alternative provisions working with families to support the young person, who have equally as complex lives, and the importance of this level of support. Staff could help families find out what they were entitled to and acting as a liaison between themselves, the family and other agencies working with the young people.

Brinkley et al., (2022), provided a mixed methods approach into a sports-based intervention for young people attending a PRU showed positive results recorded over a 6-month period. The intervention had multiple agencies such as Fit4life and the PRU which the pupils attended involved. This shows the potential benefits of a multiagency approach working together to provide young people with improved outcomes.

However, professionals must navigate how they support parents carefully. Broomhead (2013), writes about parenting interventions to support young people with BESD. With parenting interventions aimed at making parents more responsible they ignore the greater socioeconomic impact which influence how parents support their children. The suggestion is then made for professionals to consider what socio-emotional support they can offer young people and their families. Professionals must work with parents and caregivers as opposed to blame them for the outcomes of their young people.

Ingram and Harries (2001), discuss youth workers working with partners to create successful outcomes for young people. With educational institutions such as school, aiming to create young people who are employable and protection bodies such as the police working with young people to develop citizens who are law abiding it is vital that youth workers work with other agencies to provide an overseeing presence between agencies with narrower aims then youth services. With different agencies and services having different aims and objectives, the researcher believes that similar to the views of good youth work could provide a source of support and communication between young people, families and other services. Effective support to support young people, with social emotional and mental health (SEMH) needs, requires professionals to acknowledge and respect the primary concerns of other services involved with the young person (Thompson et al., 2021).

Signposting

Although signposting was not represented within the literature around building positive relationships with young people in PRUs the researcher believed it was worth identifying signposting as a form of support. Within the National Occupational Standards (2019), one of the requirements of youth work is to signpost young people to appropriate services.

If professionals have training and an understanding of the pathways to support individuals who are vulnerable and have a general knowledge of what other agencies can offer support locally then it may reduce risk to vulnerable people (Ramessur-Williams, 2019). Youth workers must know their strengths and limitations when supporting young people and where other agencies and professionals may be better placed to help than themselves.

Summarising support

The researcher believed it was difficult to recognise the different types of support however there appeared to be overlapping themes in all the different subtypes. The focus of the majority of the literature appeared to focus on academic support which the researcher hypothesizes may be due to the need for academic results within government policy. This was highlighted in a study by Berridge et al., (2021), during the Covid-19 pandemic much of the support offered to individuals with BESD was academic such as equipment to access work. The poorest families were hardest by Covid-19 in the United Kingdom (UK) and poverty rates are expected to increase in line with mental health illness within the at risk (Whitehead, 2021). What policy makers perceive as support may not be what individuals feel like they need in that moment. That is not to say that disadvantaged young people should not receive academic support but perhaps they required a variety of different support which was not offered to them. It is important that to best support young people and their families young professionals constantly re-evaluate how they offer support, how they can improve support and what are their own limitations in offering that support.

2.4. Fair

Fairness was a theme throughout much of the literature, however what appeared more prominent was a sense of the unfairness that individuals felt, towards to how they had been treated by professionals, especially those in mainstream. This was highlighted in a study by Hart (2013), where young people attending a PRU compared their experiences of mainstream staff with the staff of the PRU. This part of the chapter

will draw upon the fairness and unfairness young people felt and experienced within different settings and environments.

Traditional, authoritarian discipline methods have been shown to be ineffective for pupils who attend PRUs due to perceived unfairness, leading to conflict and the breakdown of relationships (Michael and Frederickson, 2013). Within the same study young people identified the consistent approach that staff provide within the PRU, with clear boundaries and clear consequences, as an enabler to success.

The sense of unfairness that young people had experienced in mainstream was highlighted in a study by Hamill and Boyd (2002), which spoke of young people comparing themselves to victims. The researcher does not tend to agree with this statement as it speaks of the young people in a deficit perspective when in fact it may be the young people's reality and them trying to express themselves. Similarly, Sapin (2013), stated that, "rather than seeing young people as problems, victims or individuals in need of help, youth workers recognise their strengths". Pupils perspectives within the Hamill and Boyd (2013) study included;

> "If everyone in the class is carrying on the teacher always picks on me and puts me out. It's not fair. I always get the blame and it's not right", and "I'm in fourth year now and I definitely have a reputation. Some teachers just automatically think of me when something bad happens".

Pillay et al., (2013) found that with in the process of reintegration from PRUs to mainstream school a factor for success was the acceptance of staff towards pupils with BESD. Teachers expected the pupils to be 'cured' after a placement within PRUs. Additionally, the anticipated behaviour and the actual behaviour were different

to what teachers expected when young people returned to mainstream provision. Pupils also said that they felt that some teachers did not want them there. This created a negative feeling between the staff and pupil from the beginning and meant that the reintergration was unsuccessful. This was a theme also found within O'Connor et al., (2021) study where a young person discusses a relationship with a teacher and is quoted as saying, "Do you know what it feels like? It is not like he picks you up on things – he goes out the way to see what is wrong. Do you know what I mean ... to look for a fight".

Within a study by Osler (2006), one young person who had attended a PRU after a fixed term exclusion was quoted as saying;

> "My mum thinks that I got picked on by the teachers 'cause my sister went to the same school and she was like naughty and that so as soon as I got there they thought I was the same as my sister. They didn't give me a chance. It was like everything that happened was my fault… so it made me want to be naughty."

There was a stark difference between the perceived fairness of how young people with BESD felt they were treated by staff in mainstream provisions and within PRUs. The researcher believes this may lead to a feeling of hopelessness from the part of the young person, as how can they feel like they can become part of a school community if they are targeted by the individuals within it.

2.5. Safe

The young people's perspectives within the literature appeared to show the feeling if safety which professionals working within the PRU appeared to provide the young

people. Therefore, the feeling of safety within relationships is the next theme to be discussed within this literature review.

In order to form positive, new relationships, young people with BESD need to feel safe and by creating a safe environment it can also assist young people in creating positive relationships with their peers (Lee, 2018). The implications of not feeling safe, not only disrupts their ability to create positive relationships with staff and peers, but can be the root cause of disruptive behaviour, (Jacobsen et., 2011) potentially further isolating them from peers and professionals.

In a small-scale study, Hart (2013), found that perceptions of young people aged 9-13 years old found the feeling of safety was vital in supporting the development of relationships between both staff and their peers within the PRU. The subthemes within the area of 'safety and security' were cited as a 'small family atmosphere' that is 'calm', 'quiet' and 'nurturing'. The researcher would suggest, that professionals have a responsibility in creating the environment described within this study. Aspects of this are difficult to create in mainstream for example the small environment due to the increased numbers of individuals accessing a class compared with PRUs (NASUWT, no date). Additionally, the average number of individuals within a class is continuing to rise (Department for Education, 2023) meaning that mainstream provision may become increaseingly difficult for young people with BESD.

To create safe environments within schools it falls to the professionals working within the schools to create that environment however it is important that in order to feel safe that management listen to staffs concerns to create a positive environment (Eppler-Wolf, 2021). Using test-based outcomes such as exam grades has been shown to create stress within teachers (Saeki et al., 2018). If school staff feel unsafe due to these pressures than how can it be expected that young people are feel safe? It does

not create an environment for young people to feel safe and able to develop. I would therefore suggest that in order to best support young people it is important for policy makers and managers to recognise the effect that test-based outcomes can have within a school environment and how this filters down on an individual basis. Additionally, due to the differences in the principles and aims of youth work compared with that of the test-based outcomes on mainstream school, it is important to recognise the role in which youth workers can play in creating an environment within schools which can help reduce stress.

Feingold and Rowley (2022), conducted a small scale study using the perspectives of two children, their caregivers and professionals working within the school. Whilst school staff noted the need to physically restrain the excluded pupils as safety the children said they felt 'trapped' in school with one describing it 'like in a jail'. In both cases the language used notes the children feeling unsafe and trapped. The study described escalating behaviour, however these varying perspectives show conflicting accounts between the children and the staff with both parties ultimately feeling unsafe ending in permanent exclusion. Both boys had SEND and attended Alternative Provision following from their exclusion. Whilst there were apparent themes of feeling unsafe in the narratives of the individuals within the study, the study was small and spoke about the crisis points where the boys trying to escape school and being locked in classrooms. It does not go into details about the initial feelings of why the boys felt unsafe before the behaviour escalated which may have avoided much of the escalating behaviour. Additionally, the study notes that in their new alternative provision the boys felt they built stronger relationships with both peers and staff as they did activities such as rock climbing. By doing activities such as these it may be possible that the young people feel less trapped within their educational environment.

Perhaps this is where the traditional, voluntary nature of the relationship between youth people and youth workers could better support these young people. Psychologically young people are separating from their parents during adolescents and so do not want to be treated like children (Biddulph, 1984).

Interestingly, a study by Pillay et al., (2012), using the perspectives on professionals, pupils and parents from PRUs to mainstream has shown that identifying a key person were young people being reintegrated can access at anytime if they feel the need to has shown to increase success as young people feel this gives them a feeling of safety.

Additionally, schools have been cited as place of safety for vulnerable pupils at risk of criminalization as if they are at school they are not causing criminal activity outside of school (Arnez and Condry, 2021).

Ultimately, feeling safe could lead to trust, and trust and safety lead to 'safer' behaviour, less challenging behaviour (Conchie et al., 2006). Currently, within the literature there appears to be a pattern of young people feeling unsafe which leads to challenging behaviour and further isolation within the school system. It is therefore vital that young people feel safe within their education setting which could potentially lead to improved relationships and a more cohesive school environment.

2.6. Individualisation

Individualisation is the last theme to be discussed within this literature review. Although empowerment and individualization may appear similar as themes, within this literature review the researcher identified empowerment as the individuals voice being heard by professionals giving them the ability to make their own change, and individualization as professionals recognising and knowing the young persons characteristics, their likes and dislikes and their needs on an individual level. The

highly individualised experience which young people can received within PRUs compared with that in mainstream is associated with improved cognitive social skills and buffer negative developmental outcomes (Hart, 2013).

Malcolm (2019), found that when professionals engaged with young people and found out their interests, the young people were more likely to engage as their timetable was individualized for them and provide them opportunities which may help them achieve their goals after leaving that education provision. Additionally, the young people spoke of how they disliked some subjects in mainstream but as staff new their interests they were able to apply that to real life experiences related to the young person and the young people had better enjoyment within the subject.

Sproston et al. (2017), found that girls with an ASD diagnosis, which attended PRUs and special schools valued it when staff treated them as individuals. One girl within the study noted that they valued it when staff greeted her with, “Morning” and that staff asked how she was throughout the day. The girls within the study felt that the individualized approach that these teachers provided the young people, meant that these teachers were more approachable with one young person saying “I can kind of ask them anything…we have a bond”. Interestingly, this individualised, approachability that the professionals within PRU provided the young people meant they were able to ask for support which they felt unable to do in mainstream.

Pupils who are able to work alongside staff to set their own individual goals and targets are more likely to succeed within reintegration from PRU to mainstream (Atkinson, 2019).

Taylor (2019) found that staff within PRUs were also able to use the pupils interests to help them regulate themselves emotionally. An example of the perspectives of the pupils taken from the study is, “After I can ask them if I want some space, and after

they give me a football or something to use to calm down". Another example is, "Adults helping me to calm down… they offer me food, offer me time out… helpful stuff". When asking a participant within the study how that approach differed from their old school the participant replied, "Yeah there they didn't calm anyone down, they just kicked them out…". This appears to highlight the lack of understanding from staff between what the young persons needs in that moment and what they believe is 'bad behaviour'".

It has been written into German policy that the number of pupils within a school which provides education for young people with BESD, should be low enough for each staff member to know the young people personally (Willmann, 2007). Perhaps this is a step which could be taken in Wales in order for young people with BESD to be properly supported within schools, not to force help upon young people, but to offer support if they feel they want it or need it. Having said that it is important for young people to know exactly what certain professionals could offer them and that requires a degree of information. It is also necessary that professionals develop a deeper understanding and knowledge of young peoples personalities and needs, getting to know the young people on a personal level. This approach must be a strength-based approach to see the positive aspects of a young persons character as opposed to a deficit approach.

2.7. Conclusion

With this conclusion, the researcher will attempt to summarize the themes found within the literature review that could help build positive relationships with young people with BESD, and how these themes relate to youth work.

Within the literature review the five themes which have been listed have appeared to show that they can enhance the relationships between young people with BESD and professionals in reality it is more complicated than the initial appearance. Some of the themes are interlinked and arguably if one of the themes does not appear within the professionals practice and their interactions with a young person it could lead to a deterioration in the relationship between the young person and professional.

Additionally, there were other themes which could have been included would have been included are;

- Inclusivity
- Flexibility
- Respect
- Positive

Examples of this include, Sporston (2017), when staff were more flexible, and the relationship appeared to show a level of respect towards the young people, young people were more likely to engage and seek support. Twells (2020), showed that an element of flexibility from staff meant the young people were more likely to engage. In another study individuals attending a PRU described staff as “fun” and “kind” (Hart, 2013). Malcolm (2019), found that when staff provided an element of flexibility within the relationship staff gained an element of respect from the young people. Participants in within the same study also spoke about the “banter” they had with staff. Martin (2003), states, “there is no single skill associated with youth work”, and therefore the researcher hypothesizes that binding the characteristics of a positive relationship into five themes only tells part of the story.

These additional characteristics which could have appeared in the literature review are also important to building young people with BESD and cannot be underestimated despite not appearing in the main body of research of this literature review.

The relationships between professionals and pupils within the PRU appear to have many similar qualities to youth workers and young person relationships compared with those of mainstream. The approach of youth workers has been called "multidimensional", compared with other with other professionals, who's agencies have narrower goals (Martin, 2003).

In an idealistic situation, building positive relationship with young people would improve their wellbeing, decrease exclusion rates and provide improved lifelong outcomes for them, however, the reality is more complicated than that. Home, school and the wider society can contribute to the development of BESD (Evans et al., 2003). Despite this, all professionals should do what they can to decrease the impact of these outside variables they may not be able to control, in order to support a young person. Building positive relationships is a positive way to begin, and although there may not be the same scope within mainstream schools as there is within youth work settings and PRUs, there are things that professionals can do to improve young people with BESDs experiences of mainstream education.

3. DISCUSSION

3.1. Introduction

This chapter will aim to gather the findings from the main themes identified within the research and further develop ideas around potential ways that staff-pupil relationships could be improved in mainstream for young people with behavioural, emotional and social difficulties (BESD). The chapter will compare any apparent themes with youth work values to hypothesize whether this approach could better support young people with BESD in mainstream. and their potential to create improved outcomes both short term and long term.

3.2. Person-centred approach

A person-centred approach is a focus on the “individuals rather than the variables”, (Nagy and Balázs, 2023). A person-centred approach, where professionals truly understand and meet the needs of the young people, can prove to be successful for young people. Throughout this literature review there has been an underlying theme of the short- and long-term outcomes that positive relationships can have on young people with BESD.

The communication and understanding between young people with BESD and the professional working them a factor for positive outcomes. Dray (2017) studied the linguistics of rudeness of young people within a Pupil Referral Unit (PRU). Dray spoke of being initially struck by the level of perceived rudeness of the young people and secondly that professionals, including teachers, support staff and youth workers within the PRU appeared to accept this level of rudeness. Dray then discusses the incompatibilities of outside agencies working with young people and their lack of acceptance of the linguistics of the young people. The researcher within this literature

review saw this as an appearance of understanding between the staff and the young people. A theme which was discussed within the conclusion of the main body of work within this literature review was the element of flexibility within the practice of professionals working within PRUs. Sporston (2017), spoke about flexibility appearing to show a level of mutual respect and whilst these interactions may appear rude to some perhaps this is the way that some young people with BESD are able to communicate. Within Dray's research the word "banter" is used to describe the interactions between professionals and young people, which is also the word a young person used to describe the interactions between themselves and staff members within Malcolm's (2019) research. This appears to show a level of understanding between staff in the PRU and young people accessing their provision there.

Values are universally thought of as agreed to principles which to not pose problems (Powell, 2005). The difficulty falls when professionals do not understand the young people, their values and the ways in which they communicate. For example, young people could appear to be doing well in PRU until they are 16 but the binary nature of post-16 education is that it can leave some young people unable to cope (Trotman et al., 2019).

Whilst school education is compulsory perhaps the support that young people receive within that institution could be a form of voluntary engagement. This does not mean that the researcher believes that young people could opt in or out of education but have influence in their experiences of education. An example of this could be, with teaching assistants assigned to young people by adults it takes the power away from the young person, as well as having a staff member by their side making them appear different to their peers. The researcher suggests that perhaps a process needs to happen when offering support to young people within school environments such as

relationship building before engaging with young people and an explanation of what support staff could offer them. Youth workers have used activities and sports to begin developing relationships with young people (Hart, 2016). This may be an approach which could be incorporated into the practice of school staff when beginning to build relationships with young people with BESD, especially professionals new to the role. This form of practice appears to more inclusive, participative, and empowering, perhaps making young people more likely to engage.

3.3. Environment

Whilst professionals should strive to create a safe environment for young people it is important that the measures that professionals take to create a perceived safe environment, do not have a detrimental effect on the other themes that were identified within the literature review. For example, metal detectors, surveillance cameras and drug sweeps within schools aim to make it safer however these measures may not only be ineffective in making pupils safer but make pupils feel like they are disempowered and a sense of unfairness (Hirschfield and Celinska, 2011). This kind of practice could, in fact, be of detriment to the potential of a positive relationship between professionals and young people and therefore how schools create an environment for young people to thrive needs to be considered carefully.

It has been suggested that the physical school building can have an impact on young peoples behaviour (Franceschini, & Neves, 2022), however Williams (2021), found that within a youth work context placement was important. They went on to say despite buildings appearing, “cold and unwelcoming”, the young people appeared “very comfortable”, and the buildings provided a “sense of familiarity”, which in turn improved their subjective wellbeing. Some of the young people within Williams’

study found said that the placement where the youth work took place provided a "sense of community". Although a youth work setting and a mainstream school setting can be difficult to compare due to the differences in the aims and objectives, the research would therefore suggest that the people within the buildings, and what they offer the young people, are more important in providing these young people with a sense of belonging than the buildings themselves.

Ranson (2000), argues in favour of making schools democratic communities. They argue this could promote inclusion within the environment which could combat problems such as social exclusion and disadvantage. The researcher believed this to be an interesting concept as it would give all individuals within the school an equal opportunity to have their say on matters which had an effect on them and potentially preperaing them for the future. Despite Wales allowing 16–17-year-olds to vote since 2022, the individuals within lower age categories had the lowest turnout of voters and parents from lower socio-economic households were the least likely to discuss politics with their young people (The Electoral Commission, 2022). This kind of practice within school would incorporate some of the themes within this literature review effectively. An example of which is shown below;

- Expression- having their say by voting.
- Supported- supported by staff allowing them to vote.
- Fair- their vote would hold the same value as every other individual within the school.
- Safe- young people could vote anonymously without fear of judgement.
- Individualisation- ultimately it would be their individual preference if they chose to vote and what they voted for.

The researcher hypothesizes whether this sort of practice within school would not only prepare young people for real life experiences but engage them in voting when they come of age. Giving young people the opportunity to vote and educating young people from lower socio-economic backgrounds could potentially decrease society's socio-economic gap as their voices are heard.

Interestingly, pupils being reintegrated from PRU to mainstreams spoke of peer support being a factor for success as this peer support gave young people a sense of "belonging" towards the school (Pillay, 2013). The small number of pupils found in the PRU has been seen to facilitate relationships between both staff and peers, however (Hart, 2013). The theme of fairness within the literature review highlighted the theme of unfairness with a sense from BESD pupils that they were targeted by mainstream staff. If they are targeted by mainstream staff then they may be isolated from their peers due to challenging behaviour, caused by the sense of unfairness and school professionals treating them differently. Professionals need to facilitate social relationships between young people which may cause a more cohesive school environment.

The following is a quote taken from O'Connor et al., (2011), pilot's study from a young person with BESD, "Yeah, they don't care you could get hit by a lorry tomorrow and they wouldn't be arsed". Perhaps this is a result of the of schools feeling unable to cope with an increased number of individuals with BESD (Thompson et al., 2021).

A young persons environment can be a complex one hold what can beperceived as two systems (Norton, 1978):

- The societal system in which they live with the wider population. The expectations and values of society and the 'social norms',

- Their immediate environment containing a much smaller system.

There is an element of conflict between the two and whilst professionals may not be able to change their whole environment (Johnson, 1989). They can attempt to understand what a young persons environment looks like and provide an environment for them within their settings which is inclusive of young people.

3.4. The need for results.

Within this subsection, the researcher will discuss the current policies which appear to form the education systems need for results and try and identify ways in which that may impact young people, particularly those with BESD or at risk of exclusion. Within, the rise of neoliberalism politicians and policy-makers are increasingly looking for ways to measure success in both a youth work and within education settings (Rodd and Sterward, 2009). Neoliberalism has been described as "public management", (Olssen and Peters, 2005) and "class domination and exploitation", (Venugopal, 2015). Where institutions such as schools and hospitals were considered by policy makers as essential to the publics welfare, since the rise of neoliberalism are now used as "part of the market" (Davies and Bansel, 2007). Furthermore, school accountability is a policy tool which makes schools react to targeted, government incentives towards specific groups of people and once the incentives are removed those groups of individuals progress deteriorates (Burgess, Thompson, 2023).

The element of "control" over individuals, which often is found exclude young people with BESD to maintain the control with their school (Orsati, & Causton-Theoharis, 2013). Policy and practice focus within the United Kingdom is on the rise and the conflict between welfare-based targets and performance-based targets can make it difficult to see the impact of welfare-based targets (Cattan et al., 2023). Additionally,

teaching staff with in schools appear to spend more time with individuals on grade boundaries rather than those with special educational needs (SEN) due to the pressures of national league tables (Wilson et al., 2006). Therefore, the pressure felt by school staff means that the young people most in need of getting additional support are the ones getting the least.

The creation of a National Curriculum has caused debate, with claims it increases competition rather than creativity (Chitty, 1989). The Curriculum for Wales began being rolled out across school in 2022 and will not end being fully embedded within school until September 2026 (Welsh Government, 2017).

The focus on academic results found within mainstream provisions ignores the development of soft-skills such as communication, teamwork, self-confidence, and flexibility which young people can develop working with youth workers in more informal settings (Souto-Otero, 2016). Monibot (2016) states, “Neoliberalism sees competition as the defining characteristic of human relations”, and whilst they may have a point with regards for to neoliberalism, is that what society should be for young people, or could we live in a world where individuals celebrate each other’s strengths?

Wrigley (2018), raises the point that one negative impact of neoliberalism is the reduction of culture within schools. Instead, the term “school culture” is used as a management tool to be able to compete with other school, and in doing so the schools have lost some the true culture found within the individuals within the school. Additionally, schools celebrate some cultures and ignore others. One of the themes found to promote good relationships with BESD individuals within this literature review was individualization. This leads the researcher to wonder whether schools and professionals working with young people, are not celebrating what makes young

people different and how their individual strengths could enrichen society but suppressing them to create societies ideals.

Conclusion

Within the literature review the young people appeared to champion a person-centred approach which was highly individualized to support them within their educational provisions however, the reality is the mainstream school system does not cater for individual young people, but a one size fits all approach. The neoliberalist approach that policy makers are opting to take is letting young people down. As discussed above it does not celebrate their individuality or the rich culture which young people could bring to society but creates and environment which excludes some of the most vulnerable young people in society (Thompson et al., 2021).

The researcher within this study, comes from a qualitative approach to the research, which uses the perspectives of individuals to identify human problems and therefore tries to avoid numerical data, however, within the current system the policy makers will look at the data as a whole and not the individual perspectives. To highlight the problems to argue the case against for neoliberalism, the cost of having a young person within a PRU was on average £17,600 in 2018 in England (Bryant et al., 2018). This is despite a recent cut in special educational needs (SEN) funding within school (Jayanetti, 2023). If mainstream provision was funded effectively then young people with SEN would get the support they needed as a preventive measure before permanent exclusion.

The numerical data appears stark and by providing a more effective approach to how professionals within mainstream work with young people with BESD it could reduce some of the costs associated with young people attending PRUs, reduce the rates of

exclusion, and generally create an improved school environment. Increased support for young people with BESD in mainstream could potentially mean that more young people are able to access specialized support (Thompson et al., 2021). Despite the numerical data appearing stark the individual cost to a young person may be more significant the increased risk of long-term mental health illness (Martin-Denham, 2020) and increased representation within the criminal justice system (Sanders et al., 2020).

4. CONCLUSION AND RECOMMENDATIONS

There needs to be significant policy changes to support young people with behavioural, emotional and social difficulties (BESD) within education. The system does not appear to be working for them and additionally further marginalizes them from society. The pressures felt by mainstream provisions maybe a barrier to building positive relationships with BESD young people however with the rates of BESD on the rise and further cuts in funding to support these young people (Jayanetti, 2023) it does not appear that things will greatly improve for these individuals in the near future.

Despite this, there appears to be things that professionals can do now to provide better learning environments, such as getting to know their likes and dislikes, offering support and appearing fair to all individuals, potentially reducing the frequency of challenging behaviour.

The researcher appeared to identify many similarities between the way in which youth workers worked with young people and the professionals within PRUs which appeared to provide young people with improved engagement and participation. Perhaps this more informal approach to education, where there is a level of mutual respect, is better suited to young people with BESD.

Further Research

Establishing how young people perceive positive relationships could create a short-term impact on individuals at risk of being excluded, potentially keeping them in mainstream provision. Policy makers need to consider the effect that positive staff-pupil relationships could have on individuals, as well as society as a whole in the long-term. Early studies suggest that individuals who are excluded in school are at

higher risk of falling into the category of Not in Education, Employment or Training (NEET) negatively impacting the labour market (Madia, 2022). Further longitudinal studies need to be carried to see the impact that positive relationships have on young people in the long term, such as how many young people are NEET, have good emotional and mental health or how many of them are involved in criminal activity.

Those individuals excluded from mainstream provision are often considered to be marginalized and this literature review discusses narrowing the gap between an already marginalized population and the 'social norm'. In saying this there still may be a group of young people perspectives who are still excluded from the study despite attending PRUs. One of the themes discussed was support, and many of the young people within the literature would have had to obtain parental consent to take part in the study meaning their parents may be more engaged in their school. With support being identified as a key component of positive relationship building the young people within the literature may have better wrap around support than those who did not gain parental consent meaning their voices are further marginalized. There may be a variety of reasons for this including purely not consenting, a lack of communications between school and home, mistrust of the researcher and lack of parental support towards the young person. However, the young people whose parents did consent for them to take part within the research may already be more likely to gain improved outcomes than those without, due to a possibility of increased support and participation. This limitation is also identified by O'Connor et al., (2011) in a study gathering young peoples perceptions.

Whilst a higher proportion of males are excluded then females and therefore a higher proportion of the pupils within PRUs are males, studies have shown that females, especially those with special educational needs and disabilities (SEND), are more

likely to ‘self-exclude’, than males (Osler et al., 2002). Despite some studies showing that females with Autism Spectrum Disorder (ASD) experience additional social barriers within school compared with their male counterparts (Dean et al., 2014) females are underrepresented in the literature. The studies used within this literature review are focused on pupils attending PRUs and therefore females appeared to be underrepresented within this body of work. Further research should be conducted on how female pupils perceive positive relationships with staff to avoid self-exclusion and compare the experiences of females accessing PRUs with those of males accessing PRUs.

There is disproportionate rate of permanent exclusion in some ethnic minorities compared with others (Department of Education, 2023). Despite this, researcher was unable to identify any research which looked at the perspective of young people from ethnic minorities, especially those from ethnicities at higher risk. Developing research involving perspectives of those from ethnic minority backgrounds provides steps towards anti-racist practice (Singh, 2000).

Whilst it is important to recognise the positive outcomes that building positive relationships with professionals can have on young people it is worth recognising that the pressure on mainstream schools to succeed has meant that school resources are often invested into those pupils who are more likely to help the school climb national league tables (Thompson, et al., 2021). All young people should have the opportunity to succeed to their full potential and not at the expense of any other individual. Whilst some young people are more vulnerable than others, schools and their staff should recognise the needs of all pupils and in order to do this than markers of school success should look beyond grade league tables and take a holistic approach when looking at school.

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6. APPENDICES

6.1. Appendix 1: Ethics form

Appendix A

APPLICATION FOR ETHICAL APPROVAL

In order for research to result in benefit and minimise risk of harm, it must be conducted ethically. A researcher may not be covered by the University's insurance if ethical approval has not been obtained prior to commencement.

The University follows the OECD Frascati manual definition of **research activity**: "creative work undertaken on a systematic basis in order to increase the stock of knowledge, including knowledge of man, culture and society, and the use of this stock of knowledge to devise new applications". As such this covers activities undertaken by members of staff, postgraduate research students, and both taught postgraduate and undergraduate students working on dissertations/projects.

The individual undertaking the research activity is known as the "principal researcher".

Ethical approval is not required for routine audits, performance reviews, quality assurance studies, testing within normal educational requirements, and literary or artistic criticism.

Please read the notes for guidance before completing ALL sections of the form.

This form must be completed and approved prior to undertaking any research activity. Please see Checklist for details of process for different categories of application.

SECTION A: About You (Principal Researcher)

1	Full Name:		Louisa Scannell			
2	Tick all boxes that apply:		Member of staff:	☐	Honorary research fellow:	☐
	Undergraduate Student	☐	Taught Postgraduate Student	☐	Postgraduate Research Student	☒

3	Institute/Academic Discipline/Centre:	Humanities
4	Campus:	Carmarthen Campus
5	E-mail address:	2015826@student.uwtsd.ac.uk
6	Contact Telephone Number:	07794158409
	For students:	
7	Student Number:	2015826

8	Programme of Study:	MA Youth Work and Social Education
9	Director of Studies/Supervisor:	Darrel Williams

SECTION B: Approval for Research Activity

1	Has the research activity received approval in principle? (please check the Guidance Notes as to the appropriate approval process for different levels of research by different categories of individual)	**YES**	☒	**NO**	☐
				Date	
2	If Yes, please indicate source of approval (and date where known): ***Approval in principle must be obtained from the relevant source prior to seeking ethical approval***	Research Degrees Committee	☐		
		Institute Research Committee	☐		
		Other (write in)	☒	**21/02/2023**	

SECTION C: Internal and External Ethical Guidance Materials

	Please list the core ethical guidance documents that have been referred to during the completion of this form (including any discipline-specific codes of research ethics, location-specific codes of research ethics, and also any specific ethical guidance relating to the proposed methodology). Please tick to confirm that your research proposal adheres to these codes and guidelines. You may add rows to this table if needed.	
1	**UWTSD Research Ethics & Integrity Code of Practice**	☒
2	**UWTSD Research Data Management Policy**	☒
3	*[List any other relevant documents here]Refer to BERA here* Ethical Guidelines for Educational Research, fourth edition (2018) | BERA, make sure the reference is accurate.	☒

SECTION D: External Collaborative Research Activity

If there are external collaborators then you should gain consent from the contact persons to share their personal data with the university. If there are no external collaborators then leave this section blank and continue to section E.

1	Institution					
2	Contact person name					
3	Contact person e-mail address					
4	Is your research externally funded?		**YES**	☐	**NO**	☐
5	Are you in receipt of a KESS scholarship?		**YES**	☐	**NO**	☐
6	Are you specifically employed to undertake this research in either a paid or voluntary capacity?	Voluntary	**YES**	☐	**NO**	☐
7		Employed	**YES**	☐	**NO**	☐
8	Is the research being undertaken within an existing UWTSD Athrofa Professional Learning Partnership (APLP)?	If YES then the permission question below does not need to be answered.	**YES**	☐	**NO**	☐
9	Has permission to undertake the research has been provided by the partner organisation?	(If YES attach copy) If NO the application cannot continue	**YES**	☐	**NO**	☐

Where research activity is carried out in collaboration with an external organisation

10	Does this organisation have its own ethics approval system?	**YES**	☐	**NO**	☐
	If Yes, please attach a copy of any final approval (or interim approval) from the organisation (this may be a copy of an email if appropriate).				

SECTION E: Details of Research Activity

1	Indicative title:	An extended literature review on staff/ pupil relationships in Pupil Referral Units.		
2	Proposed start date:	July, 2023	Proposed end date:	September, 2023
	Introduction to the Research (maximum 300 words per section) **Ensure that you write for a <u>Non-Specialist Audience</u> when outlining your response to the points below:** *Purpose of Research Activity* *Proposed Research Question* *Aims of Research Activity* *Objectives of Research Activity* Demonstrate, briefly, how **<u>Existing Research</u>** has informed the proposed activity and explain *What the research activity will add to the body of knowledge* *How it addresses an area of importance.*			
3	**Purpose of Research Activity** Exclusion from school often has a number of negative impacts on young people, both short-term and long term. These include being at higher risk of committing crime, prolonged periods out of education and poor mental and physical health (Pirrie et al., 2011). Previous studies, involving young people in alternative provisions have found that their experiences of education vary greatly with inconsistencies between provisions (McCluskey et al., 2015). Pupil Referral Unit's are the main, alternative provision for young people of compulsory school age who are unable to gain access to mainstream provision for reasons such as illness or exclusion (Jalali and Morgan, 2018). Accessing Pupil Referral Unit's have been shown to have a negative perception of mainstream provisions following previous poor experiences and exclusions (Jalali and Morgan, 2018). Additionally, a study involving teachers perspectives showed a change of attitudes towards from working in a mainstream to a PRU has			

	shown a change of attitudes towards these young people (Farouk, 2014). This may suggest that the quality of the relationships between young people and adults could be influential in how the young people subsequently engage with education. With pupil voice being used increasingly within research, influenced by Article 12 of the UNCRC (Cuevas-Parra, 2023), young people with social, emotional and behaviour difficulties such as some of those accessing a PRU may be underrepresented with participant numbers in studies being small. Michael and Fredrickson (2013), found that positive relationships were a way of enabling positive outcomes with young people accessing a PRU. By looking specifically at how young people accessing a PRU understand and perceive positive relationships then professionals working within schools can develop their practice to try and gain better outcomes for these young people. (this box should expand as you type)
4	**Research Question** An extended literature review to evaluate staff/ pupil relationships in Pupil Referral Units. (this box should expand as you type)
5	**Aims of Research Activity** To try and identify common themes between research, which is already in the public domain to try and establish where there is a need for further research. (this box should expand as you type)
6	**Objectives of Research Activity** To identify common themes within the data collected which will provide us with a better understanding of how young people accessing a PRU perceive positive relationships. In doing this it may provide young people who have been excluded from school with better outcomes, both short-term and long-term. (this box should expand as you type)
	Proposed methods (maximum 600 words) Provide a brief summary of all the methods that **may** be used in the research activity, making it clear what specific techniques may be used. If methods other than those listed in this section are deemed appropriate later, additional ethical approval for those methods will be needed. You do not need to justify the methods here, but should instead describe how you intend to collect the data necessary for you to complete your project.
7	I will read previous research which has been conducted to attempt to find common themes between the research. I will use the UWTSD library website to find published research and be critical within my evaluation of the research. (this box should expand as you type)
	Location of research activity Identify all locations where research activity will take place.
8	The research will be conducted using resources within the UWTSD library remotely. (this box should expand as you type)

	Research activity outside of the UK If research activity will take place overseas, you are responsible for ensuring that local ethical considerations are complied with and that the relevant permissions are sought. Specify any local guidelines (e.g. from local professional associations/learned societies/universities) that exist and whether these involve any ethical stipulations beyond those usual in the UK (provide details of any licenses or permissions required). Also specify whether there are any specific ethical issues raised by the local context in which the research activity is taking place, for example, particular cultural and/or legal sensitivities or vulnerabilities of participants. If you live in the country where you will do the research then please state this.
9	*(this box should expand as you type)*

10	Use of documentation not in the public domain: Are any documents **NOT** publicly available?	**NO**	☒
		YES	☐
11	If Yes, please provide details here of how you will gain access to specific documentation that is not in the public domain and that this is in accordance with the current data protection law of the country in question and that of England and Wales. *(this box should expand as you type)*		

	Does your research relate to one or more of the seven aims of the Well-being of Future Generations (Wales) Act 2015?	**YES**	**NO**
12	A prosperous Wales	☒	☐
13	A resilient Wales	☐	☒
14	A healthier Wales	☒	☐
15	A more equal Wales	☒	☐
16	A Wales of cohesive communities	☒	☐
17	A Wales of vibrant culture and thriving Welsh language	☐	☒
18	A globally responsible Wales	☒	☐
19	If YES to any of the above, please give details:		
	By investigating pupil-staff relationships within school it may provide young people with positive outcomes such as decreased rates of poor mental and physical health, decreased rates of criminal activity and resources to be able to provide these young people with the ability to reach their next steps such as college or apprenticeships. In improving their outcomes in education, and therefore their next steps, it could help to meet some of the aims of the future generations act such as a Wales of cohesive communities or a more equal Wales where all individuals have the same opportunity to thrive upon leaving education. (this box should expand as you type)		

SECTION F: Scope of Research Activity

	Will the research activity include:	**YES**	**NO**
1	Use of a questionnaire or similar research instrument?	☐	☒
2	Use of interviews?	☐	☒
3	Use of focus groups?	☐	☒
4	Use of participant diaries?	☐	☒
5	Use of video or audio recording?	☐	☒
6	Use of computer-generated log files?	☐	☒
7	Participant observation with their knowledge?	☐	☒
8	Participant observation without their knowledge?	☐	☒
9	Access to personal or confidential information without the participants' specific consent?	☐	☒
10	Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive?	☐	☒
11	Performance of any acts which may cause embarrassment or affect self-esteem?	☐	☒
12	Investigation of participants involved in illegal activities?	☐	☒
13	Use of procedures that involve deception?	☐	☒
14	Administration of any substance, agent or placebo?	☐	☒
15	Working with live vertebrate animals?	☐	☒
16	Procedures that may have a negative impact on the environment?	☐	☒
17	Other primary data collection methods. Please indicate the type of data collection method(s) below.	☐	☒
	Details of any other primary data collection method: (this box should expand as you type)		

If NO to every question, then the research activity is (ethically) low risk and **may** be exempt from **some** of the following sections (please refer to Guidance Notes).

If YES to any question, then no research activity should be undertaken until full ethical approval has been obtained.

SECTION G: Intended Participants

If there are no participants then do not complete this section, but go directly to section H.

	Who are the intended participants:	**YES**	**NO**
1	Students or staff at the University?	☐	☒

2	Adults (over the age of 18 and competent to give consent)?	☐	☒
3	Vulnerable adults?	☐	☒
4	Children and Young People under the age of 18? (Consent from Parent, Carer or Guardian will be required)	☐	☒
5	Prisoners?	☐	☒
6	Young offenders?	☐	☒
7	Those who could be considered to have a particularly dependent relationship with the investigator or a gatekeeper?	☐	☒
8	People engaged in illegal activities?	☐	☒
9	Others. Please indicate the participants below, and specifically any group who may be unable to give consent.	☐	☒
	Details of any other participant groups: (this box should expand as you type)		

	Participant numbers and source Provide an estimate of the expected number of participants. How will you identify participants and how will they be recruited?	
10	How many participants are expected?	*(this box should expand as you type)*
11	Who will the participants be?	*(this box should expand as you type)*
12	How will you identify the participants?	*(this box should expand as you type)*

	Information for participants:	**YES**	**NO**	**N/A**
13	Will you describe the main research procedures to participants in advance, so that they are informed about what to expect?	☐	☐	☒
14	Will you tell participants that their participation is voluntary?	☐	☐	☒
15	Will you obtain written consent for participation?	☐	☐	☒
16	Will you explain to participants that refusal to participate in the research will not affect their treatment or education (if relevant)?	☐	☐	☒
17	If the research is observational, will you ask participants for their consent to being observed?	☐	☐	☒
18	Will you tell participants that they may withdraw from the research at any time and for any reason?	☐	☐	☒
19	With questionnaires, will you give participants the option of omitting questions they do not want to answer?	☐	☐	☒
20	Will you tell participants that their data will be treated with full confidentiality and that, if published, it will not be identifiable as theirs?	☐	☐	☒
21	Will you debrief participants at the end of their participation, in a way	☐	☐	☒

	appropriate to the type of research undertaken?			
22	If NO to any of above questions, please give an explanation			
	(this box should expand as you type)			

	Information for participants:	**YES**	**NO**	**N/A**
24	Will participants be paid?	☐	☐	☒
25	Is specialist electrical or other equipment to be used with participants?	☐	☐	☒
26	Are there any financial or other interests to the investigator or University arising from this study?	☐	☐	☒
27	Will the research activity involve deliberately misleading participants in any way, or the partial or full concealment of the specific study aims?	☐	☐	☒
28	If YES to any question, please provide full details			
	(this box should expand as you type)			

SECTION H: Anticipated Risks

	Outline any anticipated risks that may adversely affect any of the participants, the researchers and/or the University, and the steps that will be taken to address them. If you have completed a full risk assessment (for example as required by a laboratory, or external research collaborator) you may append that to this form.		
1	**Full risk assessment completed and appended?**	**Yes**	☐
		No	☒
2	**Risks to participants** For example: sector-specific health & safety, emotional distress, financial disclosure, physical harm transfer of personal data, sensitive organisational information		
	Risk to participants: *(this box should expand as you type)*	*How you will mitigate the risk to participants:* *(this box should expand as you type)*	
3	If research activity may include sensitive, embarrassing or upsetting topics (e.g. sexual activity, drug use) or issues likely to disclose information requiring further action (e.g. criminal activity), give details of the procedures to deal with these issues, including any support/advice (e.g. helpline numbers) to be offered to participants. Note that where applicable, consent procedures should make it clear that if something potentially or actually illegal is discovered in the course of a project, it may need to be disclosed to the proper authorities		
	N/A *(this box should expand as you type)*		
4	**Risks to the investigator** For example: personal health & safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest		

	Risk to the investigator: *(this box should expand as you type)*	*How you will mitigate the risk to the investigator:* Low risk to the investigator as information is already in the public domain. *(this box should expand as you type)*
5	**University/institutional risks** For example: adverse publicity, financial loss, data protection	
	Risk to the University: Accusations made against researcher. *(this box should expand as you type)*	*How you will mitigate the risk to the University:* Low risk to the university as information is already in public domain however the researcher will be transparent about where they gained the research. *(this box should expand as you type)*
6	**Environmental risks** For example: accidental spillage of pollutants, damage to local ecosystems	
	Risk to the environment: N/A *(this box should expand as you type)*	*How you will mitigate the risk to environment:* *(this box should expand as you type)*

	Disclosure and Barring Service			
	If the research activity involves children or vulnerable adults, a Disclosure and Barring Service (DBS) certificate must be obtained before any contact with such participants.	**YES**	**NO**	**N/A**
7	Does your research require you to hold a current DBS Certificate?	☐	☒	☐
8	If YES, please give the certificate number. If the certificate number is not available please write "Pending"; in this case any ethical approval will be subject to providing the appropriate certificate number.			

SECTION I: Feedback, Consent and Confidentiality

1	**Feedback** What de-briefing and feedback will be provided to participants, how will this be done and when?
	The data will all be collected is already in the public domain. *(this box should expand as you type)*
2	**Informed consent** Describe the arrangements to inform potential participants, before providing consent, of what is involved in participating. Describe the arrangements for participants to provide full consent before data collection begins. If gaining consent in this way is inappropriate, explain how consent will be obtained and recorded in accordance with prevailing data protection legislation.
	N/A
3	**Confidentiality / Anonymity** Set out how anonymity of participants and confidentiality will be ensured in any outputs. If anonymity is not being offered, explain why this is the case.
	N/A *(this box should expand as you type)*

SECTION J: Data Protection and Storage

	Does the research activity involve personal data (as defined by the General Data Protection Regulation 2016 "GDPR" and the Data Protection Act 2018 "DPA")?	**YES**	**NO**
1	***"Personal data"*** *means any information relating to an identified or identifiable natural person ('data subject'). An identifiable natural person is one who can be identified, directly or indirectly, in particular by reference to an identifier such as a name, an identification number, location data, an online identifier or to one or more factors specific to the physical, physiological, genetic, mental, economic, cultural or social identity of that natural person. Any video or audio recordings of participants is considered to be personal data.*		x
	If YES, provide a description of the data and explain why this data needs to be collected:		
2	*(this box should expand as you type)*		
	Does it involve special category data (as defined by the GDPR)?	**YES**	**NO**
3	***"Special category data"*** *means sensitive personal data consisting of information as to the data subjects' –* *(a) racial or ethnic origin,* *(b) political opinions,* *(c) religious beliefs or other beliefs of a similar nature,* *(d) membership of a trade union (within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992),* *(e) physical or mental health or condition,* *(f) sexual life,* *(g) genetics,* *(h) biometric data (as used for ID purposes),*		x
	If YES, provide a description of the special category data and explain why this data needs to be collected:		
4	*(this box should expand as you type)*		

	Will data from the research activity (collected data, drafts of the thesis, or materials for publication) be stored in any of the following ways?	**YES**	**NO**
5	Manual files (i.e. in paper form)?	☐	☒
6	University computers?	☐	☒
7	Private company computers?	☐	☒
8	Home or other personal computers?	☐	☒
9	Laptop computers/ CDs/ Portable disk-drives/ memory sticks?	☒	☐
10	"Cloud" storage or websites?	☒	☐
11	Other – specify:	☐	☒
12	For all stored data, explain the measures in place to ensure the security of the data collected, data confidentiality, including details of backup procedures, password protection, encryption, anonymisation and pseudonymisation:		
	Ceredigion County Council laptop which only I currently have access too. This has a password		

	which only I know and will not share with any other individuals. Any work completed in paper form will be immediately scanned and shredded. I will upload any research which has been collected onto the universities OneDrive which is password protected. *(this box should expand as you type)*

	Data Protection		
	Will the research activity involve any of the following activities:	**YES**	**NO**
13	Electronic transfer of data in any form?	☐	☒
14	Sharing of data with others at the University outside of the immediate research team?	☐	☒
15	Sharing of data with other organisations?	☐	☒
16	Export of data outside the UK or importing of data from outside the UK?	☐	☒
17	Use of personal addresses, postcodes, faxes, emails or telephone numbers?	☐	☒
18	Publication of data that might allow identification of individuals?	☐	☒
19	Use of data management system?	☐	☒
20	Data archiving?	☐	☒
21	If YES to any question, please provide full details, explaining how this will be conducted in accordance with the GDPR and Data Protection Act (2018) (and any international equivalents, where appropriate):		
	(this box should expand as you type)		
22	List all who will have access to the data generated by the research activity:		
	Myself and university supervisor. This is to ensure that I follow all the appropriate procedures. *(this box should expand as you type)*		
23	List who will have control of, and act as custodian(s) for, data generated by the research activity:		
	I will have control of the data. *(this box should expand as you type)*		
24	Give details of data storage arrangements, including security measures in place to protect the data, where data will be stored, how long for, and in what form. Will data be archived – if so how and if not why not.		
	(this box should expand as you type)		
25	Please indicate if your data will be stored in the UWTSD Research Data Repository (see https://researchdata.uwtsd.ac.uk/). If so please explain. (*Most relevant to academic staff)*		
	(this box should expand as you type)		
26	Confirm that you have read the UWTSD guidance on data management (see https://www.uwtsd.ac.uk/library/research-data-management/)	**YES**	☒

27	Confirm that you are aware that you need to keep all data until after your research has completed or the end of your funding	**YES**	☒

SECTION K: Declaration

	The information which I have provided is correct and complete to the best of my knowledge. I have attempted to identify any risks and issues related to the research activity and acknowledge my obligations and the rights of the participants**.** In submitting this application I hereby confirm that I undertake to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice which is published on the website: https://www.uwtsd.ac.uk/research/research-ethics/		
1	**Signature of applicant:**	Louisa Scannell	**Date:** 17/07/2023

For STUDENT Submissions:

2	Director of Studies/Supervisor:		**Date:**
3	Signature:		

For STAFF Submissions:

4	Academic Director/ Assistant Dean:		**Date:**
5	Signature:		

Checklist: Please complete the checklist below to ensure that you have completed the form according to the guidelines and attached any required documentation:

☒	I have read the guidance notes supplied before completing the form.
☒	I have completed **ALL RELEVANT** sections of the form in full.
☒	I confirm that the research activity has received approval in principle
☒	I have attached a copy of final/interim approval from external organisation (**where appropriate**)
☐	I have attached a full risk assessment (where appropriate) *ONLY TICK IF YOU HAVE* ***ATTACHED A FULL RISK ASSESSMENT***
☒	I understand that it is my responsibility to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice.
☒	I understand that before commencing data collection all documents aimed at respondents (including information sheets, consent forms, questionnaires, interview schedules etc.) must be confirmed by the DoS/Supervisor, module tutor or Academic Director.

RESEARCH STUDENTS AND STAFF ONLY
All communications relating to this application during its processing must be in writing and emailed to pgresearch@uwtsd.ac.uk , with the title 'Ethical Approval' followed by your name.
You will be informed of the outcome of your claim by email; therefore **it is important that you check**

your University and personal email accounts regularly.
STUDENTS ON UNDERGRADUATE OR TAUGHT MASTERS PROGRAMMES should submit this form (and receive the outcome) via systems explained to you by the supervisor/module leader.

This form is available electronically from the Academic Office web pages:
https://www.uwtsd.ac.uk/academic-office/appendices-and-forms/

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6.2 Appendices 2: supervision form

7. POSTGRADUATE TAUGHT DISSERTATION SUPERVISION RECORD

8.

9. This form is to be used to record a summary of the outcomes of each formal meeting between the student and the dissertation supervisors for Part II of a Masters' Programme.

10.

Student Name:	Louisa Scannell	**Student No:**	2015826
Programme of Study:	MA Youth Work and Social Education	**Campus:**	Carmarthen
Faculty/School/Centre:	Humanities	**Module Code:**	
Mode of study:	Part-time	**Method of study:**	Campus based / Distance learning

11.

Dissertation Title:	
Dissertation Supervisor:	Darrel Williams
Programme Director:	Angharad Lewis

12.

13. SUPERVISION RECORD

14.

Date of meeting	Type of meeting	Summary of outcomes	Student	Supervisor	Duration of meeting	Running total

Date of meeting	Type of meeting	Summary of outcomes	Student	Supervisor	Duration of meeting	Running total
12/09/2023	Supervision	Discussed the methodology and potential limitations that had been identified within the data. Discussed the potential themes that were found in the literature review and linked to youth work practice.	Louisa Scannell	Darrel Williams	1 hour	1 hour
19/09/2023	Supervision	Discussed ideas around mainstream provision and how they work with pupils with BESD. Discussed austerity and policy change.	Louisa Scannell	Darrel Williams	30 minutes	30 minutes
25/09/2023	Supervision	Discussed the methodology which Louisa had written. Discussed ideas around what could be added to the methodology and adaptions. Discussed ideas around the discussion. Darrel sent Louisa a paper following the supervision.	Louisa Scannell	Darrel Williams	1 hour	1 hour
2/10/2023	Supervision	Discussed final submission of dissertation and any adjustments which might need to be made.	Louisa Scannell	Darrel Williams	30 minutes	30 minutes

Date of meeting	Type of meeting	Summary of outcomes	Student	Supervisor	Duration of meeting	Running total

15.
16.

17. Notes on the Postgraduate Taught Dissertation Supervision Record

18. Record the date and type of meeting – e.g. face-to-face, video conference, telephone, email, letter
19. Note the outcomes agreed by both the student and the supervisor
20. Both the student and the supervisor should initial
21. Record the duration of the meeting
22. Update the running total for duration by adding the duration of the meeting to the previous running total

23.
24.

24.1. Appendices 3: title of appendix