University of South Wales

School of Humanities and Social Sciences

'How successful is a Caerphilly Learning Pathway Centre from the perspectives of young people, teachers and youth workers?'

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BA (Hons) Youth and Community Work (Youth Justice)

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A dissertation submitted in partial fulfilment of the requirements for the BA (Hons) programme in the School of Humanities and Social Sciences.

DECLARATION

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

Signed………………………………………….(Candidate)

Date……………………………………………….

STATEMENT 1

This dissertation is being submitted in partial fulfilment of the requirement for the degree of BA

Signed………………………………………….(Candidate)

Date……………………………………………….

STATEMENT 2

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

Other sources are acknowledged by explicit references. A reference list is appended.

Signed………………………………………….(Candidate)

Date……………………………………………….

STATEMENT 3

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

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ABSTRACT

'How successful is a Caerphilly Learning Pathway Centre from the perspectives of young people, teachers and youth workers?'

University of South Wales
2018

This small scale research study involves a case study asking a question of whether a Learning Pathway Centre in Caerphilly is seen to be successful based on the perceptions of young people, teachers, and youth workers. A range of literature have been reviewed, focussing on many aspects related to an alternative education provision, known as a Learning Pathway Centre (LPC). The literature studied entailed; alternative education, inclusion and special educational needs (SEN), poverty, parental and peer aspirations, behaviour, exclusion, relationships, and the curriculum.

The research study was undertaken with six young people, two teachers, and two youth workers, all in which work within the Learning Pathway Centre (LPC). Research was carried out using qualitative methods including; a focus group interview with young people, and semi-structured interviews with teachers and youth workers. The data was transcribed using a method of coding, and analysed and discussed in the context of literature presented, using a thematic approach.

Findings that emerged provide an insight into the views and opinions of young people, teachers, and youth workers. Successful working practices have been identified, and future recommendations presented.

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I would like to take this opportunity to thank each and every staff member of the Youth and Community Work team at the University of South Wales. Their commitment, knowledge, and professionalism have enabled me to develop, not only personally, but professionally as a youth worker within my career.

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I would also like to thank the participants involved in this research study, you have been invaluable. I would like to thank the young people for providing me with their experiences, I am proud to say you were part of this process, and part of this special journey. Thank you for your engagement, time, and knowledge.

Lastly, I would like to thank the organisation I am proud to be part of, Caerphilly Youth Service. You have given me the opportunity to do the job I love. Thank you for your constant support.

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Table of Abbreviations:

Abbreviation	Definition
LPC	Learning Pathway Centre
EOTAS	Educated Outside The School
SEN	Special Education Need
ALN	Additional Learning Need
NOS	Youth Work National Occupational Standards
PRU/'s	Pupil referral unit/s
AP	Alternative provision
YP 1	Young person one
YP 2	Young person two
YP 3	Young person three
YP 4	Young person four
YP 5	Young person five
YP 6	Young person six
YW 1	Youth worker one
YW 2	Youth worker two
T1	Teacher one
T2	Teacher two
CAMHS	Child and Adult Mental Health Service

CHAPTER ONE: INTRODUCTION

This dissertation aims to explore the question; 'How successful is a Caerphilly Learning Pathway Centre from the perspectives of young people, teachers and youth workers?'

This small-scale study was carried out within one of three Learning Pathway Centres (LPC's) in a small town of Caerphilly, South Wales. This centre, along with the other two, is one of the newest education provisions based within the Caerphilly borough, and provides an alternative curriculum for the young people who attend. To produce a balanced study, a qualitative methodological approach was initiated, it was also imperative to use differing data collection methods to establish the views of three different cohorts of participants within the Learning Pathway Centre (LPC) setting. These groups of participants included; six young people aged thirteen to fifteen, and consisted of two female and four male; two female youth workers; and two teachers, one male, one female. The research study aims to;

- To explore the perceptions of young people based on a LPC that they attend.

- To explore perceptions of the LPC professionals, including those of youth workers and teachers.

- To identify recommendations aiming to enhance practice.

The aim is to uncover the perceptions of young people based on their experiences of the LPC that they attend. Research questions asked will seek to identify the views of young people using the method of a focus group interview with an option of a semi-structured interview if required. Questions asked derive from the literature that was gathered by the researcher based on the topic of 'alternative education', and

'education' generally. Factors including, inclusion, special educational needs (SEN), poverty, parental and peer attitudes, behaviour, exclusion, relationships and the curriculum will all be explored.

The same components will also be explored through semi-structured interviews with professionals operating within the LPC. The data collected through three cohorts of participants will provide a platform for future enhanced practice, and recommendations will be conveyed.

Recent reports carried out on educated outside the school (EOTAS) provisions indicated a number of issues. An emerging issue included; some pupils educated outside the school (EOTAS) setting were not seen to be receiving an appropriate education (McCluskey et al, 2013).

The rational for this study derived from these recent reports, and provided a need to discover the perceptions of participants involved within the LPC, an establishment situated under the educated outside the school (EOTAS) ideology. The main focus was to listen to the views of young people, supporting their right to involvement in matters affecting them, in this case, their place in education. It is vital that youth workers encourage and support young people to become partners in, and share responsibility for the opportunities, learning processes, and decision making structures which affect their own, and other people's lives and environments (Youth Work in Wales Review Group, 2013).

This involvement ensured young people were part of the key recommendations moving forward and had an opinion on the establishment where they were being educated. In support, through the promotion of participants 'authentic voice', the study will be supported by the 'Youth Work National Occupational Standards (NOS

LSIS 2012) through the researcher facilitating and empowering the voice of participants.

Working for Caerphilly Youth Service for over three years, and within the LPC for over one year, it is acknowledged that my position, along with my preconceived ideas will not influence the research. This will be ensured through using a reflective and reflexive approach throughout the study.

The literature review in the following chapter (Chapter one) seeks to explore aspects of published literature that links to the research question and aims. Literature will be critically analysed, and the researcher will use this literature to compare and contrast views throughout. The research questions will derive from the literature presented.

Chapter two, the methodology, explores the rationale for selecting a 'case study' approach. It identifies and justifies the methodological approaches, and data collection methods incorporated in the study. It will explore the strengths and limitations of each approach, in this case, focus group interviews and semi-structured interviews, and pursue its justification. Moreover, an ethical review will be initiated and data analysis methods explored.

Chapter three presents a thematic response of the findings. The triangulated responses from three cohorts of participants including young people, teachers, and youth workers will be discussed, compared and contrasted, along with the literature discovered within the literature review.

The final chapter of the dissertation, (Chapter four) will conclude and discuss future recommendations to enhance practice moving forward.

The literature review will now explore the opinions of different theorist based on the research topic identified.

CHAPTER TWO: LITERATURE REVIEW

Alternative Education, ALN and Inclusion

Alternative Education is schooling that differs from mainstream (Barr, 2017). The Department of Education (2013) state that Alternative Education is education set up by local authorities for children who, because of exclusion, illness or other reasons would not otherwise engage.

Taylor (2012, p.1) suggests that Alternative Education Provisions engage the most vulnerable and deprived children in society, stating "*Children in PRUs and AP are twice as likely as the average pupil to quality for free school meals, and over three quarters of pupils in PRUs have SEN*". Behavioural difficulties, mental ill health and emotional needs are amongst the array of needs demonstrated.

According to Jeong-Hee Kim and Taylor (2008) alternative education provision creates an environment impossible in a mainstream setting. Smaller class sizes allow more quality interaction between educators and young people, thus enabling young people to gain greater confidence.

McCluskey et al. (2014) agree, suggesting that on entering alternative education, young people's circumstances were often difficult, they felt a sense of belonging, valued and proud of their achievements, usually for the first time in a learning environment.

<u>Inclusion</u>

As a philosophy, inclusion requires active involvement from all involved in the educational establishment. It is a process by which all children and young people access opportunities in ways that are both common yet relevant to their individual needs. This should ensure that all feel a sense of belonging in the schooling community in which they learn (Welsh Government, 2016).

According to Florian et al (2017) high levels of inclusion correlate with high levels of achievement. Both are essential if children are to have the best possible opportunities. Florian et al (2017) suggest that a fundamental issue of equal opportunity lies at the centre of a system in which those considered as 'high achievers' are encouraged to stay in education and those struggling due to unmet learning needs, or with parents unable to advocate, may become marginalised or leave education earlier.

However, Bloom (2017) suggests that being marginalised from mainstream education does not always negatively impact upon the way children and young people view their lives. Teachers within alternative settings play a significant role in providing a sense of purpose and encouragement ensuring that pupils have a positive educational experience and lead positive lives.

"A focus on character-led teaching can help aid this development of purpose, and encourage young people to lead a good life" (Bloom, 2017, p.1).

Barry (2005) suggests that mainstream schools are not fully inclusive, focussing on progression and viewing achievement in 'school related' terms only. Barry (2005) suggests that delivering a fixed curriculum limits opportunities for young people to

recognise local cultures, gain knowledge surrounding employment opportunities and recognise alternative potential career paths.

<u>SEN</u>

Some young people have special educational needs requiring provision that is different from, and additional to, typical mainstream provision. However, many have raised concerns about the appropriateness and usefulness of the concept of special educational needs as an appropriate way of describing and identifying young people's differences (Norwich et al., 2010).

Welsh Government (2018, p.1) state that nearly a quarter of Welsh learners have some form of special educational need. Outcomes for young people with special educational needs are poor compared to the rest of the young people in the school system (Welsh Government, 2018, p.1).

Norwich et al. (2010) argue that many people question whether young people should be educated collectively, or whether alternative provision, sometimes based within mainstream school would better meet individual needs.

Welsh Government promote an assertive message to schools, arguing that they should take responsibility for adapting their practice to meet the needs of all. They should ensure equity and equality, ensuring that all young people are enabled rather than disabled across all aspects of school life (Welsh Government, 2016). Norwich et al. (2010) agrees by stating there are common educational goals such as understanding, independence, and enjoyment, that all should aim to achieve regardless of ability or disability.

Risk Factors:

Poverty

Rogers (1986; cited in Mertesdorf 1990) believes that young people judged as socially disadvantaged perform less well in school than those from wealthier backgrounds. Children situated beneath the Multiple Deprivation index perform lower than others (Rogers (1986; cited in Mertesdorf 1990)

Conversely, Essen and Wedge (1983; cited in Welshman 2012) argue that not all disadvantaged children perform poorly in school. However, McNicholl and Menter (2006) suggest that research continuously shows that the most disadvantaged young people have the poorest education outcomes and that educational establishments consistently fail poorer young people.

The Bevan Foundation (2010) state that, despite findings regarding the achievement disparity in Wales, data is incomplete and not within the public domain unlike England. However, Bevan Foundation (2010) suggest that Welsh children eligible for free school meals (FSM) perform disproportionally, with the gap widening as young people get older.

Similarly, Hirsch (2007) suggests that children from deprived backgrounds perform worse than those from more prosperous backgrounds by a greater scale. Hirsch (2007, p.3) states that *"Only about a quarter of students receiving free school meals gain five good GCSEs or equivalent, compared to over half of the overall population".*

Despite these arguments, Bevan Foundation (2010) suggest that when a large proportion of pupils in a school access free school meals, they are more likely to perform better than those accessing free school meals as a minority group in a different school.

Horgan (2007) found that young people in advantaged educational settings recognised their education as essential to later success. However, young people attending less advantaged educational settings saw education as something that may help them avoid problems in the future.

Hirsch (2007) suggests that the relationship between poverty and low achievement in education is integral to a broader cycle in which intergenerational family disadvantage persists. In support, Bevan Foundation (2010) state that disadvantaged young people are more likely to experience long-term negative effects due to low educational skills and achievements and are more likely to become disadvantaged adults passing such deprivation on to their own children.

<u>Parental and peer aspirations and attitudes</u>

Andrews (2012; cited in Welsh Government 2012) states that when schools empower and engage parents/carers in their child's education, and where parents/carers and the wider community work together to enhance learning, achievements for young people increase. Andrews (2012; cited in Welsh Government 2012) suggests that schools providing support such as parenting skills and literacy classes will be more successful in engaging parents in children's learning.

Bevan Foundation (2010) suggest that a dominant factor leading to low achievement is parental, particularly mothers' levels of education. Bevan Foundation (2010) argue that if parents hold negative attitudes towards education this can be transferred to children. Although schools and other educational provisions can influence attitudes and break down barriers, this alone is not enough, with peer, family and community influence prevailing.

Conversely, Andrews (2012) believes that schools successfully engaging parents/carers in learning reinforce the 'parents/carers matter' ethos, supporting positive working relationships based on mutual respect, trust, and commitment to improving children's learning outcomes. Welsh Government (2016) agree, suggesting that pupils from disadvantaged backgrounds are more likely to benefit from programmes that successfully engage their parents/carers.

Hirsch (2007) finds that the value attributed to school was equally as strong amongst young people from advantaged backgrounds as those from disadvantaged backgrounds. Negative attitudes do not arise from the notion that young people do not value education, but from lack of confidence preventing growth within the school system. Hirsch (2007) argues that if young people had better experiences and opportunities in school this would nurture confidence enabling a more positive attitude towards school.

<u>Behaviour</u>

Bennett (2017) states that behaviour cannot be separated from academic achievement, welfare, safety, well-being and all other components of learning. Behaviour flows from character, circumstances and intentions. School leaders should influence young people's attitudes and character, helping them flourish as students and members of their community.

Boynton and Boynton (2005) argue that the manner in which you challenge behaviour causes positive or negative reactions, regardless of staff status. They suggest that if responses to poor behaviour allow young people to retain dignity it is more likely that young people will reflect, changing behaviour.

Quine (2015) suggests that young people referred to alternative education frequently experience educational and/or communication difficulties. Many young people adopt negative behaviours as a defence mechanism, distracting teachers from the fact that they find learning difficult.

Exclusion

Cajic-Seigneur (2014) suggests that young people most at risk of becoming not in education, employment or training (NEET) are those experiencing multiple fixed-period exclusions, or permanently exclusion. In mainstream schools, the number of permanent exclusions are usually lower than fixed-period exclusions, but both negatively influence young people's attendance, behaviour, engagement, and overall achievement.

Despite due process regarding fixed-period and permanent exclusion, the Children's Commissioner for Wales (2007) states that many unofficial exclusions occur, unfairly taking away children's right to an education. This leads to young people feeling disempowered, feeling a lack of self-work and lowered self-esteem.

Youth Work in schools:

Relationships

Frankham et al., (2007) research suggests that positive relationships between parents and staff, as well as young people and staff, are essential for young people excluded from school. Frankham et al., (2007) believe that such positive relationships can aid re-engagement in school, or engagement in other educational opportunities providing a base for social and emotional development.

Hirsch (2007) suggests that in order to make progress with children and young people, teachers should understand the family's needs, supporting them to effectively build relationships. Importantly Hirsch (2007) points out that this is only possible if parents accept this support and allow teachers and other professionals into 'their world'.

Frankham et al. (2007) suggests that parents of excluded young people felt that their child had been labelled as 'trouble' and believe that this reputation sticks with them throughout their school life. Parents believed this reputation was linked to other family members, impacting upon relationships, with young people feeling teachers had a negative view of them before any work began (Frankham et al., 2007).

Boynton and Boynton (2005) believe that if teachers show care and respect, young people are more likely to appreciate and respect teachers back. They suggest that if teachers show a willingness to look past previous negative behaviour, young people are more likely to comply. The most powerful tool available to teachers who want to adopt a positive learning environment is a positive relationship with students. (Thompson 1998; cited in Boynton and Boynton, 2005).

Curriculum (Youth Work)

Cajic-Seigneur's (2014) findings suggest that cross-curricular learning initiatives significantly improve disadvantaged young people's perception of their educational establishment, changing their attitude towards learning.

In support, the National Youth Work Strategy for Wales (2014-2018) states that through informal and non-formal educational experience, youth work approaches encourage young people's social, personal and political development.

Conversely, Hirsch (2007) believes that equality of educational experience cannot depend upon disadvantaged young people receiving better cross-curricular learning opportunities but should address multiple factors affecting their lives.

Increasingly, Youth Work aims to consider the needs of disadvantaged young people and the National Youth Work Strategy for Wales (2014-2018) argues that Youth Work has a fundamental role to play in supporting the Welsh Government aim of helping young people reach their potential, tackling poverty, increasing educational attainment and employment, increasing young people's participation in society, and reducing inequality.

Youth Work in schools in Wales (2015) supports this, stating that youth workers across Wales provide numerous benefits. These include increased attainment and attendance levels as well as adding value to the statutory curriculum. Schools report increased aspirations amongst young people as well as enhanced engagement in alternative accreditation/qualifications provided through youth work.

The National Youth Work Strategy for Wales (2014-2018) therefore prioritises a strengthened strategic relationship between formal education and youth work organisations nationally.

Donaldson (2015) cites young people who feel that the current school curriculum is out dated and not reflective of current needs. They argue that schools should give greater focus to confidence, life skills, health and well-being, as well as career advice.

Youth work provides this through informal and non-formal educational experiences including sports, art, culture and the use of new technologies. Through these opportunities, young people are enabled to challenge themselves to enhance their

social, political, and personal development (Youth Work in Wales Review Group,

2013).

CHAPTER THREE: METHODOLOGY

In this chapter I will define the methodological approaches adopted. I will explore the strengths and limitations of each, and identify ethical considerations. The research question was;

'How successful is a Caerphilly Learning Pathway Centre from the perspectives of young people, teachers and youth workers?'

The research aims were:

- To explore the perceptions of young people based on a Learning Pathway Centre (LPC) that they attend.

- To explore perceptions of the LPC professionals, including those of youth workers and teachers

- To identify recommendations aiming to enhance practice.

An empirical approach, using qualitative methods was adopted. Patten (2000) suggests that the term 'empirical research' implies the process of the researcher undertaking planned observations of participants. If plans are carefully followed, the researcher engages in thoughtful and systematic processes that deserve to be recognised as 'research'.

Gratton and Jones (2010) agree, stating that through the collection of data via observation, new ideas are developed. The primary data collected using empirical research methods aims to test explanations.

My rational in carrying out an empirical study derived from the fact that I wanted to discover young people's views on their educational setting. Youth workers work in a participative, rights-based way, recognising that all young people have entitlements (Youth Work in Wales Review Group, 2013). As a passionate and committed youth worker, I wanted to enable and empower young people. I also wanted them to become active participants in the research, giving their views, as well as making recommendations for improvement in their LPC. This is supported by Youth Work in Wales Review Group (2013, p.2). "*Youth work respects the views and opinions of young people through their participation in the design, creation and establishment of services and provision which meet their needs and aspirations".* I sought to mirror this in my research.

I also wanted to hear the views of teachers and youth workers working within the setting. Within the LPC, teachers and youth workers take different approaches. I wanted to gain a broad understanding of these.

Gray (2004) suggests that any attempt to gain an understanding of social reality through research has to be firmly fixed in people's experiences of that particular social reality. We cannot let predetermined views distort what we think the findings of the research will be, or should be.

Despite my own views on what may make alternative education successful, I ensured that I kept an open mind throughout the process, and did not pre-determine findings. I did this through reflection and by being reflexive. Punch (2002) argues that researchers need to engage in reflection in order to identify the advantages and disadvantages of their approaches, ensuring that they use a reflexive approach and do not influence data analysis. Etherington (2004) defines reflexivity as the ability for

people to recognise the world around them, to recognise other people and events, and use this to influence our actions, understandings and communications. In order to be reflexive during research, researchers need to be aware of how they personally respond to situations, and be able to make clear choices about how they respond or react throughout the research, ensuring they are not influencing the responses of the participants involved. Along with considering how my own values, experiences and knowledge affected the research process I also considered how participants' diverse backgrounds, values, and experiences would impact their responses.

I adopted a case study approach, using qualitative methods, focus group interviews that Alternative Education Provisions are not always perceived positively, and wanted to gain an understanding of how the participants viewed the LPC. As a youth worker I recognise the importance of young people's voices being heard and I encourage them to always give their opinion on matters affecting them. "*Youth work recognises that young people have rights and seeks to work in a rights-based way*" (Youth Work in Wales Review Group, 2013, p.1). To support this, I informed young people that their opinions were valued.

Yin (2009) argues that a case study is a common research method used contributing to gaining knowledge of individuals, groups, organisations, and other political and/or social phenomena. Case studies derive from the desire to recognise and understand complicated social phenomena (Yin, 2009).

Cohen et al., (2011) support this, suggesting that case studies are useful to probe and vigorously analyse the characteristics of the case.

However, although case studies are seen as an effective form of empirical enquiry, Yin (2009) cites the criticism that they may lack rigour. Some researchers using case

studies have failed to follow systematic procedures and allowed biased views to impact unethically upon the findings and conclusions reached. Despite these weaknesses, I ensured that I sought objectivity in my approach, reflecting on this throughout. I ensured that I did not, either explicitly or implicitly, share my views with the participants.

The qualitative data collection techniques used with young people were focus group interviews and follow up semi-structured interviews, if participants wished. Unexpectedly, before the focus group interview began the young people asked if they could write notes alongside the questions as this would enable them feel more comfortable. This gave me an additional set of responses to add to the triangulation of data. I used semi-structured interviews with two teachers and two youth workers. Gray (2014) argues that for qualitative research to be successful adopting and interlinking different methods is essential, rather than choosing one method over another.

Trombetta and Share (1986; cited in Vaughn et al., 1996) define a focus group interview as a discussion between a selected group of participants regarding certain ideas related to the research carried out.

I primarily chose to use focus group interviews with young people as I felt this would feel more natural to them, giving them the opportunity to express themselves within a familiar and therefore safe environment "*Youth work has at its core the importance of providing safe environments for young people and of supporting the safety as well as the development and well-being of young people*" (Youth Work in Wales Review Group, 2013, p.4). I conducted the research at the LPC as the participants had

ownership of this environment. I hoped this may support their confidence during the process.

Punch (2002) suggests that research undertaken in a school environment can pressurise young people to give what they feel to be correct answers. I will assure young people that there are no right or wrong answers and that I will not be marking or judging them or their responses.

I also chose focus group interviews as I felt they would provide participants with the opportunity to share their views with peers, which would not be possible within individual interviews. Gray (2014) argues that focus group interviews allow participants to develop their views and give a range of different perspectives due to the positive presence of group dynamics.

However, I also understood that group dynamics could also become difficult to manage. Quieter members of the group could see their voices become lost, with more confident members overpowering them. To prevent this, a group contract was used ensuring that all young people understood the importance of respecting each other's presence and views. (See appendix 6). A colleague was present in order to help manage the group and encourage participation from all. I understand that with this colleague being a teacher it may have affected the responses that the young people gave. On some occasions I feel young people felt uncomfortable with her presence. Despite the possible effect on responses, on balance it was the only staff member within the setting that could support me to control the group and she did this effectively. Before the focus group took place I informed the young people that the presence of myself and the teacher should not impact upon their responses and encouraged them to give honest views.

Galletta (2013) suggests that semi-structured interviews provide a plethora of possibilities. They are structured to acknowledge topics related to the research, giving participants the opportunity to develop new meanings. They enable the researcher to ask open ended questions and receive detailed responses. Gray (2004) argues that semi structured interviews are personal, allowing rapport to be built.

Semi-structured interviews were used to gain data from two teachers and two youth workers working within the LPC. This was also offered as an additional option for young people participants, offering a more personal and private environment for them to communicate the ideas they may have struggled to express in the focus group interview. For safeguarding reasons, I ensured that I was visible to colleagues throughout.

Galletta (2012) agrees, describing semi-structured interviews as a powerful and versatile method. Semi-structured interviews offer a shared environment and process enabling participant and researcher to share ideas and help each other. This creates an opportunity for the researcher to probe responses, gaining further clarification.

However, Gray (2004) argues that semi-structured interviews can encourage the participant to over-report responses, sometimes causing them to steer away from the actual questions asked.

To prevent this, I ensured that I explained to participants that there was a fifteen minute timeslot for interviews to take place. As a researcher I understood the importance of managing time effectively, ensuring I brought the participant back to the main focus of the study.

Purposive sampling was used. Johnston and Christensen (2017) argue that purposive sampling involves gathering participants who are part of a specific group that the research is aimed at. I used this approach as the young people participants are part of a group educated within the LPC. The teachers and youth workers are also part of the same professional group working there.

I invited participation from the eight young people who had attended the LPC for the longest period of time, however, only six young people turned up on the day. I purposefully invited participation from this sample as I felt they had the broadest experience of what the LPC entailed and could tell a 'fuller' story. I also invited participation from the two Youth workers and two teachers who work within the LPC, thus including all.

The triangulation process involves gaining data from numerous perspectives, in this case focus group interview and semi structured interview. Guha (2006) argues that triangulation provides the researcher with enhanced understanding and can provide verification on a topic. I used triangulation to gain diverse perspectives from different groups of participants and then to analyse and compare the responses of different groups before reaching conclusions.

Response data was analysed using colour coding, relating to the themes within the literature review. Saldana et al. (2013) suggests that codifying involves arranging data into different categories in order to develop explanations and consolidate meaning. Coding enabled me to identify patterns and categorize information by theme before analysis and reaching conclusions. (See appendix 9)

Hammersley and Traianou (2012) suggest that ethics are social principles that should be acknowledged and acted upon when undertaking research. This is a fundamental responsibility of the researcher.

Prior to research commencing I gained ethical approval through the University of South Wales research ethics approval form (RE1). (See appendix 1)

I then gained full informed consent from all participants. This included organisational consent from Caerphilly Youth Service and the Head of the LPC. (See appendix 5). I provided all participants with consent forms, ensuring I gained fully informed consent from the young person and their parents/carers where children were under eighteen years. (See appendix 4).I provided participants with information sheets explaining what was involved in the study and also read these to all involved to ensure understanding.(See appendix 2). This avoided an unethical situation if they struggled to read it. I also ensured that participants were clear that they could withdraw from the study at any point. Hammersley and Traianou (2012, p.1) argue that "*it is sometimes argued that only if research meets these conditions has people's autonomy been respected, and that this is essential for it to be ethical.*" I sought to ensure that the decision to participate was independent and fully informed.

I ensured that all participants were aware that personal information would be kept confidential and all details anonymised. All personal information was kept on a password-protected computer, marked as 'confidential', within the local authority. David (2011) suggests that it is essential that participants are assured that confidentiality is paramount.

Verbally, and in writing, I informed participants that if they made a disclosure that raised concerns for their health and wellbeing, or the health and wellbeing of others,

I would act accordingly. I ensured this was explained to participants before the research took place.

Focus group interviews required young people to talk about their views alongside peers and this is where information may not be kept confidential. David (2011) argues that you cannot completely protect participant's confidentiality from other people within a focus group interview. To manage this effectively group rules were developed by participants. (See appendix 6). This included respecting others opinions and keeping information shared between themselves. I also explained that participants did not have to disclose anything they did not feel comfortable with.

I ensured I acted as a gatekeeper throughout the research, providing an environment in which young people felt comfortable giving responses.

Lavrakas (2008) suggests a gatekeeper is someone who stands between the researcher and participants. Gatekeepers by virtue of their personal or work relationship to a participant are able to control who has access, and when, to the participant.

Miller et al., (2009) argues that researchers undertaking research with young people participants should reduce power differences and encourage disclosure and authenticity between the participants.

As a youth worker within the LPC I recognised that my authority may impact the research. I took steps to counteract the power imbalance between myself and the young people in order for them to feel like important members within the research.

Richards (2010) argues that researchers should go to the participant's natural environment and seek to discover how they understand their own situations. I believe that by being part of the participant's natural environment already, and

having positive relationships with them, they felt at ease, empowered and comfortable.

However, I also understand that having a positive relationship with the participants could influence them to be dishonest in responses, and could have caused them to feel forced to participate. Gray (2014) argues that when the participant is known by the researcher it can impact on the honesty of the response and could cause the participants to withdraw. Rosenthal et al. (1966; cited in Yin 2009) argues that bias can seep into all research method but it is the responsibility of the researcher to manage.

Lavrakas (2008) supports this, suggesting that social desirability bias may intrude into the latter stages of the response process, when the response is communicated to the researcher. At this point, a more or less deliberate editing of the responses transfers the answer in the direction the participant feels is more socially acceptable.

To minimise the risk of social desirability bias I ensured that I informed the participants that true honest answers were going to result in a richer outcome and study. I also explained that even though I was carrying out the research, I did not want my presence to corrupt their responses

Carey and Asbury (2016) suggest that in order for participants to feel comfortable, the researcher needs to be fully prepared. Participants are then more likely to offer rich and engaging stories that would be less likely in any other study.

However, as previously explored, according to Vaughn et al., (1996) if young people are participants in research they may feel uncomfortable when entering the focus group interview, believing their engagement and participation is going to be measured or graded, just like their performance is graded in school.

I understand this could be the case for young people participants especially given the research setting. To limit this discomfort, I explained beforehand that participation was not compulsory and assured them that they could withdraw at any time

I ensured I was thorough, systematic and careful through the process. I ensured the participants had equal opportunity to share views, and explained that I wanted each of them to give honest opinions. The process was recorded using a Dictaphone and with a colleague present, to ensure the process was evidenced ethically.

Prior to research being conducted, I carried out a risk assessment (see appendix 3), identifying the potential risks to participants and myself and implementing control measures in order to minimise harm, emotionally and physically.

CHAPTER FOUR: ANALYSIS AND DISCUSSION

Within this chapter the data collected via the participants will be analysed and discussed. Data will be presented thematically, identifying any similarities or contradictions from the triangulated responses, provided by the three cohorts of participants involved. Participants included six young people, two teachers, and two youth workers. Findings will be cross-referenced to the literature presented on the subject matter. The results will be analysed in themes, in the same format as the literature review.

When carrying out the focus group interview with young people, unexpectedly, they decided they wanted to write notes alongside the questions before participating in the focus group interview. Although, not all young people completed the notes, this gave an additional group of responses. (See appendix 8)

Young people presented their opinions via a focus group interview and additional notes, teachers and youth workers presented their opinions through the method of semi-structured interviews.

'How successful is a Caerphilly Learning Pathway Centre from the perspectives of young people, teachers and youth workers?'

 The research aims were;

- To explore the perceptions of young people based on a Learning Pathway Centre (LPC) that they attend.

- To explore perceptions of the LPC professionals, including those of youth workers and teachers

- To identify recommendations aiming to enhance practice.

For ease of identification of evidence, the quotes from data collected are reported in italics throughout this chapter. Additional responses not discussed in this chapter are situated within (appendix 8 and 9).

Alternative Education, ALN and Inclusion

Alternative Education

When discussing alternative education within the literature review, Barr (2017) states *"alternative Education is schooling that differs from mainstream"*. Young people were asked the question; 'Tell me what the LPC is?'

During the focus group interview and through the notes that young people provided, all six young people gave a definition of the LPC stating *'A Learning Pathway Centre'*. Conversely, the two youth workers and two teachers provided similar answers to each other through the question of *'How would you define alternative education?'* All four professionals identified alternative education as being a different learning setting other than mainstream schooling.

(YW 2) stated *'So for me, it just means a different setting, it is not like your typical school, it's adapted learning environment then, that meets the needs of young people.'*

Similarly, (T2) revealed, *'So for me, it just means a different setting, it is not like your typical school, it's adapted learning environment then, that meets the needs of young people.'*

The young people did not expand on the description of an LPC within the first question, they identified that the LPC was a setting for young people that did not attend a mainstream school.

The Department of Education (2013) state that Alternative Education is education set up by local authorities for children who, because of exclusion, illness or other reasons would not otherwise engage.

When the question of '*what type of young people do you think come here then?*' was asked within the focus group interview with young people, (YP 2) stated '*People who don't like school.*' In support, (YP 6) stated *'People who don't fit in well in mainstream'*. Although the majority of young people did not explore reasons why young people do not fit into mainstream, (YP 5), within their notes, stated *'Naughty children'.*

In support of the majority of young people, (T2) claimed, '*there isn't really a profile, it could be for a multitude of reasons, you can't pigeon-hole these pupils, it really is anyone who can't for whatever reason, engage in a mainstream setting.*'

However, the remaining three professionals came up with a range of different profiles for young people that attend the LPC, explaining that all young people have '*similar traits…*' (T1).

(YW 1) suggested, *'they would have different support needs, like behavioural, emotional, and there could be issues from home as well that may affect their school life.*' Although both teachers did not identify 'issues from home' as part of this question, (YW 2) supported the response of (YW 1) and stated '*They can come through and there could be a range of family issues…*'

Taylor (2012) argues alternative education provisions engage the most vulnerable and deprived young people in society. Behavioural difficulties, mental ill health, and emotional needs are amongst the broad array of needs demonstrated.

When young people were asked the question; '*What do you think young people need when they come here? What do you all need in your lives generally?*' all six young people stated they needed support.

(YP 3) 'Young people will need support in they work also qualifications and a career.' (Sic). The five remaining young people did not expand further and simply stated, 'Support.'

In support, (YW 1) suggested*, 'they are all in need of different types of support…'*

It could be argued that alternative education provisions create an environment in which would seem impossible in a mainstream setting (Jeong-Hee Kim and Taylor, 2008).

In support, when explored by the researcher, all participants stated the LPC was a positive learning environment that differs from a mainstream school.

(YP 4) claimed, '*it feels good here a lot better than mainstream school'* (Sic).

'*…a lot less formal compared to a mainstream school.'* (YW 2)

In support, (T1) suggested '...*we can support them in different ways here really, we have got more time to simply sit and listen.'*

It may also be perceived that through smaller class sizes, in enables quality interaction between staff and young people, thus encouraging young people to gain greater confidence (Jeong-Hee Kim and Taylor, 2008).

In support, when young people were asked the question 'Do you think smaller classes make a difference?' they all agreed with the literature presented.

(YP 2) stated '*You get more support.*'

In addition, (YP 3) stated '*it makes it easier to learn.*'

Within the notes presented by the young people, (YP 4) stated '*A smaller class size makes a huge difference, it is a lot easier to learn.*'

In support of the young people's responses as well as the literature presented, (T1) revealed, '*In a smaller class the staff obviously got more time to spend with each individual learner. I think it also helps their confidence because they are not afraid to ask for help and support, or afraid of making mistakes, where I think they would have if they were in a full sized classroom in mainstream.*'

Inclusion and SEN

Based on the literature presented and theme identified, both similar and contrasting views between participants were identified. As a philosophy, inclusion requires active involvement from all involved in the educational establishment. It is a process by which all children and young people access opportunities in ways that are both common yet relevant to their individual needs. This should ensure that all feel a sense of belonging in the schooling community in which they learn (Welsh Government, 2016).

Supporting the literature, when asked the question, '*So in what ways do you feel included? Why do you feel included here?*' (YP 2) stated, '*cos you involve everyone*' (Sic). In agreement, (YP 1) revealed, '*you get the chance to do a bit of everything like*' (Sic).

It can be perceived that high levels of inclusion correlate with high levels of achievement. Both are seen to be essential if children are to have the best possible opportunities (Florian et al., 2017)

In support, one teacher and two youth workers suggested that feeling included correlates with achievement. When the researcher asked, *'Do you feel there is a link between inclusion and achievement?'*

(T1) stated *'Yeah, definitely, in any walk of like I think you've got to feel part of something to give it your all.'* (Sic)

In support, (YW 2) revealed, '*yeah there is…if you exclude young people they are going to think they can't achieve nothing.*' (Sic)

Four young people also supported the presented literature. (YP 6) stated, '*yes because I feel included I do more work because I am more confordant in the LPC'* (Sic).

Conversely, two young people revealed they did not think there was a link between inclusion and achievement. (YP 1) stated, '*no I don't think there is a link' (Sic).*

Exploring further, the interviewer asked, '*So do you think that if you didn't feel included here you would still work well?*' (Sic).

(YP 1) stated, '*probably yeah'. (Sic)*

In support, (T2) suggested there was not a correlation between inclusion and achievement in alternative education provisions, however, (T2) believes in mainstream school the link could be visible. When the researched presented the question, '*Do you feel there is a link between inclusion and achievement?*' (T2) declared. '*If you are speaking generally yes, but again, these are not general pupils,*

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these are disengaged pupils. So, if you look at mainstream, inclusion, a lot of the time equals achievement, but it doesn't necessarily correlate, just because you're included, it doesn't mean achievement, no.' (Sic).

The views of (T2) can be supported within literature, Florian et al (2017) suggests that a fundamental issue of equal opportunity lies at the centre of a system in which those considered as 'high achievers' are encouraged to stay in education and those struggling due to unmet learning needs, may become marginalised, or leave education earlier.

Although the young people (participants) within this study have disengaged from mainstream education, findings show that five out of six young people have expressed that they feel there is a positive link between inclusion and attendance.

(YP 3) stated, '*Yeah because my attendance has improved loads and I do more work.'* (Sic)

In support, (YP 4) revealed, '*my attendance is still bad but a lot better than in mainstream and it's just because I enjoy coming to school now.'* (Sic)

However, (YP 1) revealed. *'I don't think there is a link because I would still come because I like the stuff I'm doing here.'* (Sic)

In support of the young people, Bloom (2017) suggests that being marginalised from mainstream education does not always negatively impact upon the way children and young people view their lives. Staff within alternative settings play a significant role in providing a sense of purpose and encouragement ensuring that pupils have a positive educational experience.

The researcher asked the young people what role did teachers and youth workers play within the LPC setting, and all responses were positive.

(YP 2) stated, '*They support us and push us to do more with ourselves.'*

In addition, (YP 1) stated, '*They help me too and I can talk to them about anything'* (Sic).

Welsh Government (2018, p.1) state that nearly a quarter of Welsh learners have some form of special educational need. Outcomes for young people with special educational needs are poor compared to the rest of the young people in the school system (Welsh Government, 2018, p.1).

In support, half of the young people (participants) suggested they had a special educational need (SEN). However, only one young person identified that a professional doctor had diagnosed them. The additional two young people explained their parents informed them that they had a SEN.

(YP 1) declared, '*I struggle to concentrate…my dad thinks I got dyslexia.'* (Sic)

When the researcher asked the young people (participants) how staff respond to this;

(YP 4) stated, '…*I was identified by CAMHS and the doctor to have bipolar and ADHD and the LPC helps me with this by having a calm environment.'* (Sic).

In support, (T2) explained, '…*they are supported daily, there is a very high staff and pupil ratio, and their needs are just tailored for constantly.'*

 All staff members declared that pupils with special educational needs (SEN) were at no disadvantage compared to pupils that do not have a special educational need (SEN).

<u>Risk Factors</u>

<u>Poverty</u>

The researcher explored the views of young people (participants) about whether they though the area in which they lived was a rich or poor area. Three out of six young people declared the area in which they lived was not seen to be rich or poor. The remaining three participants described their areas as 'poor'.

(YP 4) stated, '*The area I live in is really rough with lots of drugs and police.*' (Sic)

In addition, (YP 3) revealed, '*I don't think cwmcarn is a rich area because like of all the damage people do…*' (Sic)

When the researcher explored whether the young people thought the area in which they lived affected their learning, five out of six young people said 'no'. However, (YP 4) stated, *'it can affect my learning because it puts me in a bad mood and it can affect my sleep when there is fights and arguments in my street.*' (Sic)

Essen and Wedge (1983; cited in Welshman 2012) argue that not all disadvantaged children perform poorly in school. However, McNicholl and Menter (2006) suggest that research continuously shows that the most disadvantaged young people have the poorest education outcomes, and that educational establishments consistently fail poorer young people.

In support of McNicholl and Menter (2006), all professionals see a link between disadvantaged young people and achievement and attainment in school. When explored by the researcher, (YW 2) suggested, '…*those from more disadvantaged backgrounds or homes, their motivation for achievement and attainment is a lot less apparent.'*

In support, (T2) stated, 'Yeah absolutely, we live in a socially deprived area, a lot of our pupils haven't got the support from parents.' (Sic)

When asked did they feel disadvantage impacted upon young people's learning, again, all professionals agreed. Conversely five out of six young people felt disadvantage did not impact upon their learning.

(T1) stated, *'Yes, most of our students are on free school meal entitlement. Some of them are sometimes lacking in school basics when they come here, they come without pens, bags, uniform. Some of them don't even have breakfast, they come in tired all this affects their work.'* (Sic)

When the researcher asked the young people what they thought about education generally, four out of six young people described it in a positive manner. (YP 6) stated, 'To gain your qualifications and to get a job when you leave school.'(Sic). In support, (YP 4) declared. '*I think education is extremely important but it is taught really wrong in mainstream.'* (Sic)

Conversely, (YP 1) and (YP 2) stated education was '*pointless.*' (T2) acknowledges the arguments of (Y1) and (YP 2), however, (T2) supports the views of the remaining young people, and states, ' *I think they receive mainstream education as a bore…the vast majority of our pupils, for the vast majority of the time, I think enjoy coming here…'*

Within the literature presented, Horgan (2007) found that young people seen to be in advantaged educational settings recognised their education as essential to lead to later success. However, young people attending less advantaged educational settings saw education as something that may help them avoid problems in the future.

<u>Parental and peer aspirations</u>

In the exploration of parental and peer aspirations, it was identified that five out of six parents/guardians attended parents' evenings. When the researcher asked the young people (participants) their parents/guardians views of the LPC, all young people revealed their parents/guardians thought it was a positive environment.

(YP 4) stated, *'They don't really visit much but they love the LPC because it helps me a lot.'* (Sic)

In support, (YP 3) claimed, '…*they think it is the best place for me.*'
When the teachers and youth workers (participants) were asked how they engage parents/guardians in their child's education, they revealed a range of methods.

(YW 1) stated, '…*we give positive phone calls home, and try and get them on board with everything we do at the LPC. We send out consultation forms to gain feedback from them, and always involve them where possible. We do this so parents are always actively involved in their child's education*.'

Andrews (2012; cited in Welsh Government 2012) states that when schools empower and engage parents/carers in their child's education, and where parents/carers and the wider community work together to enhance learning, achievements for young people increase.

<u>Behaviour</u>

When exploring behaviour with the participants, the researcher identified that three out of six young people saw an improvement in their behaviour compared to mainstream school.

(YP 4) stated, 'mines a lot better now compared to when I was in mainstream,'

In support, (YP 5) revealed, *'I'm still on and off a bit but I am learning from my mistakes in mainstream.'*

It was also evident for the researcher to identify that staff at the LPC used a range of methods to manage behaviour, with a strong emphasis on positive reinforcement and empowerment.

When teachers and youth workers (participants) were asked how they positively influence behaviour;

(YW 1) stated, '…*through praising behaviour, any positive behaviour, because, in mainstream school these young people probably would not of had much positive reinforcement for anything they had done. We also use a lot of restorative approaches…'*

In support, (T1) stated, '…*talking to them about their behaviour helps them understand, this is key, it is not about telling them their behaviour in unacceptable, but helping them understand it…we also conduct restorative meetings which I feel helps them acknowledge, take responsibility, and ownership of their behaviour.'*

(YP 6) suggested that staff deal with behaviour *'really well'.*

(YP 4) revealed, *'they ask why you did it and helps you work out what you could do to stop it happening again.* (Sic)

In support, Bennet (2017) suggests school staff should influence young people's attitudes and character, helping them flourish as students and members of their community.

Exclusion

When exclusion was discussed within the focus group interview with young people (participants), all young people emphasised they had been excluded from mainstream school for displaying negative behaviour. Four out of six young people felt their exclusions were not fair. However, two young people felt their exclusions were fair.

When the researcher explored further, they were asked how their exclusions made them feel;

(YP 3) stated '*left out'*.

In addition, (YP 4) stated, *'it was quite annoying cos like, it was good in one way because now I'm here, but in another way it's not good because I've been taken away from my mates.'* (Sic)

Furthermore, when teachers and youth workers were asked '*What is the impact of exclusion on young people, in terms of their self-esteem?*' they all agreed that exclusion would decrease young people's self-esteem. However, they did all identify that young people may see exclusion, initially, as '*something to be proud of.*'

(YW 1) revealed, *'So to be excluded, I think, would have a massive impact on self-esteem. You are basically having adults tell you they are giving up on you.'*

In support, the Children's Commissioner for Wales (2007) states that many unofficial exclusions occur, unfairly taking away children's right to an education. This leads to young people feeling disempowered, feeling a lack of self-work and lowered self-esteem.

Conversely, two out of six young people saw exclusion as a positive incentive, enabling them to have 'days of school'. When asked how their exclusion/s made them feel;

(YP 2) stated, '*I didn't care like, cos id get days off school.'* (Sic)

In support, (YP 6) stated, *'Good because I had days off school.'*

As mentioned previously, teachers and youth workers did identify this view within their semi-structured interviews;

(T1) stated, '…I think sometime they talk about their exclusions as if they are a badge of honour…'

When the researcher explored how the staff at the LPC use exclusions, both teachers and youth workers declared that it would be something that would only happen as a 'last resort' option.

(T2) stated, *'very limited, it would be as a last resort, and it would have to be for a serious issue where it would be unavoidable not to use an exclusion really…'*

In support, (YW 2) claimed, *'It's not something that's a first go to, it's last resort when all other options have been exhausted.'*

Youth work in schools

Relationships

An exploration of relationships enabled the researcher to identify that young people (participants) within the LPC setting had positive relationships with staff members.

In support, Thompson (1998; cited in Boynton and Boynton 2005) suggest the most powerful tool available to staff in schools who want to adopt a positive learning environment is a positive relationship with students.

When young people were asked what their relationship was like with staff;

(YP 1) stated, '*my relationship with staff is good'*

In support, (YP 3) claimed, '*I reckon all staff are class.*'

However, one young person did state, '*if I'm honest like, teachers annoy me, but that's just teachers in general.'*

When relationships were explored with teachers and youth workers (participants), they all identified that a positive relationship with young people is fundamental.

(T2) stated*, 'They are everything…if you haven't got a positive relationship, you might as well lock the door.'*

In support, (YW 2) claimed, *'It's probably one of the most important things in the LPC…having that positive relationship is fundamental.'*

Frankham et al, (2007) believe that such positive relationships can aid re-engagement in school…'

When the researcher asked young people whether staff helped them to re-engage in education, all young people said *'Yeah.'* (Sic)

Curriculum (Youth Work)

Cajic-Seigneur's (2014) findings suggest that cross-curricular learning initiatives significantly improve disadvantaged young people's perception of their educational establishment, changing their attitude towards learning.

When the researcher explored what young people thought about having different learning opportunities, all responses were positive.

Donaldson (2015) argue that schools should give greater focus to confidence, life skills, health and well-being, as well as career advice.

In support, (YP 1) stated, '*it's better like, we learn about money management, healthy lifestyles, cooking, and learn how to respect each other.*' (Sic).

In addition, (YP 5) stated '*…the more options we have the bigger chance we will move onto other things really.*' (Sic)

In support, (YW 2) '*I think it's the way forward, there are a lot more benefits with it for our young people.*'

Additionally, (T2) stated, '*I think it is a really positive step, it has enabled us to offer what the pupils need and what they can do really.*'

The National Youth Work Strategy for Wales (2014-2018) argues that Youth Work has a fundamental role to play in supporting young people reach their potential, increasing educational attainment and employment, and increasing young people's participation in society.

When the researcher asked the teachers and youth workers (participants) about the benefits of the youth work input regarding attainment and attendance; (T1) stated, '*…it is the unseen work that the youth worker does, improving their self-belief, their confidence, which then has a knock on effect for attainment…*'

In support, (YW 2) claims. '*…you can just see it with the young people, they have got more of a reason to turn up the next day if they think they are doing something fun and beneficial with the youth worker…*'

In turn, (YP 1) stated, '*like when we go to youth forum with our youth worker you got to speak in front of people…it lets everyone's voices be heard. It was scary at first but now I feel confident because of it.*'

<u>Unanticipated findings</u>

Through further analysis of the data provided by participants, two additional significant themes emerged as findings which had not been anticipated when covering the themes discussed and reported within the literature review. They were significant in so much as they appeared in responses with enough regularity to merit inclusion as emerging themes and in further informing the study. These two themes were centred based on a reporting of firstly, 'confidence' as a significant factor and secondly the notion of 'self-esteem' was visible through a range of the responses made. One teacher identified smaller class sizes aided the confidence of young people, stating, '…*I think it also helps their confidence as they are not afraid to ask for help and support…*' (T1)

In regards to the curriculum the LPC provides, (YW 1) stated, '*I think, providing alternative qualifications to young people is really effective, for reason like building their self-esteem…*'

It is interesting to note that these responses came primarily from the teachers and youth workers, rather than the young people themselves. Both teachers and youth workers identified that the LPC supported young people's growth in confidence and self-esteem being achieved through the environment, the curriculum, management of behaviour, and the relationships that developed between staff and young people. The researcher feels that these areas could be included as potential areas for further

research in their own right, and this will be emphasised and considered further within the next chapter.

For ease of identification, only a small part of the findings were discussed within this chapter, the complete findings and perceptions of participants can be found within (Appendix 8 and 9).

CHAPTER FIVE: CONCLUSION AND RECOMMENDATIONS

Following analysis of the data collected, it is important to draw out wider conclusions from the research undertaken, and to use the responses produced to inform the youth work practice within the Learning Pathway Centre (LPC). The following section summarises the research undertaken and makes a number of recommendations which will be shared with the management team at Caerphilly Youth Service and the Head of the LPC. It is hoped that in implementing the recommendations that the services and support to young people in Caerphilly engaging within the Learning Pathway Centre (LPC) will be enhanced.

The intention of the research was to gain teachers, youth workers and young people's perceptions of the Learning Pathway Centre (LPC) and to identify recommendations aiming to enhance future practice

Data was gathered through qualitative methods such as a focus group interview with young people, and semi-structured interviews with teachers and youth workers. Such responses were discussed and linked to literature presented.

Following analysis of the data, a number of successful components derived from the responses given by all participants involved, and these themes were also identified within the literature review presented.

The young people identified that they needed support when attending the LPC and in their lives generally. The professionals within the LPC, including teachers and youth workers both emphasised that supporting young people was a key component of their work and demonstrated this through the nurturing environment in which they provide.

Young people stated that the environment that the LPC offered was one that was positive. Responses from young people provided the researcher with an enriched description of an alternative education provision such as the LPC.

'*A friendly and happy environment.*' (YP 6)

'*I feel like I am looked after here.*' (YP 1)

'*I feel like I belong here.' (YP 4)*

Identification of the relationships established between staff at the LPC and parents/guardians were evidently positive. The engagement methods sought to engage the wider family within their child's education was one which staff felt was an important aspect of their role, and one which was successfully gaining parent involvement. Engagement methods entailed positive phone calls home, parents evenings, parents consultation forms and general contact and involvement. The young people identified that staff within the LPC had positive relationships with their parents. Moreover, the young people described their parents viewed the LPC as a positive establishment for them.

'*They think it is the best place for me' (YP 3)*

'*They think it has a lot of benefits for me.'(YP 4)*

A significant amount of young people within the study commented on self-improvement regarding attendance, attainment, behaviour, and school work in general since attending the LPC.

'*I think when I first come here my behaviour was terrible but now I have worked on it.' (YP 6) (Sic)*

'*We got loads of Agored qualifications now, like national navigation, cooking, rock climbing and children rights.' (YP 1)* (Sic)

Young people (participants) identified that their behaviour was positively influenced by staff within the LPC. Both teachers and youth workers explored methods which positively influenced this. Methods and activities noted as being the best approaches included restorative approaches, learner of the week, behaviour workshops, and compliment charts. All emphasising and supporting young people to understand their behaviour, and successfully make their own positive choices.

'I have changed my behaviour because my teachers and youth workers are good to me and give me the help I need.' (YP 6)

The youth work approach within the LPC provided benefits that were acknowledged by young people and staff. Young people identified that they had gained a range of qualifications through informal and formal opportunities provided by youth workers at the LPC. Additionally young people identified that the youth workers provided them with one-to-one opportunities and gave them opportunities to enhance their attendance and attainment levels. This is supported within the National Occupational Standards for Youth Work, (LSIS 2012, P.6), '*Facilitate learning and development of young people through youth work'.*

Staff within the LPC also recognise the benefits the youth work approach can make and it was clear for the researcher to identify that teachers and youth workers had a positive relationship within the LPC, with a clear vision of supporting young people not just academically, but holistically.

'…even just informal one-to-one talking with the youth worker is helping young people talk about their thoughts, their opinions, and problems…' (T1)

'…I have learnt a lot from our youth worker, really, how to talk to young people, developing those positive relationships, and seeing the positives that brings then. It had really changed my outlook on things if I am honest.' (T2)

As articulated within the previous chapter, two unanticipated themes emerged within a range of responses from participants, but primarily teachers and youth workers. The two themes identified were 'confidence' and 'self-esteem'. These themes were acknowledged through a range of responses under a number of topics including the environment, the curriculum, management of behaviour, and the relationships that developed between staff and young people. Further exploration of these themes will be presented within the recommendations below.

The researcher identified the relationship between young people and staff within the LPC was pivotal. These positive relationships evidently contributes to the overall successfulness of the LPC.

'I got a good relationship with them all.' (YP 2)

'They give us the help we need' (YP 6)

Limitations

A limitation within the research was the presence of a teacher within the focus group interview with young people. Although the teacher was there to help control the group, and did this effectively, the researcher felt their overall presence had the ability to impact upon responses. As a result of this, an alternative professional will be used if further research is initiated.

Another limitation is the small scale nature of the study. The findings and recommendations only relate to one Learning pathway Centre under investigation within this study.

Recommendations

The research findings presented an overall successful example of an alternative education provision within the Caerphilly Borough. The researcher highlights a range of successful good practice tools that will be shared with other similar organisations, as well as the remaining two LPC establishments throughout the borough, the head of Caerphilly Youth Service and the head of the education sector, both situated within the local authority.

Firstly, it is recommended that the successful methods and specific activities used within the LPC to engage parents, and wider family members should be disseminated across similar education provisions throughout the Caerphilly Borough, including the two remaining LPC establishments. Examples of methods highlighted include parent's consultation forms, and positive phone calls home.

The researcher also suggests methods of good practice relating to positively influencing behaviour should be distributed between other alternative education provisions within the Caerphilly Borough. Methods identified were learner of the week, compliment charts, and the use of restorative approaches.

The researcher recommends that further research around the unanticipated themes of 'confidence' and 'self-esteem' would provide an insightful exploration of where they emerge within alternative education provisions, such as the LPC, or education generally.

Finally, the researcher recommends that the collaborative working between the education sector and youth services should continue to be promoted within the Caerphilly Single Integrated Plan (Caerphilly Council, 2013). Future research activity around the youth work approach within education establishments would also be beneficial in providing a wider evidence-base. Management of Youth Services at Caerphilly will be encouraged by the researcher to share findings with the Welsh Government Youth Work Strategy Branch as an exemplar of good practice. This would raise awareness of the successful implementation of the local Caerphilly Council policy drive to encourage informal youth work methods to contribute to formal education delivery, thereby reflecting national policy aims within the National Strategy for Youth Work in Wales and potentially attracting funding. The key message within the research endorses the government aims for a '*strengthening of the strategic relationship between youth work organisations and formal education on a national basis*' (Welsh Government, 2014-2018, p2). This research has

demonstrated how Caerphilly Council has strengthened such a strategic relationship at local level.

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(APPENDIX 1: RE1 FORM)

Research Ethics Approval Form (RE1)

SECTION A - to be completed by Investigator/Researcher/Research Team
1. **School: Humanities and Social Sciences**
Project Title: 'How successful is a Caerphilly Learning Pathway Centre from the perspectives of young people, teachers and youth workers?'
2. **a) Name of Principal Researcher and other Named Researchers associated with the proposed project: Lucy Hill** **b) Name of Research Student(s) (including dissertations) working on this project where applicable:**
3. **Names and affiliations of other collaborators on the project:**
4. **Expected duration of project:** From: November 2017   to: April 2018
5. **Category of Proposed Research Project:** **Please select at least one from (a) – (c) below and follow the guidelines:-** a) Does any component of the proposed work involve living **human or non-human animal participation?** Yes   No   (please circle one)

If YES, then go to Section B and complete: the remainder of this form and a separate risk assessment (the latter if required by your supervisor). You will also need to provide extra documentation to support your proposal (e.g., participant instructions/information sheet, written consent and debrief forms, and examples of materials that participants will be exposed to such as questionnaire or interview questions).

If NO, then your work is likely to be theoretical/review based. If so, please select YES to whichever of categories (b) or (c) below applies to your proposed research, and follow the guidelines:-

b) The proposed work is of a **theoretical/review nature** and involves examining material available either within an academic domain (e.g., journal articles, textbooks, monographs, conference proceedings) or public domain (e.g., unclassified reports, unclassified government documents, unclassified websites, paintings, etc.) that **does not** fall into any of the categories under 6c below

Yes   No   (please circle one)

If YES, it does not need to go through a formal ethical review process and you are not required to complete the remainder of this form or associated documentation. Please **sign and date below** to confirm that the proposed work conforms to this category (A6b) and send a copy of this form to the head of your Research Cluster/Group/Centre (or Academic Subject Lead/Director if you do not belong to a Research Cluster/Group/Centre) to be held on file.

Signed _____   Date _____

AND/OR

c) The proposed work is of a **theoretical/review nature** AND involves one of more of the following categories:

- Classified material (e.g., military/government reports, policies/procedures not available in the public domain, company information)
- Secondary data (i.e., data that has already been collected and readily available from other sources) that will be analysed in a different way to that originally approved by an ethics committee and/or in which you do not have approval from the owner of that data (person, company, etc.)
- Data that is collected from non-living human or non-human animals such as in some forms of historical and archaeological work (unless a named person(s) within the research team is licenced to work with such remains)

- Material that could potentially cause offence, harm (psychological and/or physical) or discredit to a person(s), organisation(s), the University, etc.
- Material of a highly sensitive and/or potentially prohibited nature (e.g., major accident reports, information relating to vulnerable individuals, medical reports, information relating to terrorism, pornography, etc.)

Yes   No   (please circle one)

If YES, then please send this form, a summary of your proposed project (maximum of one printed page), and any supporting documentation (e.g., consent to use secondary data) to your dissertation tutor. It will then be reviewed and a recommendation will be made to the Principal Researcher.

If NO, it does not need to go through a formal ethical review process and you are not required to complete the remainder of this form or associated documentation. Please **sign and date below** to confirm that the proposed work DOES NOT conform to category (A6c) and send a copy to the head of your research cluster/group/centre or Academic Subject Lead/Director if you do not belong to a research cluster/group/centre, to be held on file.

Signed _____ Date _____

SECTION B - to be completed by Investigator/Researcher/Research Team for any Proposed Work that Falls into Category 6a in SECTION A above

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1.   Briefly state the research question(s) and aim(s) of the project:

'How successful is a Caerphilly Learning Pathway Centre from the perspectives of young people, teachers and youth workers?'

-To explore the perceptions of young people based on a Learning Pathway Centre (LPC) that they attend.

-To find out the perceptions of professionals, including youth workers and teachers based on the Learning Pathway Centre (LPC)

-To identify recommendations in terms of any changes that could be made in order to enhance practice.

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2. **Briefly describe the proposed design of the project:**
   This section should include information such as (although not limited to):

   - *The number of studies/experiments (including pilot studies if applicable)*
   - *Independent and dependent/outcome variables or factors if a quantitative project*
   - *Information regarding what research methods are being employed if a quantitative or qualitative project (e.g., questionnaire questions, focus groups, observations, particular experimental paradigms, etc.).*
   - *Appropriate references for materials being used from already published sources (and whether you have permission to use these).*

I will carry out my research empirically. I will seek to gain qualitative data through the use of focus group interviews with the young people in order to give them a broad opportunity and environment to share their views. Focus group interviews will be carried out with 8 young people attending a Learning Pathway Centre in Caerphilly. I will then carry out semi-structured interviews additionally if young people feel this is necessary.

I will then use semi-structured interviews with two teachers and two youth work professionals.

When carrying out focus groups with the young people I will ensure another member of staff is present in order to note any specific comments that arise. Having another member of staff may help to control the group and encourage participation from all young people. This will also feel like a more natural environment for the young people and allow them to have more quality discussion between peers.

When carrying out semi-structured interviews with the young people, teachers, and other youth work professionals I will record the conversations using a Dictaphone. I feel this may provide all participants with an environment that will not hinder them when talking. I will check with all participants that they feel comfortable with this and reassure them that they can withdraw from the study at any point.

3. Will all the participants be (please tick each that apply):

Students at University of South Wales ☐

Staff at University of South Wales ☐

🟥

Other

(*please specify*): Young people, teachers and other youth work professionals.

---

4. Roughly, how many participants will be involved?

8 Young people

2 Teachers

2 Youth workers

---

5. Describe how the participants will be selected (please state all methods)

After seeking to gain consent from the head of Caerphilly Youth Service I will invite participation from two youth workers that have experience of working within the educational establishment. To do this I will send an email proposing the purpose of my research to all youth workers working within the service. I will also seek to gain consent from the head of the Learning Pathway Centre to undertake research within the Learning Pathway Centre.

I will explain my study to the young people and allow them to make a fully informed decision as to whether they want to take part. This will allow the young people to make fully informed decisions as to whether they want to participate in the study. I will use purposive sampling to gain the views of young people that have the broadest experience of being educated within the Learning Pathway Centre, due to them being there for the longest period of time.

In terms of allocating teachers, I will invite participation from two teachers who currently work within the setting. I will make sure I explain that it is voluntary option and that both the young people and teachers can withdraw from the study at any point. I feel allowing the young people to make fully informed decisions will enable an equal, non-bias, anti-oppressive and anti-discriminatory approach.

Information sheets will be given to the young people in order for them to decide whether or not they want to participate in the study. After gaining an interest from participants, I will then arrange to meet and/or send out consent forms to their parents/guardians.

6. **You may require permission(s) from an internal or external organisation(s) in order to test participants and/or collect data for this project. If so, describe how you will obtain such permission(s), whether a key person(s) has been identified within the organisation (*their position, not* name). Also, you should provide supporting evidence in an appendix to this form of any written documentation (e.g., letter, email, or memo) that will be sent to the organisation(s) in order to seek authorisation to gain access to and test participants.**
I will gain permission from the Head of Caerphilly Youth Service and the Head teacher from a Learning Pathway Centre in Caerphilly. I will gain this permission via email and propose the purpose of my study.

7. **What procedure(s) will be conducted with the participants?**
Write this section using terms appropriate to a layperson and provide sufficient information regarding: • *Written, verbal or online instructions/information sheets*   • *Consent and debriefing information*   • *Examples of other written and/or verbal material (e.g., questionnaire questions)*   • *Procedures that will allow participants to withdraw from the study and ask questions*   • *Processes surrounding treatment and storage of data (e.g., anonymity, confidentiality, etc.)*   ***Pay particular attention to steps you are taking if proposing to test vulnerable participants, use materials or procedures that could cause physical or psychological harm (including those that may be emotive or offensive), or include a level of deceit***   • A letter, along with fully informed consent forms will be given to all participants. This will allow them to make a fully informed decision in regards their participation in the study. I will also read out this letter to the young people and parents if necessary.   • Agreements are to be made with the Head Teacher of the Learning Pathway Centre that my studies can take place in the setting. A consent form will be completed by the Head teacher.   • Contact information will be giving to the Head Teacher, the head of Caerphilly Youth Service, parents, young people, teachers and youth workers in case there is any further information or questions that they require. I will also undertake a home visit if necessary.   • I will outline the purpose of my study clearly and concisely.   • I will provide all participants with an information sheet outlining my study and what will be required. I will also ensure that the information sheets explain that all participants are able to withdraw at any point during the study.   • During the study, I will ensure that this is reiterated verbally to all participants and check their understanding of what I am saying .   • Each participants contact information will be stored securely on a CCBC computer titled 'confidential' and will be password protected. This information will be removed when the research is complete.   • Consent forms will be stored in a locked cupboard in a CCBC establishment.

- When barriers are discussed, I understand that it may involve the participants talking about topics such as poverty, special educational needs and additional learning needs for example. If any concerning information is reported by the young person, or if they make a disclosure that raises concern for their health or wellbeing I will act accordingly, record the information and contact management and/or contact and referral. The young person will be fully informed of what procedures I will take if this is the case. I will also make the University aware if this happens.

8. Has a risk assessment been carried out?

<mark>Yes</mark>　No　(please circle one)

If NO, please explain why – otherwise, please attach a copy of the completed risk assessment in an appendix (which should include potential psychological and physical risks to participants and the experimenter/research team and measures to reduce them).

9. Do you intend to use a written/online consent form?

<mark>Yes</mark>　No　(please circle one)

If YES, please attach a complete example of the consent form that you intend to use. If no consent from is required, please explain why below.

I intend to use a written consent form. I will make sure that all participants involved are issued with written consent forms prior to any research being carried out.

10. If there is doubt as to a participant's ability to give informed consent, what steps will be taken to safeguard the rights of the participant (e.g. parental consent, next of kin, or, other means)? Please indicate how such consent will be obtained on behalf of the participant.
All young people involved in the research who are under the age of 18 will need fully informed parental / guardian consent. In the case of a young person being in foster care, the person with parental consent will be contacted and fully informed consent will be gained.

I will ensure that the letter and information sheet that will be sent out will contain, in detail, the purposes of my study and the ability to withdraw at any point. I will not carry out any research with any participant unless I have a signed consent form.

11. What other information will be given to participants (e.g., letters, information sheets/instructions, consent and debrief forms, etc.)? Please attach copies of all written/online information that will be given to participants.

I will provide the participants with letters, information sheets and consent forms. Within the information sheet, I will explain the methods in which I will gather this information so all participants are fully aware beforehand. I will also explain this verbally before and during, if necessary, the research.

I will also provide all participants with examples of questions that I will be asking in order for them to gain a better understanding of my study, and for them to think about any possible answers they may give. I feel this will help them feel more comfortable and more equipped to communicate their views.

12. Will you be exposing participants to research materials (written, verbal, and/or online) such as questionnaires, tests and measures, and interview questions?

<mark>Yes</mark>   No   (please circle one)

If YES, please attach complete copies of materials (with references if applicable). If complete copies of materials are not available at the time of writing this proposal, please provide a sufficient set of example materials (e.g., proposed questions) so that the Ethics Committee can fairly review their ethical suitability. Sufficient, as a minimum, is defined as at least one example question/measure/item etc. from each category/construct/variable that you are measuring.

I will also carry out focus group interviews as well as semi-structured interviews if the young people feel this is needed additionally to the focus group interviews.

13. Will participants be paid for their participation?

Yes   No   (please circle one)

If YES, please state the amount and whether payment is for out-of-pocket expenses and/or a fee

---

14. a) Will the project receive financial support from outside of University of South Wales?

Yes   No   (please circle one)

b) If YES, specify the nature and source of support:

c)   If YES, have any restrictions been imposed upon the conduct of the research?

Yes   No   (please circle one)

d) If YES, please state the nature of restrictions:

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15. a) Will any restrictions be placed on the dissemination and/or publication of results?

Yes   No   (please circle one)

b) If YES, please state the nature of the restrictions, e.g., details of any confidentiality agreement

16. Please state any other points you wish to make in justification of the proposed research study?

17. **I have discussed my project with my supervisor and as far as I am aware this proposal is ethically sound. I understand that the ethical propriety of this project may be monitored by the Faculty of Business & Society Research Committee, as advised by the Faculty Ethics Champion. I confirm that I will abide by all other applicable codes of ethics.**

Signature of Staff Researcher/Student: _____

Date: _____

Signature of Project Supervisor/Director of Studies (if applicable)

_____

Date: _____

Lucy Hill

Youth and Community Work Student

University of South Wales

Newport City Campus

Usk Way

NP20 2BP

Dear Parent/guardian,

      I am currently in my final year at the University of South Wales and have developed a research project for my dissertation. I am writing to seek your informed consent for your child/children to participate in my research.

I want to explore the views of young people in relation to the Learning Pathway Centre (LPC) in which they attend. The aim is to discover what young people feel their experience has been like in this alternative education provision, and what differs from mainstream school. I am committed to understand and listen to what their views are on the matter.

I plan to involve a sample of young people that attend the Learning Pathway Centre (LPC) provision using focus group interviews and semi-structured interviews. This is to see what their views are on the matter, allowing them to have a voice and an opinion on their learning environment.

All comments will be kept anonymous and confidential, and the information will be used to make recommendations to the learning environment.

I would therefore like to invite your child/children to participate in the Focus Group Interviews/Semi-structured interview. Additional information can be found on the next page.

If you allow for your child to participate in the study please could you complete the consent form, it can be returned before or on the day of the focus group or semi-structured interview.

For further information please feel free to contact me:

Lucy Hill, Youth and Community Work Student

Work: ████████████

Email: ████████@students.southwales.ac.uk

Or alternatively

Kate Hayward, Course tutor

Office:

Email: ████████████████@southwales.ac.uk

Kind regards,

LUCY HILL

Additional information

What research is being done and how do I take part?

You will be invited to take part in focus group and a semi-structured interview. Information about this can be found throughout your letter.

The **focus group interview** consists of a group of young people discussing and debating a topic. In this case the criteria will be provided by myself, gaining the views of young people based on their experience at the Learning Pathway Centre. The Focus group interview will involve approximately eight young people. The answers that are given by the young people will be recorded via a Dictaphone.

The focus group will take place at:

Heolddu Learning Pathway Centre

    (Times: During school hours)

Semi-structured interviews will involve the young people to answer questions that I will ask them on a one to one basis. These will be used to scope further views and opinions on the topics of priority. The answers that are given by the young people will be recorded via a Dictaphone.

The Semi-structures interview will take place at

Heolddu Learning Pathway Centre

      (Times: During school hours)

Do I have to take part?

The answer is no. The process does operate on a voluntary basis and young people are allowed to withdraw from the study at any stage during the research.

Will I be affected by the studies?

Your personal information will be stored safely and securely and destroyed after the research project is complete. The information will be used to make enhance practice, identify the successful components of the (LPC), and to make recommendations to further explore similar provisions. Names will remain anonymous when referenced and submitted to the University of South Wales. The only time your information will be shared is in the case of an accident or if there is a disclosure that suggest you or some you know is at risk or harm. As a Youth Work student, the relevant safeguarding procedures will be embedded throughout the study. You will have a direct contribution to my studies which may be used by other professionals in the future, spoke about at conferences or even published.

Thanks for your involvement and participation.

Lucy Hill

(APPENDIX 3: RISK ASSESSMENT)

Risk Assessment Task Analysis

Position assessed:		Assessment Date/ Time:					Assessors name (print):
Assessors Job Title: Youth and Community Work Student		Signature:					Assisted by:

ef	Task / Activity	Hazards Identified	Existing Controls	L	S	Total	Further Action / Recommendations
)	Research - Focus group interviews to be completed with a group of 3 young people Semi-structured interviews to be completed for up to 3 young people on a one to one basis if young people choose.	Confidentiality	Any sensitive information discussed within the group will be asked not to leave the room. A contract will be drawn up with the young people before the focus group interviews take place. Personal and sensitive information will not be shared with other parties other than my dissertation supervisor. Safeguarding and wellbeing concerns/issues will be dealt with appropriately in accordance with CCBC policy	2	8	16	The nature of the topic could involve sensitive topics. Young people will be told they can leave the room at any point – ensuring a member of staff goes with them in a safe environment.
		Data protection	Any personal and sensitive information obtained from the young people will be stored securely on a locked computer. Paper work will be scanned and shredded. Hard copies will also be stored with information, on a locked and secure computer. Information will not be shared with other parties unless there is a child protection issue of safeguarding/well	2	8	16	

Risk Assessment Task Analysis

		Anti social behavior	Young people will be informed of the rules and expectations at the beginning of the session. If young people fail to abide by rules and expectations they will either receive a warning with and explanation of what they have done and/or be removed from the session. The session is to be interactive and purposeful, increasing engagement.	4	6	24	If recommended by professional worker a letter can be sent home prior to focus group explaining the rules and expectations. Giving a more informed and reinforced understanding and awareness. A second worker will be present at all times.
Research - Focus groups to be completed with a group of 4 young people Semi-structured interviews to be completed for 4 young people on a one to one basis.		Injury or fatality young person	The group will only be engaged for a period in a familiar setting/environment. The session requires limited physical activity. Any excessive or inappropriate activity or risky behavior will challenged and intervened. Rules and expectations will be explained at the beginning of the session.	2	6	12	
		Illness of young person	Medical information to be obtained via the consent forms. Young people will be asked if they are fit and able to participate at the beginning of the session.	4	6	24	
		Fire in the building	Young people will be informed of fire evacuation policy and meeting point. All young people must leave with immediate effect in the case of a fire	2	8	16	

		Emotional distress of participant	Details of research are to be given in the letter to both young people and their parents. Mindful of student welfare. Participants can withdraw at any time. Take regular breaks and stop if necessary. Fully informed consent through the use of consent forms. Plan the agenda/order sensitively and with care of the questions.	2	2	4	
		Emotional distress of researcher	Take regular breaks and stop the research if necessary. Work with other colleagues that may be available.	2	2	4	Seek professional advice or contact support groups if necessary.
		Lone worker safety for interviews (especially off site)	Adhere to University of South Wales Lone Working Policy. Phone someone before and after interviews. Ensure car and mobile phone is working. Ensure other workers are always	4	4	16	Seek advice from the Health & Safety Manager.

Risk Assessment Task Analysis

		Giving personal contact details of researcher/unwanted attention from participants	Give University of South Wales contact details where possible. Follow organizational/Youth work policy and practice re lone working. Don't give out personal address or information. Conduct research with other colleagues Retain professional boundaries.	2	4	8		
		Car travel/ travelling to and from interviews	Ensure usual transport safety procedures are followed. Minimise journeys. Don't travel during busy times. Check for road works or accidents. Group data collection into as few sessions as possible.	2	10	20	Consider use of public transport.	
'		Electrical equipment/ recording equipment/ tripping on cables/ equipment in interview room/ spills	Check room before interviews, arrive prior to the session. Remove/tidy any hazards where possible. Use appropriate venue.	2	6	12		

– Other assessment required, specify - **MH** - Manual Handling; **DSE** - Display Screen Equipment; **PPE** -Personal Protective Equipment; **WP** - Workplace; **WE** - Work Equipment; **N/**

Parental/Guardian consent

	Young person
Name	
Date of birth	
Address	
	Emergency Contact
Name	
Contact no.	

Has your child taken part in any past studies? **Yes/No** (*If so what*)

_____

Does your child have any medical conditions or impairments that may affect their participation? **Yes/No** (*If so what*)

_____

Are there any learning difficulties or disabilities that may affect their understanding of their participation? **Yes/No** (*If so what*)

_____

I _____ ,**the parent/guardian**, give_____ written consent to take part in the study project completed by Lucy Hill, BA(Hons) Youth and Community Work student at The University of South Wales. I am aware of the purpose of the study and how the information may be used. The information that I have provided is correct and up to date.

Signed:_____ **(Parent/Guardian)**

I_____, **the participant (young person),** understand the research I am taking part in and the purpose of these studies and I am happy to take part.

I understand that the responses I give will be used for the purpose of the study. This may include the printing and submission of a dissertation to the University of South Wales and the dissemination of the study that may include relevant public journals, conference papers and other types of public media. YES/NO

Signed:_____ (Participant, young person)

(APPENDIX 5: DISSERTATION APPROVAL FROM HEAD OF CAERPHILLY YOUTH SERVICE AND HEAD OF LPC)

search that could benefit us all, should you be in a position to share it.
any direct research activity with young people.

dissertation. Due to me already working within the Learning Pathway Centre in
rkers and teachers within the LPC setting, and to identify any recommendations to

take this study as part of my level 6 studies.
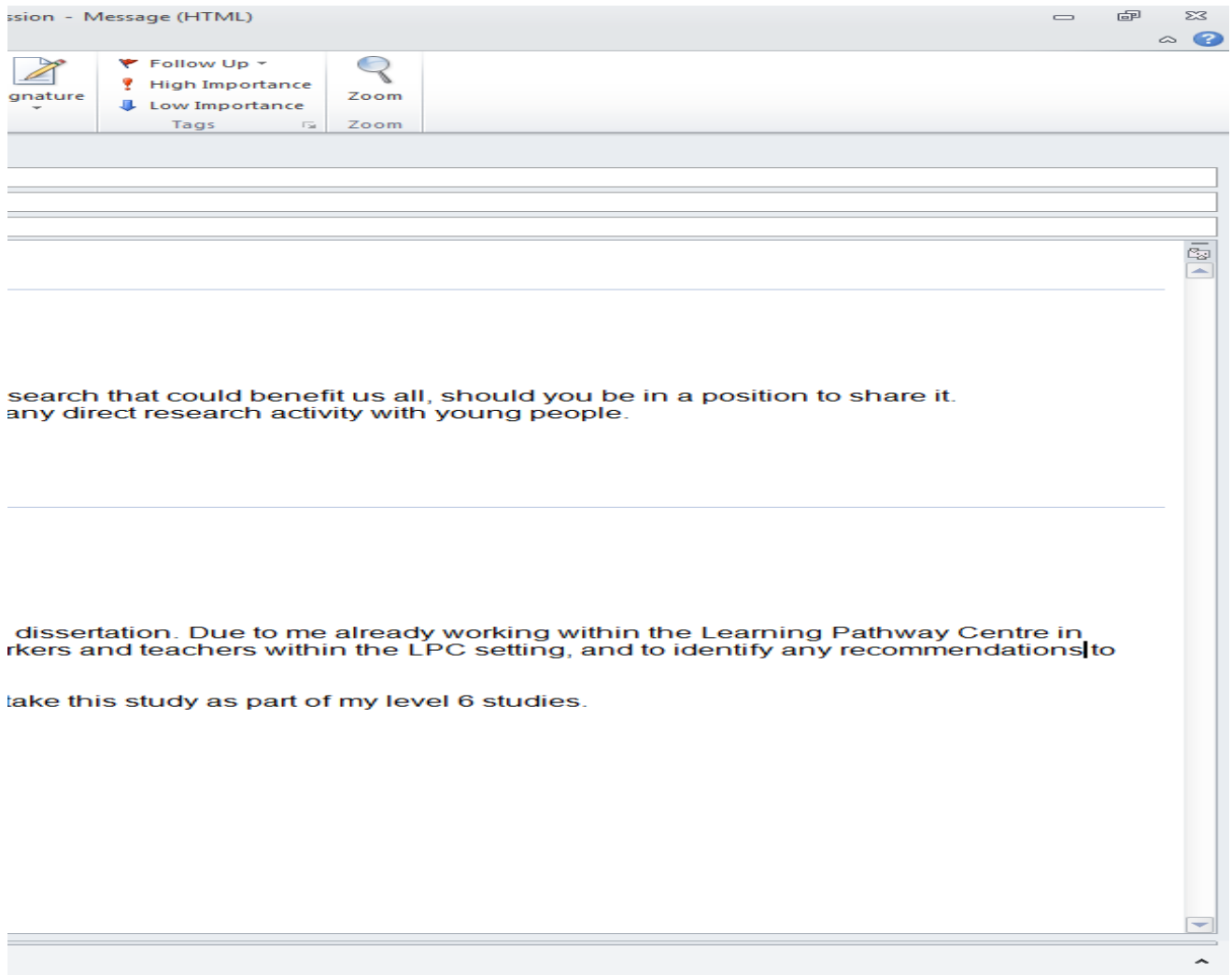
P James
to me

Mar 29 (12 days ago)

Dear Lucy,

I totally agree that your studies would be beneficial to the development of our provision and I am more than happy for you to carry out this research within the LPC setting.

Kind Regards

Peter

From: Hill, Lucy <HILLL@CAERPHILLY.GOV.UK>
Sent: 20 March 2018 15:56
To: P James
Subject: DISSERTATION PERMISSION

Hi Peter,

As part of my level 6 studies in university, I will be required to undertake a 10,000 word dissertation. Due to me already working within the Learning Pathway Centre in Heolddu, I felt it would be beneficial to gain the perceptions of young people, youth workers and teachers within the LPC setting, and to identify any recommendations to enhance practice.

I am hoping you will give me permission as head of the LPC to undertake this study as part of my level 6 studies.

Many thanks,

(APPENDIX 6: GROUP RULES FOR FOCUS GROUP INTERVIEW)
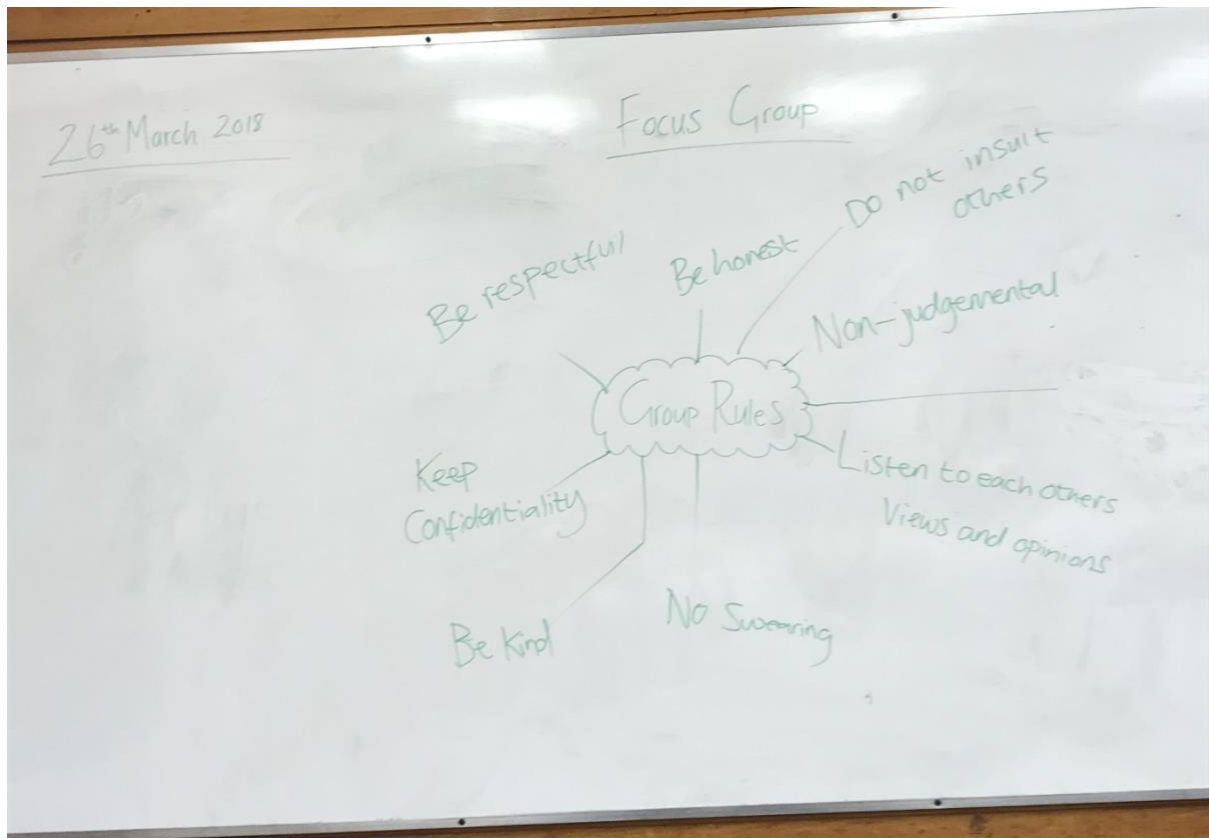
(APPENDIX 7: RESEARCH QUESTIONS)

<u>Teachers and youth workers</u>

Alternative Education

How would you define alternative education?

Can you give me a profile for a typical young person that attends the LPC?

What are the needs for the young people that come here?

What type of environment can you offer the young people?

Does smaller class size make a difference?

How do you think young people feel in the LPC in the terms of how they may/may not feel cared for?

Inclusion and SEN

Do you feel there is a link between inclusion and achievement?

Are there aspects of a mainstream school curriculum that you think are important and should be mirrored here? How do you do this?

Is there more freedom with the regards to the curriculum here that mainstream schools could learn from?

How do you meet the needs of young people with SEN?

How do young people with SEN perform in the LPC compared to young people who do not have an SEN?

What is your view on the potential for alternative education to be based in mainstream as opposed to separate settings?

Shouldn't this be mainstreams responsibility?

Poverty

Do you see a correlation between disadvantaged young people and achievement and attainment in school?

Do you see poverty amongst your pupils and what is the impact of this, if any, on their learning?

How do the young people perceive education?

Do the young people experience intergenerational disadvantage and what are the implications of this?

Parental and peer aspirations and attitudes

What does the LPC do to enable the parents to engage in their child's education?

How do parents seem to feel or view education?

How do you develop positive working relationships with parents**?**

Behaviour

How do think behaviour affect achievement, wellbeing and learning?

How do you positively influence behaviour in the LPC?

What are the main principles you follow when managing and supporting young people to change their behaviour?

Exclusion

Research suggests there is a link between being NEET and having been excluded, what's your views on that?

For the young people who attend here, what are their experiences of being excluded in mainstream?

How does the LPC use exclusion?

What's that impact of exclusion on young people? What about in terms of self-esteem?

Relationships

How important are positive relationships between parents and staff?

How important are positive relationships between young people and staff?

Do positive relationships influence your ability to reengage young people in either mainstream or learning more generally?

How do you build relationships with families?

Do you see building relationships with families as being part of your role?

What is the impact of negative labelling of children and the reputation that follows on your ability to build relationships with families and young people?

How do you demonstrate respect to young people?

Curriculum

What do you think about cross-curricular learning?

Do you feel it helps to change young people's attitudes towards learning?

Do you feel that informal and non-formal opportunities provided by youth services encourages young people to enhance their social and personal development? If so, how?

Do you feel having a youth worker in the lpc is providing benefits such as increased attainment and attendance levels?

What do you think of the current curriculum?

Do you think it fits with current trends that would benefit young people?

<u>Young people</u>

Alternative Education

Tell me what the LPC is?

What type of young people come here?

What do you think the young people need when they come here? What do you all need in your lives generally?

Tell me about the environment here?

How does it feel here?

Does smaller class size make a difference?

Do you feel like you belong here?

Do you feel looked after here?

Do you feel proud of your work here?

Inclusion

Do you feel included here?

Is there a link between how included you feel and how well you do in your work?

Is there a link between how included you feel and how often you come?

What role does the teachers play here in helping you achieve?

What role does the youth workers play here in helping you achieve?

Have any of you ever been identified with a particular difficulty with school work – who identified this and what is it? How does the LPC respond/help you with this?

Do you think it would be better for the LPC to be in your school or outside of your school?

Poverty

Tell me about the area that you live in? Is it a rich area or poor area?

Does that make a difference to your learning?

What do you think about education generally? What's the point of it?

What do your families think about school and work?

Parental and peer aspirations and attitudes

Do your mums or dads come to parent's evenings?

Do they visit? What do they think of it here?

Do they think it benefits you?

Do the teachers and youth workers get on well with your parents?

Behaviour

Tell me how you behave then?

What's the behaviour like in the LPC?

How does behaviour effect how you learn, how you feel here and do you think poor behaviour affects your qualifications?

How do the staff here deal with bad behaviour?

How are you helped to change your behaviour?

Exclusion

Were you ever excluded from school?

What for? For how long?

Did you feel that was fair?

How did that make you feel?

Relationships

Tell me about your youth workers?

Tell me about your teachers?

What do they do here?

What's their job?

What do you think of them?

What's your relationship like with them?

Do they help you get back into education?

Do the youth workers work with the whole family or just with you?

Are they different from teachers? If so how/why?

Do you feel respected?

Curriculum

What do you think about having different learning opportunities?

What type of things to you learn about here?

Do you think you feel more positive about learning because of the different things you're taught here?

Do you think that all the things you have done with the youth workers have encouraged you to improve your confidence?

Do you feel having a youth worker in the LPC you get more accreditations and helping with your attendance?

What do you think about the things you learnt about in mainstream school?

What do you think about the things you learn here at the LPC?

Do you think the things you learn here help you outside of school?

(APPENDIX 8: TRANSCRIPTS)

Transcript 1 – Focus group interview involving six participants (Young people)

YP 1 = Young person one

YP 2 = Young person two

YP 3 = Young person three

YP 4 = Young person four

YP 5 = Young person five

YP 6 = Young person six

Interviewer	So then guys, can you tell me what you think the LPC is?
YP 1	A learning pathway centre
Interviewer	Yes ok, does anyone else have anything to say?
All YP	(young people shook their heads)
Interviewer	No ok, do what type of young people do you think come here then?
YP 2	People that don't like school
Interviewer	Anyone else?
YP 3	People that don't fit into mainstream school
YP 1	Oh, and people that can't cope in mainstream lessons like
Interviewer	Yes ok, so what do you think young people need when they come here, or what do you think they need in their lives generally?
YP3	Support
Interviewer	Yeah, ok
YP1	They need a routine
Interviewer	Yeah ok, anyone else?
All YP	(young people shook their heads)
Interviewer	Ok, so, tell me what the environment is like here, tell me what this place is like?
YP 1	Well its welcoming
YP 4	Calm and relaxed
YP 5	It's safe and we feel looked after
YP 2	Friendly
Interviewer	Ok fab, so how does it feel here? How does it feel for you lot being here?
YP 1	It feels good
Interviewer	Ok, so do you think smaller classes make a difference?
YP 1	Yeah
Interviewer	So why do you think that then?
YP 1	Cos sometimes in bigger classes there's a chance of someone being in there that you don't like
Interviewer	Right ok
YP 2	You get more support
YP 4	It makes it easier to learn
YP 1	More one – to – one's
Interviewer	Fab, ok, so do you all feel like you belong here?
YP 5	Yeah

Interviewer	Ok, so why do you think you belong here, what is it about this place that make you feel like you belong?
YP 6	Because you've made me feel welcome
Interviewer	Ok, anything else?
YP 1	Because I'm doing more things I like
Interviewer	Yeah ok, so do you feel looked after here?
All YP	All young people said 'yeah'
Interviewer	Ok, so in what ways do you feel looked after here?
YP 1	When we need help with something, you all help us
Interviewer	Yeah
YP 6	You give me the support I need
Interviewer	Fab, ok, so do you feel proud of your work here?
All YP	All young people said 'yeah'
Interviewer	Ok, so in what ways do you feel proud of your work?
YP 4	It's better
Interviewer	Ok, so what do you mean by that? Can you expand?
YP 4	Like my works in better detail, and I'm actually sitting down and doing it now but I wasn't in mainstream school.
Interviewer	Ok, anyone else?
YP 2	I do more work here
YP 1	I've achieved more as well and I've got more out of it.
Interviewer	Ok, good, so there we spoke about alternative education, we will now go on to talk about inclusion. So do you all feel included here?
All YP	All young people said 'yeah'
Interviewer	Ok, so in what ways do you feel included? Why do you feel included here?
YP 2	Cos you involve everyone
YP 1	You get the chance to do a bit of everything
Interviewer	Ok fab, so do you think there is a link between how included you feel and how well you do your work?
YP 2	No
Interviewer	Ok, so why don't you think there is a link between that then?
YP 2	I dunno
Interviewer	Ok, so do you think even if you didn't feel included here, you would still work well?
YP 2	probably
Interviewer	Ok, anyone else?
	(Nobody spoke)
Interviewer	Ok, so do you think there is a link between how included you feel and how often you come here?
YP 4	Yeah
Interviewer	Ok, why do you think that?
YP 4	Because it makes me want to come in
Interviewer	Ok, anyone else?
YP 1	I don't think there is a link because I would still come in because I like the stuff that I'm doing here.
Interviewer	Right ok, so, what role does the teacher play here in helping you achieve?
YP 3	To help you get ready for the future, like to get you jobs and stuff

Interviewer	Yeah, anyone else?
YP 6	They help you achieve different qualifications
Interviewer	Great, ok so what role does the youth workers play in helping you achieve here?
YP 2	They support us and push us to do more with ourselves
YP 4	They offer us a one-to-one
Interviewer	OK, so why do you think a one-to-one help you (YP 4)?
YP 4	Like if I don't want to speak in front of the class I can speak to the youth worker
Interviewer	Ok great, so have any of you ever been identified with a particular difficulty with school work?
YP 2	No
YP 1	My dad said there is a possible chance I got dyslexia because he's got it.
Interviewer	Ok, so you dad said that? Has he passed that onto the school? (YP1)
YP 1	I dunno
Interviewer	OK, so perhaps that's something we will have a little look into. So how do you think the staff could help you or support you with regards to this?
YP 1	Help me with my spelling and stuff like that.
Interviewer	Yeah ok, that's definitely something we will look into (YP 1) Has anyone else got anything to say for this bit?
YP 4	Yeah CAMHS and my Doctor diagnosed me with bipolar and ADHD
Interviewer	Ok, so how do you think the staff here support you with that?
YP 4	It's just like sometimes if I feel a bit off I can go away from other people and they support me
Interviewer	Fab ok, do you think it would be better for the LPC to be inside of a school or outside of a school?
YP 2	Separate
Interviewer	Ok, so why do you think that (YP 2)?
YP 2	Cos there's too many people in mainstream school
Interviewer	Anyone else?
YP 4	If it was part of mainstream school it would just become part of it like and that would be boring.
Interviewer	Ok, thank you, so we will now go onto the next set of questions. Help yourself to a drink or some sweets if you want guys. Tell me about the area you live in, do you think it's like a rich or poor area?
YP 5	Poor area
Interviewer	Ok, do why do you think it's a poor area? (YP 5)
YP 5	Cos you don't see much people have money
Interviewer	Ok, anyone else
YP 1	My area is quiet on times, I'd say it wasn't poor or wasn't rich
Interviewer	Ok, anyone else
YP 3	I don't think Cwmcarn is a rich area, because like of all the damage people do, like one of the bus stops in Cwmcarn got like a massive hole in it where people have burnt it like. It's been like it for about a year now and nobody has done anything about it.
Interviewer	Ok, so do you think the area in which you live affects your learning?

YP 4	Yeah, cos there's a lot of fighting out in my street late at night and it keeps me up and puts me in a bad mood the next day.
Interviewer	Ok, anyone else guys?
YP 1	I don't think my area has an impact really
Interviewer	OK, so what do you think of education generally guys? What's the point of it?
YP 1	I don't think you need it cos loads of my family haven't got an education and are doing really well for themselves
Interviewer	OK, anybody else?
YP 4	Like I think it's important but it's taught in the wrong way in mainstream school.
Interviewer	Ok, so do you think that it's taught differently here (LPC)? (YP4)
YP 4	Yeah cos like its taught differently here and if you don't understand the work you simplify it for us.
Interviewer	Anyone else?
YP 6	I think it's important because it helps you get qualifications that you will need to get a job.
Interviewer	OK, so what do your families think about school and work in general?
YP 1	Some of my family think it's good and you can do well for yourself and some of them think it's a waste of time cos you learn stuff in school that you're never going to use again.
Interviewer	OK, anybody else?
YP 4	My parents, especially my dad think work is important, like he works really hard and he's passed that down a bit and it's helped me.
Interviewer	Great stuff, ok next bit, do your parents/guardians come here for parents evenings?
YP-1,2,3,4,5	5 young people said yes
YP 6	My parents don't come
Interviewer	What do your parents and guardians think of the LPC?
YP 2	They think it's nice
YP 3	My mum think it's the best place for me
Interviewer	Yeah, anyone else?
YP 5	Yeah, my dad thinks it's good for me and my education
Interviewer	Good, ok so do they think it benefits you coming here?
YP 2	Yeah
Interviewer	Ok, so why do they think that?
YP 2	Umm, cos I do more work here
Interviewer	Ok, anyone else?
YP 4	My parents think it's helped my behaviour, like in the house and in school
Interviewer	OK, great, anyone else?
YP 3	My mum think it's helped my confidence
YP 1	And mine thinks it helps me get qualifications
Interviewer	OK, so do the youth workers and teachers get on with your parents/guardians?
All YP	All young people said 'yeah'
Interviewer	So we're going to talk about behaviour now then guys, so how do you behave?

YP 1	Fairly good like, sometimes I have good days and sometimes I have bad days.
Interviewer	OK, anyone else?
YP 2	I think my behaviour is good sometimes like
YP 4	Mines a lot better now compared to when I was in mainstream
YP 5	I'm still on and off bit I am learning from my mistakes in mainstream
Interviewer	Good, ok, so what's the behaviour like generally in the LPC?
YP 2	Mostly good
YP1	Sometimes people misbehave and I do when I lose concentration
YP 2	It's mostly good like but sometimes people kick off
Interviewer	So how does behaviour affect how you learn, how you feel here, and do you think the behaviour affects you gaining qualifications?
YP 6	Yeah because when people misbehave you don't concentrate on your work
YP 2	It doesn't affect me
YP 1	Or it doesn't affect me
Interviewer	Ok, so how do the staff here deal with bad behaviour?
YP 1	They'll give you a punishment
Interviewer	Ok, so what's this?
YP 1	Sometimes isolation if you have done something really bad, or like stop you going out on an activity or trip.
YP 2	But then they ask you why you did it
YP 3	Like they take you away and do workshops with you after school
Interviewer	OK, what workshops are these?
YP 3	Like behaviour workshops, I done a respect one before.
Interviewer	So, how are you helped to change your behaviour then guys?
YP 2	You get to talk to staff and they ask you why and then they give you advice about how to not do it again. Like if we argue with someone they will ask us to put ourselves in their positions and think about how they may feel.
Interviewer	OK, anyone else?
YP 1	Yeah, they like help you to not re-do your mistakes
YP 4	They ask you like why you did it and what you could do to stop it happening again
Interviewer	Ok, good, so guys, were any of you excluded from school?
All YP	All young people said 'yeah'
YP 3	I used to sit in isolation all day because I would never concentrate in lessons and I didn't do any of my work. I used to refuse to go in isolation and then I'd get excluded.
Interviewer	So how long were you excluded for?
YP 3	14 days
Interviewer	So do you think that exclusion was fair?
YP 3	No not really cos I was just put in isolation every day so what do they expect.
Interviewer	Ok, so how did that make you feel then?
YP 3	Umm, umm
Interviewer	Take your time
YP 3	Left out

Interviewer	Ok, thank you for sharing that, is anyone else happy to discuss their exclusion?
YP 5	I got kicked out for being naughty
Interviewer	So what do you mean by naughty?
YP 5	Umm like playing up, being stupid, lipping the teachers
Interviewer	Ok, so how long was you excluded for?
YP 5	40 days
Interviewer	So do you think that was fair?
YP 5	Probably yeah
Interviewer	Ok, so how did it make you feel?
YP 5	I was happy at the time wun I, but now I regret it (YP 5 kept his head down when talking)
Interviewer	Ok, anyone else?
YP 1	I got excluded 4 times for fighting and breaking things
Interviewer	So how long were you excluded for?
YP 1	5 days each time
Interviewer	Ok, so do you think that was fair?
YP 1	No, cos half the time it wasn't even my fault, most of the time people would wind me up and hit me first so then I'd just hit them back.
Interviewer	So how did it make you feel when you were excluded?
YP 1	Not happy, I had to do even harder work In the house.
Interviewer	Does anyone else want to say anything here guys?
YP 1	I got kicked out for fighting
Interviewer	So how long was you excluded for because of this?
YP 4	Permanently, I think it was quite fair though because I didn't try and calm myself down and then like, I was taking on everyone then so it was quite fair.
Interviewer	Ok, so how did that make you feel then?
YP 4	It was quite annoying cos like, it good in one way because now I'm here but in another way it not good because I've been taken away from all my mates.
Interviewer	Yeah, ok, fab guys, is there anyone else who wants to add anything?
YP 2	I been excluded loads of time for thinking I could do what I want, not going to lessons, turning up for school late.
Interviewer	Ok, so do you think your exclusions were fair?
YP 2	No, cos like if other people were involved I would be the only one that they'd exclude and that winds me up.
Interviewer	Ok, so how did that make you feel?
YP 2	I didn't care like, cos id get days off school.
Interviewer	Ok then so we are now going to move onto relationships, so can you tell me about your youth workers?
YP 6	They're supportive
YP 3	They're helpful
YP 1	They help us
YP 5	Someone we can speak to about anything, they're really friendly
YP 3	And they take us on trips out
Interviewer	Ok so tell me about your teachers?
YP 6	They are kind of friendly
YP 1	They're alright on times

YP 5	If I'm honest teachers annoy me, that's just teachers in general.
YP 1	They nag us a bit about maths and English
Interviewer	Ok, so what do the youth workers do here?
YP 2	They teach us Princes Trust and help us get qualifications
YP 1	They take us out on cool trips
YP 3	They teach us life skills
YP 4	They support us
YP 2	They teach us life skills like, money management, presentation skills, career planning and all stuff like that.
Interviewer	OK, so what do the teachers do here then, what's their job?
YP 2	Teach us maths and English
YP 3	Help us improve our confidence and youth workers do.
Interviewer	Ok, so what do you think of the staff here then, the youth workers and teachers?
YP 1	The youth workers are nice
YP 2	The teachers are alright
Interviewer	OK, so what's your relationships like with the youth workers?
All YP	All young people said 'good'
Interviewer	Ok, why do you think it's good?
YP 1	Cos we can speak to um about anything
Interviewer	OK, so what about the teachers?
YP 4	Still quite good like
YP 3	I reckon all the staff are class
Interviewer	So do you think the staff here help you get back into education?
All YP	All young people said 'yeah'
Interviewer	So do the youth workers work with just you or your whole family?
YP – 2,3,4,5,6	'Yeah'
YP 1	Just with us but if they need to they will work with the whole family.
Interviewer	Fab ok, so do you think youth workers are different from teachers?
All YP	All young people said 'yeah'
Interviewer	So why do you think their different then?
YP 1	Cos they get funded to do stuff with kids
YP 3	And they don't put as much stress on you
YP 1	And they don't give you homework (everyone laughs)
Interviewer	Do you feel respected guys?
All YP	All young people said 'yeah'
Interviewer	In what ways do you think we respect you?
YP 1	As a person
YP 5	personally
Interviewer	Yeah, ok, so the last bit is around curriculum, so what do what do you guys think about having different learning opportunities?
YP 1	It's really good
YP 2	Better
YP 5	It's a better option for us to move on, the more options we have the bigger chance we will move on to other things
Interviewer	Ok, great, so what types of things do you learn about here then?
YP 4	Like when you get older, like life, how to deal with it and stuff.

YP 1	How to manage our money and like how to respect each other
Interviewer	Yeah, ok, so do you feel more positive about learning because of the different things you're taught here?
YP 1	Yeah, cos you like know what to do when you grow up cos like in mainstream you wouldn't know how to like manage money or do a tidy presentation and stuff like tha.
Interviewer	Ok, so do you think all the things you have done with the youth workers have helped you improve your confidence?
All YP	All young people said 'yeah'
YP 1	Like youth forum you had to speak in front of other people around the same age as you and it let everyone's voices be heard.
Interviewer	So do you feel that having a youth worker here helps you gain more accreditations and helps with your attendance?
All YP	All young people said 'yeah'
Interviewer	So what type of accreditations have you got from the youth workers here?
YP 5	We got art bronze aware
YP 2	We got loads of Agoreds, like national navigation, cooking, rock climbing
YP3	Horse riding
YP 6	Children's rights
YP 2	And we go to college with the youth worker
Interviewer	Ok, so what do you think about the things you learn in a mainstream school?
YP 1	Boring, they teach you stuff that you are never going to use again
YP 4	It's a bit difficult
YP 1	And they expect too much out of you
Interviewer	OK, so what do you think about the things you learn here at the LPC then?
YP 2	It will help you in life
YP 4	It's easier
YP 1	It gives you qualifications
Interviewer	So do you think the things you learn here help you outside of school?
All YP	All young people said 'yeah'
Interviewer	In what ways then guys?
YP 3	My confidence have improved loads here and that's helped me outside school
YP 6	It helps us keep our environment a nice place to live
YP 1	It helps us save money
YP 4	And gives us like knowledge about drugs and stuff like that
Interviewer	Ok, great stuff guys, thank you very much for taking part in this focus group today

Transcript 2 – Young people's notes

Young person one = (YP 1)

Alternative Education

Tell me what the LPC is?

Learning pathway centre

What type of young people come here?

Kids that carnt cope in mainstream

What do you think the young people need when they come here? What do you all need in your lives generally?

Support

Tell me about the environment here?

The environment is nice and warm

How does it feel here?

It feels good

Does smaller class size make a difference?

Smaller class sizes does make a difference

Do you feel like you belong here?

Yes I do feel like I belong here

Do you feel looked after here?

I feel like I am looked after

Do you feel proud of your work here?

Yes I do feel proud

Inclusion

Do you feel included here?

Yes I do feel included

Is there a link between how included you feel and how well you do in your work?

No I don't think there is a link

Is there a link between how included you feel and how often you come?

No I come because I have to

What role do the teachers play here in helping you achieve?

By helping me

What role does the youth workers play here in helping you achieve?

They help me too and I can talk to them about anything

Have any of you ever been identified with a particular difficulty with school work – who identified this and what is it? How does the LPC respond/help you with this?

I struggle to concitrate in a classroom and staying seated. My dad thinks I got dislexia

Do you think it would be better for the lpc to be in your school or outside of your school?

Don't bother me

Poverty

Tell me about the area that you live in? Is it a rich area or poor area?

It is quiet, it's not poor or rich

Does that make a difference to your learning?

No it doesn't

What do you think about education generally? What's the point of it?

Boring and some people don't need it

What do your families think about school and work?

Some don't care but others think it's important

Parental and peer aspirations and attitudes

Do your mums or dads/ guardians come to parent's evenings?

Yeah my guardian do

Do they visit? What do they think of it here?

Yes they do visit and they think it's good for me

Do they think it benefits you?

Yes they think it benefits me

Do the teachers and youth workers get on well with your parents/guardians?

Yes they all get along

Behaviour

Tell me how you behave then?

I behave rather good

What's the behaviour like in the LPC?

(YP 1 didn't answer this question)

How does behaviour effect how you learn, how you feel here and do you think poor behaviour affects your qualifications?

(YP 1 didn't answer this question)

How do the staff here deal with bad behaviour?

The staff will give you punishments

How are you helped to change your behaviour?

By putting up with my punishment and learning from it

Exclusion

Were you ever excluded from school?

I was excluded 4 times

What for? For how long?

I was excluded for fighting and breaking school property and I was excluded for 5 days

Did you feel that was fair?

No I didn't think it was fair

How did that make you feel?

Even more angry

Relationships

Tell me about your youth workers?

My youth worker always helps me when I need it

Tell me about your teachers?

My teachers help me

What do they do here?

They take me to MPCT (Military preparation college), they organize lessons and activitys

What's their job?

To get us qualifications

What do you think of them?

I think they work hard

What's your relationship like with them?

My relationship with staff is good

Do they help you get back into education?

yes

Do the youth workers work with the whole family or just with you?

My youth worker works with me but if she needs to work with my family she will, she have before.

Are they different from teachers? If so how/why?

Yes they are because she gets funded for us to do fun things and we get qualifications from them

Do you feel respected?

yes

Curriculum

What do you think about having different learning opportunities?

I think it's good to have different opportunities

What type of things to you learn about here?

We learn about life skills like money management

Do you think you feel more positive about learning because of the different things you're taught here?

Yes I do

Do you think that all the things you have done with the youth workers have encouraged you to improve your confidence?

yes

Do you feel having a youth worker in the LPC you get more accreditations and helping with your attendance?

yes

What do you think about the things you learnt about in mainstream school?

I think that I will never use it again

What do you think about the things you learn here at the LPC?

I think they are fun

Do you think the things you learn here help you outside of school?

Yes

Young person two = (YP 2)

Alternative Education

Tell me what the LPC is?

Learning pathways centre

What type of young people come here?

people that don't like school

What do you think the young people need when they come here? What do you all need in your lives generally?

Life skills and support

Tell me about the environment here?

Friendly

How does it feel here?

Feels like a nice place

Does smaller class size make a difference?

yeah

Do you feel like you belong here?

yeah

Do you feel looked after here?

yeah

Do you feel proud of your work here?

yeah

Inclusion

Do you feel included here?

yeah

Is there a link between how included you feel and how well you do in your work?

no

Is there a link between how included you feel and how often you come?

no

What role does the teachers play here in helping you achieve?

They support us and reaure us

What role does the youth workers play here in helping you achieve?

She supports us and pushes us to do more

Have any of you ever been identified with a particular difficulty with school work – who identified this and what is it? How does the LPC respond/help you with this?

No

Do you think it would be better for the lpc to be in your school or outside of your school?

separate

Poverty

Tell me about the area that you live in? Is it a rich area or poor area?

Bit of both

Does that make a difference to your learning?

no

What do you think about education generally? What's the point of it?

I think it's pointless! I could learn in my house

What do your families think about school and work?

They think it's important

Parental and peer aspirations and attitudes

Do your mums or dads come to parent's evenings?

My mother does

Do they visit? What do they think of it here?

She thinks it's nice

Do they think it benefits you?

yeah

Do the teachers and youth workers get on well with your parents?

yeah

Behaviour

Tell me how you behave then?

I'm good

What's the behaviour like in the LPC?

There's mostly good, some kickoffs

How does behaviour effect how you learn, how you feel here and do you think poor behaviour affects your qualifications?

No, doesn't affect me

How do the staff here deal with bad behaviour?

Isolation, asks why and give advice

How are you helped to change your behaviour?

Get to talk to staff about it

Exclusion

Were you ever excluded from school?

yeah

What for? For how long?

(YP 2 did not answer this question)

Did you feel that was fair?

No

How did that make you feel?

Didn't care

Relationships

Tell me about your youth workers?

They're supportive and lovely

Tell me about your teachers?

Lovely

What do they do here?

Teach us

What's their job?

To teach us and support us

What do you think of them?

I think that they're lovely

What's your relationship like with them?

I got a good relationship with them all

Do they help you get back into education?

(YP 2 did not answer this question)

Do the youth workers work with the whole family or just with you?

Whole family

Young person (2) did not answer the remaining questions.

Young person three = (YP 3)

Alternative Education

Tell me what the LPC is?

Learning pathway centre

What type of young people come here?

Young people who didn't fit into mainstream school

What do you think the young people need when they come here? What do you all need in your lives generally?

Young people will need support in their work also qualifications and a career

Tell me about the environment here?

Friendly fun but can be boring sometimes

How does it feel here?

It feels good

Does smaller class size make a difference?

yeah

Do you feel like you belong here?

yeah

Do you feel looked after here?

yeah

Do you feel proud of your work here?

yeah

Inclusion

Do you feel included here?

yeah

Is there a link between how included you feel and how well you do in your work?

yeah

Is there a link between how included you feel and how often you come?

Yeah because my attendance has improved a lot and I do more work

What role does the teachers play here in helping you achieve?

To help and get me ready for the future

What role does the youth workers play here in helping you achieve?

Basically to get me a good start in life she always pushes us

Have any of you ever been identified with a particular difficulty with school work – who identified this and what is it? How does the LPC respond/help you with this?

no

Do you think it would be better for the lpc to be in your school or outside of your school?

(YP 3 did not answer this question)

Poverty

Tell me about the area that you live in? Is it a rich area or poor area?

I don't think cwmcarn is a rich area because they don't do nothing to the damage parts

Does that make a difference to your learning?

no

What do you think about education generally? What's the point of it?

To get you jobs for the future

What do your families think about school and work?

My mum don't think there is much point in school

Parental and peer aspirations and attitudes

Do your mums or dads come to parent's evenings?

yes

Do they visit? What do they think of it here?

Yes. They think it's the best place for me

Do they think it benefits you?

yes

Do the teachers and youth workers get on well with your parents?

yes

Behaviour

Tell me how you behave then?

Silly, good, moods sometimes

What's the behaviour like in the LPC?

good

(YP 3 did not answer the remaining questions)

Young person four = (YP 4)

Alternative Education

Tell me what the LPC is?

The LPC is the learning pathway centre

What type of young people come here?

The type of people that go to the lpc are young people that didn't fit into mainstream school.

What do you think the young people need when they come here? What do you all need in your lives generally?

Young people and everyone need support in life in life

Tell me about the environment here?

The environment is calm can have some drama but normally is relaxed.

How does it feel here?

It feels good here a lot better than mainstream school but sometimes lessons are too easy for me.

Does smaller class size make a difference?

A smaller class size makes a huge difference, it is a lot easier to learn

Do you feel like you belong here?

Yes, I feel like I belong here

Do you feel looked after here?

Yes, I feel looked after here

Do you feel proud of your work here?

I feel proud of my work and because I can better behave my parents and family are happy and proud.

Inclusion

Do you feel included here?

Yeh, I feel included here because I can take part in anything.

Is there a link between how included you feel and how well you do in your work?

Yes, I can work well and enjoy it and it's all because I enjoy coming to school

Is there a link between how included you feel and how often you come?

My attendance is still bad but a lot better than my attendance in mainstream school and it's just because I enjoy coming to school now.

What role does the teachers play here in helping you achieve?

The teachers have a big role in helping me and others here.

What role does the youth workers play here in helping you achieve?

The youth workers help a lot more, they offer a 1 to 1 which helps me a lot.

Have any of you ever been identified with a particular difficulty with school work – who identified this and what is it? How does the LPC respond/help you with this?

I personally know I was identified by CAMHS and the doctor to have bipolar and ADHD and the lpc helps me with this by having a calm environment.

Do you think it would be better for the lpc to be in your school or outside of your school?

No, if the lpc was in every school it wouldn't work as well because it would turn into another part of the mainstream school and would get boring.

Poverty

Tell me about the area that you live in? Is it a rich area or poor area?

The area I live is really rough with a lot of drugs and police.

Does that make a difference to your learning?

It can affect my learning because it puts me in a bad mood and it can affect my sleep when there is fights and arguments in my street.

What do you think about education generally? What's the point of it?

I think education is extremely important but it is taught in the wrong way in mainstream school.

What do your families think about school and work?

My family think the lpc and work is important and I do a lot better here and its helped my behaviour massively.

Parental and peer aspirations and attitudes

Do your mums or dads come to parent's evenings?

Yes, they both come to parents evening

Do they visit? What do they think of it here?

They don't really visit but they love the lpc because it's helped me a lot

Do they think it benefits you?

Yes, they think it has a lot of benefits for me

Do the teachers and youth workers get on well with your parents?

Yeah the teachers and youth workers get on with my parents well.

Young person (4) did not answer the remaining questions

Young person five = (YP 5)

Alternative Education

Tell me what the LPC is?

Learning pathway centre

What type of young people come here?

Naughty children

What do you think the young people need when they come here? What do you all need in your lives generally?

Support

Tell me about the environment here?

Safe and you feel looked after

How does it feel here?

Friendly

Does smaller class size make a difference?

Yes because in mainstream classes I used to feel a bit chlostraphobic

Do you feel like you belong here?

I feel like I feel part of the group

Do you feel looked after here?

yes

Do you feel proud of your work here?

yes

Inclusion

Do you feel included here?

Yes I feel part of the group

Is there a link between how included you feel and how well you do in your work?

I feel like I can do more work in this group

Is there a link between how included you feel and how often you come?

Yes my attendance have really improved

What role does the teachers play here in helping you achieve?

Provide us with support in lessons

What role does the youth workers play here in helping you achieve?

The youth workers do fun activities and lessons and you get qualifications

Have any of you ever been identified with a particular difficulty with school work – who identified this and what is it? How does the LPC respond/help you with this?

I'm sure I was told I had dyspraxia before

Do you think it would be better for the lpc to be in your school or outside of your school?

I would rather it be in school

Poverty

Tell me about the area that you live in? Is it a rich area or poor area?

Poor area

Does that make a difference to your learning?

No it doesn't

What do you think about education generally? What's the point of it?

It helps to get a job and further I life

What do your families think about school and work?

Yes my dad thinks it's important

Young person (5) did not complete the remaining questions.

Young person six = (YP 6)

Alternative Education

Tell me what the LPC is?

Learning pathway centre

What type of young people come here?

People who don't fit in well in mainstream

What do you think the young people need when they come here? What do you all need in your lives generally?

Support

Tell me about the environment here?

A friendly and happy environment

How does it feel here?

I know we got people here to talk to like youth workers and teachers

Does smaller class size make a difference?

Yes smaller classes are easier to work in

Do you feel like you belong here?

Yes because I've been made to feel welcome

Do you feel looked after here?

Yes

Do you feel proud of your work here?

Yes because in mainstream school I didn't use to care what my work is like

Inclusion

Do you feel included here?

Yes

Is there a link between how included you feel and how well you do in your work?

Yes because I feel included I do more work because I am more confordant in the lpc.

Is there a link between how included you feel and how often you come?

Yes because my attendance have improved and I do more work

What role does the teachers play here in helping you achieve?

They do different qualifications to help me improve

What role does the youth workers play here in helping you achieve?

111

Different non-school related qualifications like Agoreds and princes trust which teach you life skills.

Have any of you ever been identified with a particular difficulty with school work – who identified this and what is it? How does the LPC respond/help you with this?

No

Do you think it would be better for the lpc to be in your school or outside of your school?

No because I feel more comfortable in a small environment

Poverty

Tell me about the area that you live in? Is it a rich area or poor area?

I think there are some poor people and some rich people in my area

Does that make a difference to your learning?

No

What do you think about education generally? What's the point of it?

To gain your qualifications and to get a job when you leave school

What do your families think about school and work?

My family thinks it's important to go to school because I need qualifications

Parental and peer aspirations and attitudes

Do your mums or dads come to parent's evenings?

No

Do they visit? What do they think of it here?

My parents think it's a good environment for me here

Do they think it benefits you?

Yes my parents are supporting me

Do the teachers and youth workers get on well with your parents?

yes

Behaviour

Tell me how you behave then?

I think when I first came here my behaviour was terrible but now I have worked on it.

What's the behaviour like in the LPC?

Some peoples behaviour is good but some peoples behaviour is bad.

How does behaviour effect how you learn, how you feel here and do you think poor behaviour affects your qualifications?

Yes because if you misbehave you don't concentrate on your work.

How do the staff here deal with bad behaviour?

Really well

How are you helped to change your behaviour?

I have changed my behaviour because my teachers and youth workers are good to me and give me the help I need.

Exclusion

Were you ever excluded from school?

Yes

What for? For how long?

I didn't like the lessons so I used to walk around the school.

Did you feel that was fair?

yes

How did that make you feel?

Good because I had days off school

Relationships

Tell me about your youth workers?

They are really supportive and kind

Tell me about your teachers?

They are friendly

What do they do here?

They give us the help we need

What's their job?

To teach us

What do you think of them?

They are really lovely

What's your relationship like with them?

Good

Do they help you get back into education?

yes

Do the youth workers work with the whole family or just with you?

They are good with me and my family

Are they different from teachers? If so how/why?

Not really they are both kind and helpful. Youth workers are more fun though.

Do you feel respected?

Yes, they respect me well

Young person (6) did not answer the remaining questions.

Transcript 3 - Semi-structured interview involving one youth worker = (YW 1)

Interviewer	How would you define alternative education?
YW 1	Umm, so it's like an educational setting outside mainstream school
Interviewer	Ok, so can you give me a profile for a typical young person that attends an LPC?
YW 1	So they would have different support needs, like behavioural, emotional, and then there could be issues from home as well that may affect their school life.
Interviewer	Ok, so what are the needs for the young people that come here?
YW 1	Umm, they are all in need of different types of support for their behavioural or emotional problems.
Interviewer	Right ok, so what type of environment can you offer for young people here?
YW 1	So the LPC is an alternative to mainstream education, so it's more informal, less structured, it's still structured but a much less strict structure. Its caring, nurturing and very young person focused with an opportunity for a lot of one on one time with staff and young people.
Interviewer	Ok, so do you think by having smaller class sizes makes a difference for young people?
YW 1	Yeah because it is very inclusive, all young people are involved and it also encourages involvement because the classes are smaller. Umm, I think it affects behaviour as well, as in larger classes, young people are less likely to feel involved and then they may play up.
Interviewer	So how do you think young people feel in the LPC In terms of how they may/or may not feel cared for?
YW 1	Umm, I think they feel quite cared for because you can see that in terms of their behaviour once they've been at the LPC for a while, and because the LPC is very inclusive I feel young people feel cared for and supported as well.
Interviewer	Ok, so you touched on a lot of the inclusion stuff in your previous answers, but do you think there in a link between inclusion and achievement?
YW 1	Yeah there is, umm, I think when young people are encouraged to engage their self-esteem is built up and they realise they can actually do stuff when there's an inclusive environment, if you exclude young people they are going to think they can't achieve nothing.
Interviewer	So are there aspects of a mainstream curriculum that you think should be mirrored here? And if so how?
YW 1	Umm, yes because the aim of the LPC is to get young people back into mainstream school so I think it is important that we mirror some of the core subjects. However, at the same time the environment needs to be different to a mainstream one.
Interviewer	Ok, fab, so is there more freedom here with regards to the curriculum that the mainstream school could learn from?
YW 1	Umm, yeah there's more freedom, umm, with the curriculum. I think the lessons in LPC are short sharp bursts of learning which I think is a lot more beneficial for the young people because they are able to engage fully for that shorter lesson, have a break, and then they are refreshed for the next lesson and are then going to learn more.

	However, in mainstream the lessons are a lot longer and then young people tail off and disengage.
Interviewer	Ok, so, how do you meet the needs of young people with special educational needs?
YW 1	Umm, obviously special educational needs differ, and then for those young people at the LPC, I am aware that two young people has autism and aspergers. You need to be adaptable and put structure in place to help meet their needs. We are able to do this in our setting as we have the ability to carry out one to ones and we have smaller class sizes.
Interviewer	Ok, so how do young people with SEN perform in the LPC compared to those who are not identified with a SEN?
YW 1	Umm sometimes they need a bit more encouragement to engage but they always complete the work to the same standard as the others, there is no difference academically.
Interviewer	Ok, so what is your view on the potential for alternative education to be based in mainstream school opposed to two separate settings?
YW 1	Umm, (a long pause), I think it should be a separate setting because like reintegrating them back into mainstream, I mean having two separate settings I think helps. I also think as well if it was based in mainstream, like I don't want to sound pessimistic, but it would be seen as like a place for the naughty ones. However with the LPC being separate it can purely focus on the small number of people here.
Interviewer	Do you think it should be mainstreams responsibility to provide alternative lessons then or are you happy with what you have just said previously?
YW 1	Yeah, I am happy with what I have just said, but I think it would probably work better if they were separate.
Interviewer	Do you see a correlation between disadvantaged young people and achievement and attainment in the LPC?
YW 1	Yes, so young people from more disadvantaged backgrounds tend to achieve less, but that's to do with confidence and self-esteem as well.
Interviewer	So do you think they achieve more within a LPC compared to a mainstream school?
YW 1	Yeah, definitely, so in the LPC they take everything into consideration, like the young people's home life etc, whereas in mainstream I don't think this would happen.
Interviewer	Right ok, so do you see poverty amongst your pupils, and what impact do you see, if any, on young people's learning?
YW 1	Yeah, we do see poverty amongst pupils, I think young people carry a lot of worry into the LPC with them and then their concentration affects their learning.
Interviewer	Ok, so how do you think the young people perceive education?
YW 1	I think the majority of the young people at the LPC see it as a negative thing, a pointless thing, but then the aim for us is to try and change their opinion of this, and attitudes, and I have seen this change in some young people already.

Interviewer	Do the young people experience intergenerational disadvantage and what are the implications of this?
YW 1	Yeah, they do experience this, because if their parents and grandparents come from disadvantaged backgrounds and have maybe left school early or whatever and don't really understand the importance of education, then it's obviously going to be passed on to the young people we work with. So that's probably where their views on education come from, and this is why it is so important for us to change this.
Interviewer	Ok, so what do the LPC do in order to enable the parents to engage in their child's education?
YW 1	Umm, the LPC tries to engage with parents, so we try and get them involved in the LPC as much as we can, we give positive phone calls home, and try and get them on board with everything we do at the LPC. We send out consultation forms to gain feedback from them and always involve them where possible, we do this so parents are always actively involved in their child's education.
Interviewer	Ok, so how do parents seem to feel or view education?
YW 1	It's a mixture, some parents are really on board with it, and others aren't as much and are harder to get hold of, umm and from that then you can assume the ones who are on board, I think give encouragement to their child, whereas the others won't as much.
Interviewer	Right ok, so how do you develop positive working relationships with parents?
YW 1	So as I have said above really, just keeping them involved in everything at the LPC.
Interviewer	So how do you think behaviour affects, learning, achievement and well-being?
YW 1	Umm, I think if there's a young person displaying bad behaviour in the classroom then that will have a knock on effect with other young people, because if they are in the LPC for behaviour issues anyway, they may be more susceptible to going back to those habits, so yeah it will affect their learning and achievement.
Interviewer	Ok, so how do you positively influence behaviour in the LPC?
YW 1	Umm, through praising behaviour, any positive behaviour, even if it is something minor, because, in mainstream school these young people probably wouldn't of had much positive reinforcement for anything they had done, so praise is really important.
Interviewer	Ok, so what are the main principles you follow when managing and supporting young people to change their behaviour?
YW 1	Umm, so, when I am speaking to a young person about their behaviour they have engaged in, I think it's important to make the person aware, of the sort of the long term consequences with regards to whatever they are doing. So if they are mucking around in school, it is trying to remind them that what they do in school can affect them for the rest of their lives. I also think it's important to show encouragement and empathy also, we use a lot of restorative approaches.

Interviewer	Ok, so research suggests that there is a link between being NEET and having been excluded, what is your view on this?
YW 1	Well that makes sense really because when young people are excluded for whatever reason, that is going to have an impact on their self-esteem, and obviously their, you know, their level of education, which then then obviously affect their confidence when applying for jobs and training programmes, and also their knowledge of how to do it in the first place.
Interviewer	Ok, so for the young people that attend here, what are their experiences of being excluded in mainstream school?
YW 1	So, the majority of them have been excluded from mainstream school, umm, for usually their behavioural needs, and, so based on the studies, if they wasn't in this provision, they could be at risk of becoming NEET, like, later on.
Interviewer	Ok, so, how does the LPC use exclusion?
YW 1	Umm, as a last resort really because the aim is to try and get young people to change behaviour, and encouraging them to get back into mainstream, so obviously exclusion is last resort.
Interviewer	What is the impact of exclusion on young people, in term of their self-esteem?
YW 1	Well, I think it has a massive effect on young people, because like their personalities are still developing, and it is a very difficult time in life anyway being an adolescent. So to be excluded, I think, would have a massive impact on self-esteem, You are basically having adults tell you they are giving up on you, and they are not having chance to change their behaviour, or whatever is going on.
Interviewer	Ok, so how positive are relationships between parents and staff?
YW 1	I think very important, because, it is important for staff to be aware of what's going on at home with the young people, and it is important for parents to know what's going on with their child at the LPC. Also, with this, parents and staff can then work together to help support the young person.
Interviewer	Ok, so how important are positive relationships between young people and staff?
YW 1	Again, really important, umm, I think the behaviour change can come about, but I think young people have to respect staff, so you have got to build up trust between young people and staff before any intervention can happen. As well, if the young people don't have supportive parents then it is important for staff to be positive role models and supportive to young people. The relationship is fundamental.
Interviewer	Do you think there is a different relationship between the young people and youth workers and the young people and teachers?
YW 1	Yeah, I think the relationship with the youth worker is more informal, it is friendlier and more trusting, and I feel like youth workers are more accepting if a young person wants to say anything, and they listen to what the young person has to say and discuss it. However, a teacher, to a young person, would be seen as someone who tells them off.

Interviewer	So, do positive relationships Influence your ability to re-engage young people in either mainstream or learning more generally?
YW 1	Yes, definitely, because like I said, when they trust you, they listen to you. Also, if you express your opinion and explain the reasons why it would be beneficial, as well as listening to the young person's opinion, they will think, oh yeah maybe I will apply for college etc. If we show we believe in them, they may start believing in themselves.
Interviewer	Ok, so, how do you build relationships with families?
YW 1	Umm, I think, in pretty much the same way as you would with parents. I think it's important to speak to young people and take an interest in their family life anyway. I feel then if you start building up the relationship with the parents, you will with the bigger family also.
Interviewer	So do you see building relationships with families as being part of your role?
YW 1	Umm, I think the focus really is on the young person. I do think that if you support the parents to support their child though, that can definitely be part of your role. To be fair, the lead teacher deals with most of that anyway as he is office based whereas the rest of the staff does the face-to-face work with young people.
Interviewer	Ok, so what is the impact of negative labelling of children and the reputation that follows on your ability to build relationships with the young people and their families?
YW 1	Umm, I think it is important to try not to have any preconceived Ideas about young people who come in, if you know they have a background of really bad behaviour, it is important to try and just understand where and why that behaviour is happening, you have got to stay open-minded and try and get to know the young person, and try and resolve any issue that is going on there if you can.
Interviewer	How do you demonstrate respect to young people?
YW 1	Umm, listen to them, listen to their opinions, respect their views, challenge and views that could be seen to be offensive – not tell them they are wrong, but explain how others could perceive it. Yeah, so if you show respect, I think they will learn to respect you too.
Interviewer	Ok, so what do you think about cross-curricular learning?
YW 1	I think it is really good because not every young person's strengths lie in academic subjects like Maths and English. I think, providing alternative qualifications to young people is really effective, for reasons like building their self-esteem.
Interviewer	Ok, so do you think it helps to change young people's attitudes towards learning?
YW 1	Yeah, because I think a lot of the young people enjoy the different opportunities provided, especially the qualifications the youth workers provide. So they are doing things they enjoy but getting an accreditation for it, and when you tell them that they can't believe it.
Interviewer	So, do you think that informal and non-formal opportunities provided by the youth services encourages young people to enhance their personal and social development, and if so how?
YW 1	Yeah, definitely, I think a lot of the opportunities provided by youth services would never be provided in mainstream school and wouldn't

	be something the young people could do at home. I also think they do learn a lot of useful life skills that will generally help them in life and their education as well. I have seen a big difference in a lot of the young people's confidence and self-esteem here.
Interviewer	So do you think by having a youth worker in the LPC is providing benefits such as increased attainment and attendance levels?
YW 1	Yeah, I think the main youth worker in the LPC is fundamental really, I feel like young people talk to the youth worker on a more personal level, which I think they find difficult with teachers. Even though youth workers help support with teaching, young people know the youth workers are there if they have any issues and I think they take advantage of that which is good. The young people enjoy the things youth services provide which in turn makes them want to come to school.
Interviewer	What do you think of the current curriculum at the moment?
YW 1	Umm, (pause), I think it is focused on those who are academic, there is no provision there for young people that struggle with academic subjects, and there is no alternative like an LPC.
Interviewer	So do you think that the current curriculum fits in with current trends that would benefit young people?
YW 1	No, not at all.

Transcript 4 - Semi-structured interview involving one youth worker = (YW 2)

Interviewer	How would you define alternative education?
YW 2	So for me, it just means a different setting, it is not like your typical school, it's adapted learning environment then, that meets the needs up young people.
Interviewer	Can you give me a profile for a typical young person that attends a LPC?
YW 2	Ok, so very often you would have young people who have been excluded, they haven't got on in mainstream, perhaps had difficulties with their peers, with their self-esteem. They can come through and there could be a range of family issues, there's a whole package of needs there really.
Interviewer	Ok, so what are the needs of the young people that come here? I know you have just touched upon a few previously, is there any you want to add?
YW 2	Yeah, so they just need that nurturing environment really, like, um, they need to have staff to go to, perhaps they didn't have this in mainstream.
Interviewer	Ok, so what type of environment can you offer for the young people in a LPC?
YW 2	So, it's a very relaxed environment, it's flexible, so it's adaptable to the young people you got, umm, and it's an environment that they can take ownership of as well, so they put their own stamp on it. Just a really friendly environment really, a lot less formal compared to a mainstream school.
Interviewer	Great ok, so do you think smaller class size makes a difference?
YW 2	Yeah, I would say so because it helps with that person centred approach, if there are more young people there is less opportunity for the young people to have more of the one-to-one contact with staff. So the smaller the classes, the more scope there is for this to take place.
Interviewer	So how do you think young people feel in the LPC in terms of how they may/or may not feel cared for?
YW 2	I feel they feel they have that support on hand, whereas within a mainstream class they may not have that type of relationship with teachers. However, with all the staff in the LPC, they have got that support on tap really.
Interviewer	So do you think there is a like between inclusion and achievement?
YW 2	Oh yeah, I think so because um, it's that thing of belonging to something and like, having that effect on their motivation and well-being to want to achieve, so yeah, I think there is definitely a link.
Interviewer	Ok, so are there aspects of a mainstream school curriculum that you think are important and should be mirrored here?
YW 2	Well yeah, I think you should take some elements of the school curriculum for the ones who are working at GCSE level, but more than anything I think the routine of school is important, I think it's important to mirror this.
Interviewer	Is there more freedom with regards to the curriculum here that mainstream schools could learn from?

YW 2	Yeah, definitely, it's just that flexibility that could be adapted into schools I think.
Interviewer	So how do you meet the needs of young people with a special educational need?
YW 2	With a lot of ours I think it is just about having that routine, so breaking down the plan of the day as soon as they all get here in the morning, so they are involved in the plan and they know what's going ahead. Also, just the constant reassurance and praise really.
Interviewer	Ok, so how do young people with SEN perform in the LPC compared to those who are not identified with a SEN?
YW 2	I don't think there is much of a difference because I feel like all the young people got a good level of that nurturing and support, so everyone have got that routine and reassurance, nobody stands out as having more support than anyone, it is not needed because we have smaller groups that enable us to work closely with young people.
Interviewer	Ok, so what is your view on the potential for alternative education to be based in mainstream school opposed to two separate settings?
YW 2	Umm, I think it's good that perhaps the alternative education is part of the school, because then you always have that option for students to be integrated back into school after a small break of being out, the obviously feeding into the school and lessons, it could work that way. However, for other young people school is such a barrier and something they don't want to be part of, that having the LPC as a separate setting is a good thing because they don't see it as a mainstream school.
Interviewer	Do you think it should be mainstreams responsibility to provide alternative lessons?
YW 2	I think yes and no, I think it would involve loads of different partnerships, so as we have got here, the youth service partnered up with schools and it would be everyone's responsibility. The mainstream school haven't got the capacity to be running it within a school, It's not seen as a priority I guess.
Interviewer	So do you see a correlation between disadvantaged young people and achievement and attainment in school?
YW 2	Oh yes, definitely, those from more disadvantaged background or homes, their motivation for achievement and attainment is a lot less apparent.
Interviewer	So do you see poverty amongst your pupils, and what is the impact of this, if any, on their learning?
YW 2	Yeah so, with that family thing again, coming from disadvantaged homes, they have different perspectives, some people who come through want to break that cycle and want to do better, but then you have other who seem to carry on the cycle, they don't see the point of learning, they don't see what the positives of learning are really.
Interviewer	Ok, so how do young people perceive education within the LPC do you think?
YW 2	As I've said previously really, like some will put up barriers and they think school is rubbish, they don't see the purpose. However, the

	LPC is getting them to look at education in a different light really, and hopefully they can realise that they can get a lot from it.
Interviewer	Ok, so do the young people experience intergenerational disadvantage and what the implications of this?
YW 2	Yeah, so if there is disadvantage through the generations, It's just those knock on views as well as morals and values of what school is. It is a bit of a struggle really to get them to think of new ways of looking at education.
Interviewer	Ok, so what do the LPC do in order to enable the parents to engage in their child's education?
YW 2	Umm, for us it's about having contact with the parents, building up those relationships. We carry out positive phone calls home whereas parents would usually be used to phone calls home for bad behaviour. We carry out parent's evenings to try and get them into the building to see where their child is educated also.
Interviewer	Ok, so how do parents seem to feel or view education?
YW 2	You get differences, you get some parents who are really on board with their child's education and they see it as a new opportunity, whereas you get some then where you wouldn't really know what their views were because they don't attend parent's evenings, their difficult to get hold of, and they don't want to engage really.
Interviewer	How do you develop positive working relationships with parents?
YW 2	I have spoken about this previously, but I just think it is about upholding that contact and rapport really. Also, ensuring they know you are there to support then as well as their children.
Interviewer	How do you think behaviour affect achievement, learning and well-being?
YW 2	Umm, well obviously negative behaviour has got a huge impact on those three things, if you get a young person in a group with negative behaviour, then ultimately in a group setting that's affecting others attitudes towards learning, their motivation and kind of creates a cycle then, others can get caught up in the negative behaviour.
Interviewer	Ok, so how do you positively influence behaviour in the LPC?
YW 2	Umm, it's about not just focusing on that bad behaviour all the time, so if there is someone within the group who is doing something well, it's about highlighting that rather that what's going wrong. We also do things like learner of the week, we have a behaviour ladder where young people can identify their own behaviour and look at ways in which they can improve to get them higher up the ladder, and just constant praise and encouragement really.
Interviewer	Ok, so what are the main principles you follow when managing and supporting young people to change their behaviour?
YW 2	Umm, again, it's kind of what I just said with the ladder and the incentives, it's about putting the responsibility on the young people. So they know if they behave well they can go on a trip or fun activity that the LPC run, it is something they can control themselves, allowing them to have ownership of their own behaviour.

Interviewer	Ok, so research suggests that there is a link between being NEET and having been excluded, what is your view on this?
YW 2	Yeah, obviously there is a link, because maybe after young people have been excluded there may not be any other option, or only limited options, so they may just be floating around.
Interviewer	Ok, so for the young people that attend here, what are their experiences of being excluded in mainstream school?
YW 2	So, yeah most of them would have gone through that process, gone through that exclusion and come here as sometimes a last resort. Young people here have been excluded for bad behaviour, so being really disruptive, and some for needing more of that emotional support, that nurturing support really where they can't function effectively within a mainstream school.
Interviewer	Ok, how does the LPC use exclusion?
YW 2	It's not something that's a first go to, it's last resort when all other options have been exhausted.
Interviewer	What is the impact of exclusion on young people, in term of their self-esteem?
YW 2	Well it isn't good is it, when young people are getting booted out of school, it's not going to make them feel good, well it might be at first as some of them may think it's good to be off school, but I think after a while it is obviously going to affect their self-worth and I think that will follow them into their adult life then really.
Interviewer	Ok, so how positive are relationships between parents and staff?
YW 2	Really important, just because like I said earlier about everyone being on board, and like everyone realising the individual needs of the young person.
Interviewer	Ok, so how important are positive relationships between young people and staff?
YW 2	Probably one of the most important things in the LPC because that's where you really start to get to know that young person, having that positive relationship I think helps them to keep ticking over really.
Interviewer	Do you think there is a different relationship between the young people and youth workers and the young people and teachers?
YW 2	Yeah, the young people talk to the youth workers more about personal things and have a better relationship with them. I think the main youth worker in the LPC is an excellent role model and when I cover sometimes, the young people are always asking for her.
Interviewer	So, do positive relationships Influence your ability to re-engage young people in either mainstream or learning more generally?
YW 2	Yeah, I would say it definitely influences it.
Interviewer	Ok, so, how do you build relationships with families?
YW 2	Through the same means as the parents really, the contact, the phone calls home, it kind of becomes part of the day to day stuff we do really.
Interviewer	So do you see building relationships with families as being part of your role?

YW 2	I would say yeah, even though we are person focused and individual focused, you have to take into account the package the young people come with, so you become a family worker really.
Interviewer	Ok, so what is the impact of negative labelling of children and the reputation that follows on your ability to build relationships with the young people and their families?
YW 2	I think sometimes you can get young people come through with negative labels and they seem so bad on paper. As a youth worker you got to go in with a fresh mind-set and take them as they are when you first meet them and unpick the story for yourself and not just go with other people's perceptions.
Interviewer	How do you demonstrate respect to young people?
YW 2	Umm, we do a lot of workshops with young people around respect, go down the youth forum route and they are given a voice. It is about listening to young people and developing that important relationship. I feel respect all stems from the relationship.
Interviewer	Ok, so what do you think about cross-curricular learning?
YW 2	I think it's the way forward, there are a lot more benefits with it for the young people. We are tapping into different types of learning such as Princes Trust and Agored's. They are getting life skills here at the LPC that I don't think they would get under a mainstream school curriculum.
Interviewer	Ok, so do you think it helps to change young people's attitudes towards learning?
YW 2	Yeah I think it does without young people even realising, a lot of them don't realise that this is a form of learning and I think it will help them change their views on education, not seeing it as a bad thing, but something that is benefitting them as well as it being enjoyable.
Interviewer	So, do you think that informal and non-formal opportunities provided by the youth services encourages young people to enhance their personal and social development, and if so how?
YW 2	Oh yes, definitely, again, sometime they are not even aware of it. They are encouraged to take part in new opportunities and this has definitely enhanced their personal and social development like their confidence and self-esteem.
Interviewer	So do you think by having a youth worker in the LPC is providing benefits such as increased attainment and attendance levels?
YW 2	Definitely, you can just see it with the young people, they have got more of a reason to turn up the next day if they think they are doing something fun and beneficial with the youth worker. I also think they know they will get support and encouragement through the youth worker.
Interviewer	What do you think of the current curriculum at the moment?
YW 2	I just think it's so limited. I don't know too much about it but I feel it should be wider in terms of life skills.
Interviewer	So do you think that the current curriculum fits in with current trends that would benefit young people?

YW 2	No, the curriculum as it stand don't fit in with current trends that would benefit young people at the moment. We live in a digital world and we need a more modernised curriculum.

Transcript 5 - Semi-structured interview involving one teacher = (T1)

Interviewer	How would you define alternative education?
T1	Alternative education is about providing support and education for those learners, which for whatever reason, haven't fitted in to mainstream school. It could be for academic reasons, or social and emotional reasons. They just don't enjoy it, they don't fit, and they are just not achieving anything.
Interviewer	Can you give me a profile for a typical young person that attends the LPC?
T1	Umm, even though they are all individuals, they are different. I would say they do share some common traits, those being, most of them have low self-esteem and confidence when they arrive, the majority have certainly had negative experiences in a mainstream school prior to their arrival, and they had negative images about staff and education in general, and have definitely got low motivation.
Interviewer	What are the needs for the young people that come here?
T1	Umm, some got academic needs, so, they need smaller classrooms, they may have certain issues with spelling or unable to sort of concentrate and listen for long periods. Umm, as well as this some of them have got social issues and emotional issues where they simply find it difficult to interact with others, for example, their peers. Also some of them find it difficult to behave appropriately in more formal settings.
Interviewer	What type of environment can you offer the young people?
T1	We offer here, a much smaller environment, and because of this we can offer a lot of one-to-one support. Umm, we can offer a different curriculum that maybe doesn't cater for all GCSE's, but definitely suits the ability of the academic learners, and we can support them in different ways really, we have got more time to simply sit and listen, and talk to them if that's what they need at that particular time.
Interviewer	Ok, do you think smaller class size makes a difference?
T1	Oh definitely, umm, in a smaller class the staff obviously got more time to spend with each individual learner. I think it also helps their confidence also because they are not afraid to ask for help and support, or afraid of making mistakes where I think they would have if they were in a full sized classroom as they would be in mainstream. I feel they are given an identity in a smaller class.
Interviewer	How do you think young people feel in the LPC in the terms of how they may/may not feel cared for?
T1	I hope they feel cared for, yeah, with the amount of time that staff here spend, not just in a teaching sense, but, in a wider sense, talking, supporting, listening, even during the breaks, before school and after school. I definitely think they feel cared for and also valued, and listened to.
Interviewer	Ok, do you feel there is a link between inclusion and achievement?
T1	Yeah, in any walk of life I think you've got to feel part of something to give it your all, so when a student feels included, they then feel valued. They feel as if what they say, and what they do matters, and

	they also need to feel like they have an opinion in their place of education, and this definitely links with achievement.
Interviewer	Are there aspects of a mainstream school curriculum that you think are important and should be mirrored here, and how do you do this?
T1	Umm, yes I feel it's important we continue with Maths and English, even though we haven't got the scope to deliver all GCSE subjects because of the amount of staff, and not having the equipment that you would need say for science, but definitely Maths and English should be continued in our establishment.
Interviewer	Ok, is there more freedom with the regards to the curriculum here that mainstream schools could learn from?
T1	Definitely, umm, I think our courses and qualifications that we deliver like the Princes Trust, BTEC Sweet, and Agored qualifications could be adopted. They are giving our learners life skills and not every learner is equipped for long courses such as GCSE's. I think with our learners they want to see, in a shorter period of time, a sense of achievement which I think help builds their confidence.
Interviewer	Ok, so how do you meet the needs of young people with SEN?
T1	Umm, with our students with SEN requirements, I suppose they are not treated differently to any other student we have here. We can support them because we have a lesser number of students, so if a particular student requires a bit of time out, require reflection time, or extra support with English or Maths we are equipped to do that because of the smaller class sizes.
Interviewer	Great, so, how do young people with a special educational need perform in the LPC compared to young people who do not have a special educational need?
T1	Umm, children with an SEN at the LPC are treated exactly the same as our other learners, and are provided with the same opportunities as the others. They are not at any disadvantage whatsoever.
Interviewer	Ok, so what is your view on the potential for alternative education to be based in mainstream as opposed to separate settings?
T1	Umm, that's an interesting question, I think within a mainstream school, if you had a certain classroom or an area then it doesn't necessarily have to be separate building as long as the mainstream school recognises and identifies early on in the students life that maybe they are going to struggle with the demands of six lessons a day, eight to ten GCSE's and then appropriately give those learners an opportunity within the school to access an alternative curriculum.
Interviewer	Do you think this should be mainstreams responsibility?
T1	Umm, yeah.
Interviewer	Ok, so moving onto the next section, do you see a correlation between disadvantaged young people and achievement and attainment in school?
T1	Yes, I think our learners with less affluent parents, who come from less prosperous areas are disadvantaged in a number of ways, umm, first of all because the parent's aspirations are different, they maybe

	haven't had positive experiences in school, and I think there is less desire or need to push their children. As a result, I think it affects the children's motivation and their aspirations and ambitions in school.
Interviewer	Do you see poverty amongst your pupils and what is the impact of this, if any, on their learning?
T1	Yes, most of our students are on free school meal entitlement, umm, some of them are sometimes lacking in school basics when coming here, they come without any school equipment like pens, bags, uniform. Some of them don't have breakfast before they arrive, they sometimes come in tired and this affects their work. Some of them haven got access to learning tools at home like books and the internet. Sometimes I think they are behind before they have even started.
Interviewer	Ok, so how do the young people perceive education here?
T1	I think most of them perceive it as something they have just got to do, not necessarily see it as a step towards their futures.
Interviewer	Do the young people experience intergenerational disadvantage and what are the implications of this?
T1	I think some of our learners experience that yes, some of the mums I have met have had bad experiences in school, have got extremely low levels of literacy skills, umm, never really rated school themselves, and I think that have been passed on through the generations. So the implications are, if we don't break this cycle with our learners that we have got here, I feel that when they are parents themselves, it will just continue.
Interviewer	Ok, so what does the LPC do to enable the parents to engage in their child's education?
T1	Right, we hold parent consultation days where we invite all parents in with the students to talk about their achievements, we send post cards and letters home if a child has done well with something. We also have regular positive phone calls home, and parents are encouraged to keep in touch to let us know if there is any particular problem. I would say overall we make contact with parents on a weekly or fortnightly basis.
Interviewer	How do you think parents seem to feel or view education?
T1	Umm, I think because of past experiences with mainstream school, I have got to be honest, first of all they had a negative impression of teachers and education, and I feel they were intimidated by education in general, maybe because of their experiences. However, because we have got a less formal approach with them they definitely feel more comfortable in speaking to us, contacting us, coming in to have regular meetings. I think slowly we are breaking down those negative connotations.
Interviewer	How do you develop positive working relationships with parents here at the LPC?
T1	So as I said really, you have definitely got to let them know what's happening, you have got to let them know that their child is doing well, and on the flip side, if there is a problem then you have got to be

	open and honest with that. We have also held workshops where we have invited parents in to support their child if they have a particular problem with a piece of work, or a social issue that we need to address. We have also gave parents a questionnaire to get their views on the provision and to see where they think we could improve.
Interviewer	Ok, so how do think behaviour affects achievement, wellbeing and learning?
T1	Umm, yeah I think behaviour affect all three of those things. If their behaviour is negative then it has a knock on effect to their well-being, their mood, their willingness to learn. Say on occasions if someone has poor behaviour then, yeah, that whole day can be spoilt really because of that behaviour.
Interviewer	So how do you positively influence behaviour here at the LPC?
T1	Umm, constant, constant, constant praise, verbal praise has got to be paramount every day, umm, we have also got a reward system where every week if they achieve one hundred percent attendance, excellent uniform and attitude to learning, then we have a lead learner of the week that gets displayed for all learners and visitors to see, we also got a compliment chart that we recognise the worth in others.
Interviewer	What are the main principles you follow here when managing and supporting young people to change their behaviour?
T1	I think that talking to them about their behaviour helps them understand their behaviour, this is key, not just telling them that their behaviour is unacceptable but helping them understand their own behaviour for them to identify how their behaviour maybe impacting upon others, and then they can actively think about ways in which they can improve their behaviour. We also then conduct restorative meetings for them to acknowledge, take responsibility, and ownership of their behaviour.
Interviewer	Ok, so onto exclusion, research suggests there is a link between being NEET and having been excluded, what's your views on that?
T1	Yeah, there is bound to be, if someone has been excluded, again the knock on affect is that persons confidence, self-esteem, it is just all about that concept of themselves, self –worth, and I think it could link to them not, you know, going into further education, not being able to get a job.
Interviewer	For the young people who attend here, what are their experiences of being excluded in mainstream?
T1	Umm, they have been excluded for a variety of reasons, umm, aggression, verbal, inappropriate language, bullying, umm, just not complying with rules really.
Interviewer	Ok, so, how does the LPC use exclusion?
T1	Umm, at a last resort, that, it is a tool that we will only use if necessary. I think, before that would come into place, we would recognise that we needed to actively talk to that person, tell them the consequences that could come into play if they continue with the negative behaviour or continue with their choices.

Interviewer	Ok, so what is the impact of exclusion on young people? What about in terms of self-esteem?
T1	Umm, it definitely lowers self-esteem I think, but I don't think the young people realise that if I am being honest. I think sometimes they talk about their exclusions as if they are a badge of honour. But, deep down, yeah, it knocks them.
Interviewer	Ok, so moving onto relationships, how important are positive relationships between parents and staff?
T1	Extremely, if you haven't got the parents on board, if they don't know what we are doing, or what we are about, if we are not working together in that learning pyramid with the child at the top, then I think it is not going to be the actual best for the learner.
Interviewer	How important are positive relationships between young people and staff do you think?
T1	Again, extremely, extremely important. It is all about, for me, the relationship we have with them, umm, if they trust you, and if you are open and honest with them, and transparent with the young person, they, in turn, are going to respond, in a positive way, I think.
Interviewer	Do you think positive relationships influence your ability to reengage young people in either mainstream or learning more generally?
T1	Yes, definitely, umm, yeah and it is hard work really, building relationships, with some learners you got to take it more slowly, I think some learners got a bit of a mistrust in people, not just teachers, but people in authority, and if you can get on their level you can talk to them, take an interest in them then they feel generally valued and wanted, then you are going to be able to change that persons perceptions about education.
Interviewer	How do you build relationships with families here?
T1	Yeah, we contact not just parents, but also grandparents. Umm, sometimes siblings.
Interviewer	So, do you see building relationships with families as being part of your role?
T1	Yes I do, definitely.
Interviewer	What is the impact of negative labelling of children and the reputation that follows on your ability to build relationships with families and young people?
T1	No, if someone comes here with a bad reputation, I don't care about the reputation really, I just care about what I have got in front of me and then move forward with that young person. Umm, so I am building a reputation with what I have got in front of me, and not with what others have said. What they have done in the past don't interfere with my relationship.
Interviewer	Ok, so, how do you demonstrate respect to young people?
T1	Umm, by being a role model, the way I speak to people, the way I talk about moral values, the way I talk about responsibility, responsibility to respect their community. I see that as being an important part of my job really, to show young people what respect is.
Interviewer	Ok, so curriculum, what do you think about cross-curricular learning?

T1	It just gives different learners opportunities to experience different subject, not maybe your traditional subjects. The youth services have delivered things like caving Agored's, rock climbing, stuff like that, these are just as valuable as traditional GCSE's. So, for our learners I would say, they need a varied, rich diet of curriculum.
Interviewer	Ok, so do you feel it helps to change young people's attitudes towards learning?
T1	Yeah, because it's breaking the mould really, in mainstream they are used to sitting behind a desk for long periods, waiting for the buzzer, and then moving onto the next class. For our learners it is about much more than that, it is about engaging with services, communities, getting out to meet different people. For example, with the youth worker we worked on an employability project with the young people and we took them out to the job centre, to speak to people, and experience what life is really like, it is about life skills.
Interviewer	Ok, thanks, so do you feel that informal and non-formal opportunities provided by youth services encourages young people to enhance their social and personal development? If so, how?
T1	Oh definitely, umm, every day, even just informal one-to-one talking with the youth worker is helping young people talk about their thoughts, their opinions, their problems. The courses that youth services provide gives the learners opportunities to enrich themselves through things like cooking skills, team building, everything that youth services do really, on both a formal and informal level is definitely helping them build their self-esteem.
Interviewer	Ok, so do you feel having a youth worker in the LPC is providing benefits such as increased attainment and attendance levels?
T1	Yes I do, umm, it is the unseen work that the youth worker does, improving their self-belief, improving their confidence, which then has a knock on effect for attainment. Our youth worker goes to the college on a regular basis with our learners, and because of her input and support those students are flying down there, and I don't think that would be the case without her being there.
Interviewer	What do you think of the current curriculum at the moment?
T1	Umm, for some academic pupils it will suit them, but, not everyone does fit, and I think it is restrictive to some learners who require more flexibility and who may find in difficult to cope with the mainstream school life. I think there needs to be some room for manoeuvre, otherwise it is like banging a square peg into a round hole.
Interviewer	Ok, so do you think it fits with current trends that would benefit young people?
T1	I think young people are faced with different challenges now, I think there should be an emphasis on ICT, umm, I also think they need more social and moral guidance.

Transcript 6 - Semi-structured interview involving one teacher = (T2)

Interviewer	How would you define alternative education?
T2	Umm, alternative education, I would say is really anything alternative to mainstream, so for any child that is not engaging, for any child that has a need outside the mainstream setting.
Interviewer	Can you give me a profile for a typical young person that attends the LPC?
T2	No to be honest, there isn't really a profile, if I go back to what I said last, it could be for a multitude of reasons, you can't Pidgeon hole these pupils, it really is anyone who can't, for whatever reason, engage in a mainstream setting.
Interviewer	What are the needs for the young people that come here?
T2	Varied, there is a lot of social issues, umm, behavioural issues, again, there is a multitude of reasons and I wouldn't like to give a reason to say they come here for A, B, and C.
Interviewer	What type of environment can you offer the young people?
T2	It's very nurturing, small class size, very supportive, umm, a lot of framework for them, structured, a lot of scaffolding put in place, and we try to make it enriching.
Interviewer	Ok, do you think smaller class size makes a difference?
T2	Without a doubt, umm, it gives us the opportunity to spend that extra time, some of these pupils have got extra needs, it gives staff that extra opportunity, not just from an academic point of view, but from a social point of view, to sit with them, to find out what makes them tick, find out what their needs are, to find out if they have any problems, and to support them however we need to.
Interviewer	How do you think young people feel in the LPC in the terms of how they may/may not feel cared for?
T2	I think most importantly they feel safe, they really, really do. I go back to what I said last, it's very nurturing, we spend a lot of time with them based on their feelings. We also work with a lot of outside agencies where we can, to offer that support.
Interviewer	Ok, do you feel there is a link between inclusion and achievement?
T2	If you are speaking generally yes, but again, these are not general pupils, these are disengaged pupils, so, if you look at mainstream, inclusion, a lot of the time will equal achievement, but it doesn't necessarily correlate, just because you are included, it doesn't mean achievement, no.
Interviewer	Are there aspects of a mainstream school curriculum that you think are important and should be mirrored here, and how do you do this?
T2	Umm, maths and English are obviously vitally important, and we have a pretty strong program with regards to both of those. What we do is look at the strengths of the pupil really, look at their interests, and where possible we will integrate them into a mainstream setting.
Interviewer	Ok, is there more freedom with the regards to the curriculum here that mainstream schools could learn from?

T2	Yeah absolutely, I mean, where we can it's tailored to fit the pupil, we got a limited number of staff, so can't do it as we would, but your generic lessons these kids are not really interested in, so we have brought in alternatives like your BTEC Sweet, Princes Trust and those types of qualifications which really engage these kids socially. I think this is something mainstream schools could take on board.
Interviewer	Ok, so how do you meet the needs of young people with SEN?
T2	Every pupil has an individual development plan, and again that is reviews on a regular basis, umm, they are supported daily, there is a very high staff and pupil ratio, their needs are just tailored for constantly really.
Interviewer	Great, so, how do young people with a special educational need perform in the LPC compared to young people who do not have an special educational need?
T2	Very favourably, because of the support they receive, and because of the timetables we tailor to them, really, really favourably. They are achieving as per the others really.
Interviewer	Ok, so what is your view on the potential for alternative education to be based in mainstream as opposed to separate settings?
T2	I mean, logically you could out it in the same setting, but it doesn't become anything different then, and I don't think it would receive the support that it merits. Just by removing it slightly from that mainstream setting as we have, it makes it different. If you put it within the school I think it would perhaps be used as a bit of a dumping ground.
Interviewer	Do you think this should be mainstreams responsibility?
T2	No I don't think it should. All these schools have got these issues and they need to be dealt with effectively.
Interviewer	Ok, so moving onto the next section, do you see a correlation between disadvantaged young people and achievement and attainment in school?
T2	Yeah absolutely, we live in a socially deprived area, a lot of our pupils haven't got the support from parents.
Interviewer	Do you see poverty amongst your pupils and what is the impact of this, if any, on their learning?
T2	Yeah, there is a massive impact really, like we got pupils coming to school who are evidently unkempt, their hungry sometimes, you know, they have no support, their parents don't get up and get them ready for school, all those sort of issues you know.
Interviewer	Ok, so how do the young people perceive education here?
T2	I think they perceive mainstream education as a bore, they don't like it at all, but, the vast majority of our pupils, for the vast majority of the time, I think enjoy coming here, I really, really do.
Interviewer	Do the young people experience intergenerational disadvantage and what are the implications of this?

T2	Yeah definitely, as I said, you know, some of the parents of the kids we got here don't work, a lot of them have never worked, they live in that unfortunate bubble of poverty, and it is accepted, and it seems to be the case that that is going to repeat itself. We do our best to show them alternatives, encourage them to get themselves and education, get themselves a career, to try and get them out of that bubble really.
Interviewer	Ok, so what does the LPC do to enable the parents to engage in their child's education?
T2	We have regular parent's days, we send parents questionnaires, we have a constant dialogue with them, positive phone calls home, also on the flip side, if there is behaviour issues we call the parents in. we want them to have an element of responsibility, even when their child is in school. We like to involve the parents.
Interviewer	How do you think parents seem to feel or view education?
T2	Again, I would say very similar to the children, if the children don't like education, then their parents probably feel the same way.
Interviewer	How do you develop positive working relationships with parents here at the LPC?
T2	Well, through involvement really, as I said previously really, we involve them in most things, whether it be positive or negative. We have a lot more involvement that they would in mainstream school, we have that time here to have that involvement with parents, and I think it benefits the young people tremendously.
Interviewer	Ok, so how do think behaviour affects achievement, wellbeing and learning?
T2	It is critical, I mean, even though we have got an informal setting, we are pretty formal in our approach, and we have got expectation, because I think without behaviour expectation, I think that is the building block to where we move on daily you know, umm, we have introduced a simple school uniform just so there is some continuity between pupils, and it is something they have to do, it sort of fosters that understanding of, you know, you are here to learn.
Interviewer	So how do you positively influence behaviour here at the LPC?
T2	Mainly really though discussion and encouraging positive choice. We are very big on this, like I said before, we will involve parents on times where things are breaking down, we have sanctions, we use restorative meetings after school, you know, to an extent we may do an internal exclusion where a child may have to be separated from the others if they are being disruptive.
Interviewer	What are the main principles you follow here when managing and supporting young people to change their behaviour?
T2	The principle I have adopted, is one that I have used throughout my career, I think teaching is just about relationship, which is key in think, and I think it is about mutual respect. If the child has a respect for you, they will give back. It is all down to showing the pupil respect, some of these kids have come from school where they have been in isolation for months, all they have ever had is bad press, and we sort of give them the positives, and foster that good working relationship with them.

Interviewer	Ok, so onto exclusion, research suggests there is a link between being NEET and having been excluded, what's your views on that?
T2	Yeah absolutely, umm, you know, exclusion is last resort but there are consequences for it, you know, if that child isn't in school, the likelihood of them becoming NEET is that much greater.
Interviewer	For the young people who attend here, what are their experiences of being excluded in mainstream?
T2	Again, it varies, as I say, we have got a lot of young people for a host of reasons not just behaviour, for example we have a learner that was put on an internal exclusion for seven months, umm, and it has achieved nothing. Umm, you've got to have rules, and I think there is a place for exclusions, but they certainly shouldn't be long term and they need to be used correctly.
Interviewer	Ok, so, how does the LPC use exclusion?
T2	Very limited, it would be a last resort and it would have to be for a serious issue where it would be unavoidable not to use an exclusion really. Again, it is about developing those positive relationships really to try and avoid getting to that stage, encouraging positive choice.
Interviewer	What's that impact of exclusion on young people? What about in terms of self-esteem?
T2	Again, it depends on the child, I mean, yeah I suppose it could make you feel a bit worthless, but others could wear it as a badge of honour.
Interviewer	Ok, so moving onto relationships, how important are positive relationships between parents and staff?
T2	Critical, absolutely critical, and like I say, we try to involve parents at every junction.
Interviewer	How important are positive relationships between young people and staff do you think?
T2	They are everything, that is the first thing you need, if you haven't got a positive relationship, you might as well lock the door.
Interviewer	Do you think positive relationships influence your ability to reengage young people in either mainstream or learning more generally?
T2	Yeah absolutely, definitely.
Interviewer	How do you build relationships with families here?
T2	Through regular contact, the positive phone call home is a brilliant tool. Like I said about the children, that is all they've had is negative press, when you put yourself in the parents shoes, all the phone calls home they've had from school have been bad, so when we ring, you can hear the apprehension in their voice sometimes thinking oh here we go, but, it is lovely then for them to hear us saying positive things.
Interviewer	So, do you see building relationships with families as being part of your role?
T2	Yeah absolutely, it is a very important part of the role.
Interviewer	What is the impact of negative labelling of children and the reputation that follows on your ability to build relationships with families and young people?

T2	No, but perhaps if I look back, through naivety it would have initially, but, no not now, I know we all judge every child that comes through the door on their merits, they come in with a clean slate, start from scratch, and we work from there.
Interviewer	Ok, so, how do you demonstrate respect to young people?
T2	Through dialogue I think, it is as simple as that you know, just finding out what their interest are, just talking to them and listening to them.
Interviewer	Ok, so curriculum, what do you think about cross-curricular learning?
T2	I think it is a really, really positive step, it has enabled us to offer what the pupils need and what they can do really.
Interviewer	Ok, so do you feel it helps to change young people's attitudes towards learning?
T2	Yes, definitely, it gives them a more positive outlook. As I say, they have been fed a diet of things they don't like previous to coming here, and let's be honest, learning isn't for everyone, and these pupils are between eleven and sixteen, in a week they may do thirteen subjects in mainstream school, that is a tough call for anyone.
Interviewer	Ok, thanks, so do you feel that informal and non-formal opportunities provided by youth services encourages young people to enhance their social and personal development? If so, how?
T2	Yeah absolutely, it really, really does, again, it is giving these children the opportunities that they wouldn't normally have, some of these kids live in isolated communities, and that's where they would be otherwise. It just gives the pupils opportunities to meet different people, go different places, and experience different things.
Interviewer	Ok, so do you feel having a youth worker in the LPC is providing benefits such as increased attainment and attendance levels?
T2	Yeah absolutely, I mean, I know we have learnt a lot from our youth worker, umm, again, when I came here, from a mainstream classroom background, I was more of a 'let's get it done' type person. I have learnt from our youth worker, really, how to talk to young people, developing those positive relationships, and seeing the positive that it brings then. It has really changed my outlook on things if I am honest.
Interviewer	What do you think of the current curriculum at the moment?
T2	I think it is too big if I'm honest, I think it is very regimented by its very nature, but I think it certainly isn't meeting the needs of, certainly children in this social area, it hasn't changed a lot, the subject offer is really rigid.
Interviewer	Ok, so do you think it fits with current trends that would benefit young people?
T2	No, absolutely not.

(APPENDIX 9: COLOUR CODED DATA IN ORDER OF THEME)

Alternative Education, ALN and Inclusion

<u>Alternative education</u>

<u>YP FOCUS GROUP</u>

Interviewer	So then guys, can you tell me what you think the LPC is?
YP 1	A learning pathway centre
Interviewer	Yes ok, does anyone else have anything to say?
All YP	(young people shook their heads)
Interviewer	No ok, do what type of young people do you think come here then?
YP 2	People that don't like school
Interviewer	Anyone else?
YP 3	People that don't fit into mainstream school
YP 1	Oh, and people that can't cope in mainstream lessons like
Interviewer	Yes ok, so what do you think young people need when they come here, or what do you think they need in their lives generally?
YP3	Support
Interviewer	Yeah, ok
YP1	They need a routine
Interviewer	Yeah ok, anyone else?
All YP	(young people shook their heads)
Interviewer	Ok, so, tell me what the environment is like here, tell me what this place is like?
YP 1	Well its welcoming
YP 4	Calm and relaxed
YP 5	It's safe and we feel looked after
YP 2	Friendly
Interviewer	Ok fab, so how does it feel here? How does it feel for you lot being here?
YP 1	It feels good
Interviewer	Ok, so do you think smaller classes make a difference?
YP 1	Yeah
Interviewer	So why do you think that then?
YP 1	Cos sometimes in bigger classes there's a chance of someone being in there that you don't like
Interviewer	Right ok
YP 2	You get more support
YP 4	It makes it easier to learn
YP 1	More one – to – one's
Interviewer	Fab, ok, so do you all feel like you belong here?
YP 5	Yeah
Interviewer	Ok, so why do you think you belong here, what is it about this place that make you feel like you belong?
YP 6	Because you've made me feel welcome
Interviewer	Ok, anything else?
YP 1	Because I'm doing more things I like

Interviewer	Yeah ok, so do you feel looked after here?
All YP	All young people said 'yeah'
Interviewer	Ok, so in what ways do you feel looked after here?
YP 1	When we need help with something, you all help us
Interviewer	Yeah
YP 6	You give me the support I need
Interviewer	Fab, ok, so do you feel proud of your work here?
All YP	All young people said 'yeah'
Interviewer	Ok, so in what ways do you feel proud of your work?
YP 4	It's better
Interviewer	Ok, so what do you mean by that? Can you expand?
YP 4	Like my works in better detail, and I'm actually sitting down and doing it now but I wasn't in mainstream school.
Interviewer	Ok, anyone else?
YP 2	I do more work here
YP 1	I've achieved more as well and I've got more out of it.

YP NOTES

Alternative Education

Tell me what the LPC is?

(YP 1) Learning pathway centre

(YP 2) Learning pathways centre

(YP 3) Learning pathway centre

(YP 4) The LPC is the learning pathway centre

(YP 5) Learning pathway centre

(YP 6) Learning pathway centre

What type of young people come here?

(YP 1) Kids that can't cope in mainstream

(YP 2) people that don't like school

(YP 3) Young people who didn't fit into mainstream school

(YP 4) The type of people that go to the LPC are young people that didn't fit into mainstream school.

(YP 5) Naughty children

(YP 6) People who don't fit in well in mainstream

What do you think the young people need when they come here? What do you all
need in your lives generally?

(YP 1) Support

(YP 2)Life skills and support

(YP 3)Young people will need support in their work also qualifications and a career

(YP 4) Young people and everyone need support in life

(YP 5)Support

(YP 6) Support

Tell me about the environment here?

(YP 1) The environment is nice and warm

(YP 2)Friendly

(YP 3)Friendly, fun, but can be boring sometimes

(YP 4) The environment is calm can have some drama but normally is relaxed.

(YP 5)Safe and you feel looked after

(YP 6) A friendly and happy environment

How does it feel here?

(YP 1) It feels good

(YP 2)Feels like a nice place

(YP 3)It feels good

*(YP 4) It feels good here a lot better than mainstream school but sometimes lessons
are too easy for me.*

(YP 5)Friendly

(YP 6) I know we got people here to talk to like youth workers and teachers

Does smaller class size make a difference?

(YP 1) Smaller class sizes does make a difference

(YP 2)Feels like a nice place

(YP 3)Yeah

(YP 4) A smaller class size makes a huge difference, it is a lot easier to learn

(YP 5)Yes because in mainstream classes I used to feel a bit chlostraphobic

(YP 6) Yes smaller classes are easier to work in

Do you feel like you belong here?

(YP 1) Yes I do feel like I belong here

(YP 2)Yeah

(YP 3)Yeah

(YP 4) Yes, I feel like I belong here

(YP 5)I feel like I feel part of the group

(YP 6) Yes because I've been made to feel welcome

Do you feel looked after here?

(YP 1) I feel like I am looked after

(YP 2)Yeah

(YP 3)Yeah

(YP 4) Yes, I feel looked after here

(YP 5)Yes

(YP 6) Yes

Do you feel proud of your work here?

(YP 1) Yes I do feel proud

(YP 2)Yeah

(YP 3)Yeah

(YP 4) I feel proud of my work and because I can better behave my parents and family are happy and proud.

(YP 5)Yes

(YP 6) Yes because in mainstream school I didn't use to care what my work is like

YW 1

Interviewer	How would you define alternative education?
YW 1	Umm, so it's like an educational setting outside mainstream school
Interviewer	Ok, so can you give me a profile for a typical young person that attends an LPC?
YW 1	So they would have different support needs, like behavioural, emotional, and then there could be issues from home as well that may affect their school life.
Interviewer	Ok, so what are the needs for the young people that come here?
YW 1	Umm, they are all in need of different types of support for their behavioural or emotional problems.
Interviewer	Right ok, so what type of environment can you offer for young people here?
YW 1	So the LPC is an alternative to mainstream education, so it's more informal, less structured, it's still structured but a much less strict structure. Its caring, nurturing and very young person focused with an opportunity for a lot of one on one time with staff and young people.
Interviewer	Ok, so do you think by having smaller class sizes makes a difference for young people?
YW 1	Yeah because it is very inclusive, all young people are involved and it also encourages involvement because the classes are smaller. Umm, I think it affects behaviour as well, as in larger classes, young people are less likely to feel involved and then they may play up.
Interviewer	So how do you think young people feel in the LPC In terms of how they may/or may not feel cared for?
YW 1	Umm, I think they feel quite cared for because you can see that in terms of their behaviour once they've been at the LPC for a while, and because the LPC is very inclusive I feel young people feel cared for and supported as well.

YW 2

Interviewer	How would you define alternative education?
YW 2	So for me, it just means a different setting, it is not like your typical school, it's adapted learning environment then, that meets the needs of young people.
Interviewer	Can you give me a profile for a typical young person that attends a LPC?
YW 2	Ok, so very often you would have young people who have been excluded, they haven't got on in mainstream, perhaps had difficulties with their peers, with their self-esteem. They can come through and there could be a range of family issues, there's a whole package of needs there really.

Interviewer	Ok, so what are the needs of the young people that come here? I know you have just touched upon a few previously, is there any you want to add?
YW 2	Yeah, so they just need that nurturing environment really, like, um, they need to have staff to go to, perhaps they didn't have this in mainstream.
Interviewer	Ok, so what type of environment can you offer for the young people in a LPC?
YW 2	So, it's a very relaxed environment, it's flexible, so it's adaptable to the young people you got, umm, and it's an environment that they can take ownership of as well, so they put their own stamp on it. Just a really friendly environment really, a lot less formal compared to a mainstream school.
Interviewer	Great ok, so do you think smaller class size makes a difference?
YW 2	Yeah, I would say so because it helps with that person centred approach, if there are more young people there is less opportunity for the young people to have more of the one-to-one contact with staff. So the smaller the classes, the more scope there is for this to take place.
Interviewer	So how do you think young people feel in the LPC in terms of how they may/or may not feel cared for?
YW 2	I feel they feel they have that support on hand, whereas within a mainstream class they may not have that type of relationship with teachers. However, with all the staff in the LPC, they have got that support on tap really.

T1

Interviewer	How would you define alternative education?
T1	Alternative education is about providing support and education for those learners, which for whatever reason, haven't fitted in to mainstream school. It could be for academic reasons, or social and emotional reasons. They just don't enjoy it, they don't fit, and they are just not achieving anything.
Interviewer	Can you give me a profile for a typical young person that attends the LPC?
T1	Umm, even though they are all individuals, they are different. I would say they do share some common traits, those being, most of them have low self-esteem and confidence when they arrive, the majority have certainly had negative experiences in a mainstream school prior to their arrival, and they had negative images about staff and education in general, and have definitely got low motivation.
Interviewer	What are the needs for the young people that come here?
T1	Umm, some got academic needs, so, they need smaller classrooms, they may have certain issues with spelling or unable to sort of concentrate and listen for long periods. Umm, as well as this some of them have got social issues and emotional issues where they simply find it difficult to interact with others, for example, their peers. Also

	some of them find it difficult to behave appropriately in more formal settings.
Interviewer	What type of environment can you offer the young people?
T1	We offer here, a much smaller environment, and because of this we can offer a lot of one-to-one support. Umm, we can offer a different curriculum that maybe doesn't cater for all GCSE's, but definitely suits the ability of the academic learners, and we can support them in different ways really, we have got more time to simply sit and listen, and talk to them if that's what they need at that particular time.
Interviewer	Ok, do you think smaller class size makes a difference?
T1	Oh definitely, umm, in a smaller class the staff obviously got more time to spend with each individual learner. I think it also helps their confidence also because they are not afraid to ask for help and support, or afraid of making mistakes where I think they would have if they were in a full sized classroom as they would be in mainstream. I feel they are given an identity in a smaller class.
Interviewer	How do you think young people feel in the LPC in the terms of how they may/may not feel cared for?
T1	I hope they feel cared for, yeah, with the amount of time that staff here spend, not just in a teaching sense, but, in a wider sense, talking, supporting, listening, even during the breaks, before school and after school. I definitely think they feel cared for and also valued, and listened to.

T2

Interviewer	How would you define alternative education?
T2	Umm, alternative education, I would say is really anything alternative to mainstream, so for any child that is not engaging, for any child that has a need outside the mainstream setting.
Interviewer	Can you give me a profile for a typical young person that attends the LPC?
T2	No to be honest, there isn't really a profile, if I go back to what I said last, it could be for a multitude of reasons, you can't Pidgeon hole these pupils, it really is anyone who can't, for whatever reason, engage in a mainstream setting.
Interviewer	What are the needs for the young people that come here?
T2	Varied, there is a lot of social issues, umm, behavioural issues, again, there is a multitude of reasons and I wouldn't like to give a reason to say they come here for A, B, and C.
Interviewer	What type of environment can you offer the young people?
T2	It's very nurturing, small class size, very supportive, umm, a lot of framework for them, structured, a lot of scaffolding put in place, and we try to make it enriching.
Interviewer	Ok, do you think smaller class size makes a difference?
T2	Without a doubt, umm, it gives us the opportunity to spend that extra time, some of these pupils have got extra needs, it gives staff that

	extra opportunity, not just from an academic point of view, but from a social point of view, to sit with them, to find out what makes them tick, find out what their needs are, to find out if they have any problems, and to support them however we need to.
Interviewer	How do you think young people feel in the LPC in the terms of how they may/may not feel cared for?
T2	I think most importantly they feel safe, they really, really do. I go back to what I said last, it's very nurturing, we spend a lot of time with them based on their feelings. We also work with a lot of outside agencies where we can, to offer that support.

Inclusion and SEN

YP FOCUS GROUP

Interviewer	Ok, good, so there we spoke about alternative education, we will now go on to talk about inclusion. So do you all feel included here?
All YP	All young people said 'yeah'
Interviewer	Ok, so in what ways do you feel included? Why do you feel included here?
YP 2	Cos you involve everyone
YP 1	You get the chance to do a bit of everything
Interviewer	Ok fab, so do you think there is a link between how included you feel and how well you do your work?
YP 2	No
Interviewer	Ok, so why don't you think there is a link between that then?
YP 2	I dunno
Interviewer	Ok, so do you think even if you didn't feel included here, you would still work well?
YP 2	probably
Interviewer	Ok, anyone else?
	(Nobody spoke)
Interviewer	Ok, so do you think there is a link between how included you feel and how often you come here?
YP 4	Yeah
Interviewer	Ok, why do you think that?
YP 4	Because it makes me want to come in
Interviewer	Ok, anyone else?
YP 1	I don't think there is a link because I would still come in because I like the stuff that I'm doing here.
Interviewer	Right ok, so, what role does the teacher play here in helping you achieve?
YP 3	To help you get ready for the future, like to get you jobs and stuff
Interviewer	Yeah, anyone else?
YP 6	They help you achieve different qualifications
Interviewer	Great, ok so what role does the youth workers play in helping you achieve here?

YP 2	They support us and push us to do more with ourselves
YP 4	They offer us a one-to-one
Interviewer	OK, so why do you think a one-to-one help you (YP 4)?
YP 4	Like if I don't want to speak in front of the class I can speak to the youth worker
Interviewer	Ok great, so have any of you ever been identified with a particular difficulty with school work?
YP 2	No
YP 1	My dad said there is a possible chance I got dyslexia because he's got it.
Interviewer	Ok, so you dad said that? Has he passed that onto the school? (YP1)
YP 1	I dunno
Interviewer	OK, so perhaps that's something we will have a little look into. So how do you think the staff could help you or support you with regards to this?
YP 1	Help me with my spelling and stuff like that.
Interviewer	Yeah ok, that's definitely something we will look into (YP 1) Has anyone else got anything to say for this bit?
YP 4	Yeah CAMHS and my Doctor diagnosed me with bipolar and ADHD
Interviewer	Ok, so how do you think the staff here support you with that?
YP 4	It's just like sometimes if I feel a bit off I can go away from other people and they support me
Interviewer	Fab ok, do you think it would be better for the LPC to be inside of a school or outside of a school?
YP 2	Separate
Interviewer	Ok, so why do you think that (YP 2)?
YP 2	Cos there's too many people in mainstream school
Interviewer	Anyone else?
YP 4	If it was part of mainstream school it would just become part of it like and that would be boring.

YP NOTES

Do you feel included here?

(YP 1) Yes I do feel included

(YP 2) Yeah

(YP 3) Yeah

(YP 4) Yeah, I feel included here because I can take part in anything.

(YP 5) Yes I feel part of the group

(YP 6) Yes

Is there a link between how included you feel and how well you do in your work?

(YP 1) No I don't think there is a link

(YP 2) No

(YP 3) Yeah

(YP 4) Yes, I can work well and enjoy it and it's all because I enjoy coming to school

(YP 5) I feel like I can do more work in this group

(YP 6) Yes because I feel included I do more work because I am more confident in the LPC.

Is there a link between how included you feel and how often you come?

(YP 1) No I come because I have to

(YP 2) No

(YP 3) Yeah because my attendance has improved a lot and I do more work

(YP 4) My attendance is still bad but a lot better than my attendance in mainstream school and it's just because I enjoy coming to school now.

(YP 5) Yes my attendance have really improved

(YP 6) Yes because my attendance have improved and I do more work

What role do the teachers play here in helping you achieve?

(YP 1) By helping me

(YP 2) They support us and reassure us

(YP 3) To help, and get me ready for the future

(YP 4) The teachers have a big role in helping me and others here.

(YP 5) Provide us with support in lessons

(YP 6) They do different qualifications to help me improve

What role does the youth workers play here in helping you achieve?

(YP 1) They help me too and I can talk to them about anything

(YP 2) She supports us and pushes us to do more

(YP 3) Basically to get me a good start in life she always pushes us

(YP 4) The youth workers help a lot more, they offer a 1 to 1 which helps me a lot.

(YP 5) The youth workers do fun activities and lessons and you get qualifications

(YP 6) Different non-school related qualifications like Agoreds and princes trust which teach you life skills.

Have any of you ever been identified with a particular difficulty with school work – who identified this and what is it? How does the LPC respond/help you with this?

(YP 1) I struggle to concentrate in a classroom and staying seated. My dad thinks I got dyslexia

(YP 2) No

(YP 3) No

(YP 4) I personally know I was identified by CAMHS and the doctor to have bipolar and ADHD and the LPC helps me with this by having a calm environment.

(YP 5) I'm sure I was told I had dyspraxia before

(YP 6) No

Do you think it would be better for the lpc to be in your school or outside of your school?

(YP 1) Don't bother me

(YP 2) Separate

(YP 3 did not answer this question)

(YP 4) No, if the LPC was in every school it wouldn't work as well because it would turn into another part of the mainstream school and would get boring.

(YP 5) I would rather it be in school

(YP 6) No because I feel more comfortable in a small environment

YW 1

Interviewer	Ok, so you touched on a lot of the inclusion stuff in your previous answers, but do you think there in a link between inclusion and achievement?
YW 1	Yeah there is, umm, I think when young people are encouraged to engage their self-esteem is built up and they realise they can actually do stuff when there's an inclusive environment, if you exclude young people they are going to think they can't achieve nothing.
Interviewer	So are there aspects of a mainstream curriculum that you think should be mirrored here? And if so how?
YW 1	Umm, yes because the aim of the LPC is to get young people back into mainstream school so I think it is important that we mirror some of the core subjects. However, at the same time the environment needs to be different to a mainstream one.
Interviewer	Ok, fab, so is there more freedom here with regards to the curriculum that the mainstream school could learn from?
YW 1	Umm, yeah there's more freedom, umm, with the curriculum. I think the lessons in LPC are short sharp bursts of learning which I think is a lot more beneficial for the young people because they are able to engage fully for that shorter lesson, have a break, and then they are refreshed for the next lesson and are then going to learn more. However, in mainstream the lessons are a lot longer and then young people tail off and disengage.
Interviewer	Ok, so, how do you meet the needs of young people with special educational needs?
YW 1	Umm, obviously special educational needs differ, and then for those young people at the LPC, I am aware that two young people have autism and aspergers. You need to be adaptable and put structure in place to help meet their needs. We are able to do this in our setting as we have the ability to carry out one to ones and we have smaller class sizes.
Interviewer	Ok, so how do young people with SEN perform in the LPC compared to those who are not identified with a SEN?
YW 1	Umm sometimes they need a bit more encouragement to engage but they always complete the work to the same standard as the others, there is no difference academically.
Interviewer	Ok, so what is your view on the potential for alternative education to be based in mainstream school opposed to two separate settings?
YW 1	Umm, (a long pause), I think it should be a separate setting because like reintegrating them back into mainstream, I mean having two separate settings I think helps. I also think as well if it was based in mainstream, like I don't want to sound pessimistic, but it would be seen as like a place for the naughty ones. However with the LPC being separate it can purely focus on the small number of people here.
Interviewer	Do you think it should be mainstreams responsibility to provide alternative lessons then or are you happy with what you have just said previously?

YW 1	Yeah, I am happy with what I have just said, but I think it would probably work better if they were separate.

YW 2

Interviewer	So do you think there is a like between inclusion and achievement?
YW 2	Oh yeah, I think so because umm, it's that thing of belonging to something and like, having that effect on their motivation and well-being to want to achieve, so yeah, I think there is definitely a link.
Interviewer	Ok, so are there aspects of a mainstream school curriculum that you think are important and should be mirrored here?
YW 2	Well yeah, I think you should take some elements of the school curriculum for the ones who are working at GCSE level, but more than anything I think the routine of school is important, I think it's important to mirror this.
Interviewer	Is there more freedom with regards to the curriculum here that mainstream schools could learn from?
YW 2	Yeah, definitely, it's just that flexibility that could be adapted into schools I think.
Interviewer	So how do you meet the needs of young people with a special educational need?
YW 2	With a lot of ours I think it is just about having that routine, so breaking down the plan of the day as soon as they all get here in the morning, so they are involved in the plan and they know what's going ahead. Also, just the constant reassurance and praise really.
Interviewer	Ok, so how do young people with SEN perform in the LPC compared to those who are not identified with a SEN?
YW 2	I don't think there is much of a difference because I feel like all the young people got a good level of that nurturing and support, so everyone have got that routine and reassurance, nobody stands out as having more support than anyone, it is not needed because we have smaller groups that enable us to work closely with young people.
Interviewer	Ok, so what is your view on the potential for alternative education to be based in mainstream school opposed to two separate settings?
YW 2	Umm, I think it's good that perhaps the alternative education is part of the school, because then you always have that option for students to be integrated back into school after a small break of being out, then obviously feeding into the school and lessons, it could work that way. However, for other young people school is such a barrier and something they don't want to be part of, that having the LPC as a separate setting is a good thing because they don't see it as a mainstream school.
Interviewer	Do you think it should be mainstreams responsibility to provide alternative lessons?
YW 2	I think yes and no, I think it would involve loads of different partnerships, so as we have got here, the youth service partnered up with schools and it would be everyone's responsibility. The

	mainstream school haven't got the capacity to be running it within a school, It's not seen as a priority I guess.

Interviewer	Ok, do you feel there is a link between inclusion and achievement?
T1	Yeah, in any walk of life I think you've got to feel part of something to give it your all, so when a student feels included, they then feel valued. They feel as if what they say, and what they do matters, and they also need to feel like they have an opinion in their place of education, and this definitely links with achievement.
Interviewer	Are there aspects of a mainstream school curriculum that you think are important and should be mirrored here, and how do you do this?
T1	Umm, yes I feel it's important we continue with Maths and English, even though we haven't got the scope to deliver all GCSE subjects because of the amount of staff, and not having the equipment that you would need say for science, but definitely Maths and English should be continued in our establishment.
Interviewer	Ok, is there more freedom with the regards to the curriculum here that mainstream schools could learn from?
T1	Definitely, umm, I think our courses and qualifications that we deliver like the Princes Trust, BTEC Sweet, and Agored qualifications could be adopted. They are giving our learners life skills and not every learner is equipped for long courses such as GCSE's. I think with our learners they want to see, in a shorter period of time, a sense of achievement which I think help builds their confidence.
Interviewer	Ok, so how do you meet the needs of young people with SEN?
T1	Umm, with our students with SEN requirements, I suppose they are not treated differently to any other student we have here. We can support them because we have a lesser number of students, so if a particular student requires a bit of time out, require reflection time, or extra support with English or Maths we are equipped to do that because of the smaller class sizes.
Interviewer	Great, so, how do young people with a special educational need perform in the LPC compared to young people who do not have a special educational need?
T1	Umm, children with an SEN at the LPC are treated exactly the same as our other learners, and are provided with the same opportunities as the others. They are not at any disadvantage whatsoever.
Interviewer	Ok, so what is your view on the potential for alternative education to be based in mainstream as opposed to separate settings?
T1	Umm, that's an interesting question, I think within a mainstream school, if you had a certain classroom or an area then it doesn't necessarily have to be separate building as long as the mainstream school recognises and identifies early on in the students school life that maybe they are going to struggle with the demands of six lessons a day, eight to ten GCSE's and then appropriately give those

	learners an opportunity within the school to access an alternative curriculum.
Interviewer	Do you think this should be mainstreams responsibility?
T1	Umm, yeah.

T2

Interviewer	Ok, do you feel there is a link between inclusion and achievement?
T2	If you are speaking generally yes, but again, these are not general pupils, these are disengaged pupils, so, if you look at mainstream, inclusion, a lot of the time will equal achievement, but it doesn't necessarily correlate, just because you are included, it doesn't mean achievement, no.
Interviewer	Are there aspects of a mainstream school curriculum that you think are important and should be mirrored here, and how do you do this?
T2	Umm, maths and English are obviously vitally important, and we have a pretty strong program with regards to both of those. What we do is look at the strengths of the pupil really, look at their interests, and where possible we will integrate them into a mainstream setting.
Interviewer	Ok, is there more freedom with the regards to the curriculum here that mainstream schools could learn from?
T2	Yeah absolutely, I mean, where we can it's tailored to fit the pupil, we got a limited number of staff, so can't do it as we would, but your generic lessons these kids are not really interested in, so we have brought in alternatives like your BTEC Sweet, Princes Trust and those types of qualifications which really engage these kids socially. I think this is something mainstream schools could take on board.
Interviewer	Ok, so how do you meet the needs of young people with SEN?
T2	Every pupil has an individual development plan, and again that is reviews on a regular basis, umm, they are supported daily, there is a very high staff and pupil ratio, their needs are just tailored for constantly really.
Interviewer	Great, so, how do young people with a special educational need perform in the LPC compared to young people who do not have a special educational need?
T2	Very favourably, because of the support they receive, and because of the timetables we tailor to them, really, really favourably. They are achieving as per the others really.
Interviewer	Ok, so what is your view on the potential for alternative education to be based in mainstream as opposed to separate settings?
T2	I mean, logically you could put it in the same setting, but it doesn't become anything different then, and I don't think it would receive the support that it merits. Just by removing it slightly from that mainstream setting as we have, it makes it different. If you put it within the school I think it would perhaps be used as a bit of a dumping ground.
Interviewer	Do you think this should be mainstreams responsibility?

T2	No I don't think it should. All these schools have got these issues and they need to be dealt with effectively.

Risk Factors:

Poverty

YP FOCUS GROUP

Interviewer	Ok, thank you, so we will now go onto the next set of questions. Help yourself to a drink or some sweets if you want guys. Tell me about the area you live in, do you think it's like a rich or poor area?
YP 5	Poor area
Interviewer	Ok, do why do you think it's a poor area? (YP 5)
YP 5	Cos you don't see much people have money
Interviewer	Ok, anyone else
YP 1	My area is quiet on times, I'd say it wasn't poor or wasn't rich
Interviewer	Ok, anyone else
YP 3	I don't think Cwmcarn is a rich area, because like of all the damage people do, like one of the bus stops in Cwmcarn got like a massive hole in it where people have burnt it like. It's been like it for about a year now and nobody has done anything about it.
Interviewer	Ok, so do you think the area in which you live affects your learning?
YP 4	Yeah, cos there's a lot of fighting out in my street late at night and it keeps me up and puts me in a bad mood the next day.
Interviewer	Ok, anyone else guys?
YP 1	I don't think my area has an impact really
Interviewer	OK, so what do you think of education generally guys? What's the point of it?
YP 1	I don't think you need it cos loads of my family haven't got an education and are doing really well for themselves
Interviewer	OK, anybody else?
YP 4	Like I think it's important but its taught in the wrong way in mainstream school.
Interviewer	Ok, so do you think that it's taught differently here (LPC)? (YP4)
YP 4	Yeah cos like its taught differently here and if you don't understand the work you simplify it for us.
Interviewer	Anyone else?
YP 6	I think it's important because it helps you get qualifications that you will need to get a job.
Interviewer	OK, so what do your families think about school and work in general?

YP 1	Some of my family think it's good and you can do well for yourself and some of them think it's a waste of time cos you learn stuff in school that you're never going to use again.
Interviewer	OK, anybody else?
YP 4	My parents, especially my dad think work is important, like he works really hard and he's passed that down a bit and it's helped me.

YP NOTES

Poverty

Tell me about the area that you live in? Is it a rich area or poor area?

(YP 1) It is quiet, it's not poor or rich

(YP 2) Bit of both

YP 3) I don't think Cwmcarn is a rich area because they don't do nothing to the damage parts

(YP 4) The area I live is really rough with a lot of drugs and police.

(YP 5) Poor area

(YP 6) I think there are some poor people and some rich people in my area

Does that make a difference to your learning?

(YP 1) No it doesn't

(YP 2) No

YP 3) No

(YP 4) It can affect my learning because it puts me in a bad mood and it can affect my sleep when there is fights and arguments in my street.

(YP 5) No it doesn't

(YP 6) No

What do you think about education generally? What's the point of it?

(YP 1) Boring and some people don't need it

(YP 2) I think it's pointless! I could learn in my house

YP 3) to get you jobs for the future

(YP 4) I think education is extremely important but it is taught in the wrong way in mainstream school.

(YP 5) It helps to get a job and further I life

(YP 6) To gain your qualifications and to get a job when you leave school

What do your families think about school and work?

(YP 1) Some don't care but others think it's important

(YP 2) They think it's important

YP 3) my mum don't think there is much point in school

(YP 4) My family think the LPC and work is important and I do a lot better here and it's helped my behaviour massively.

(YP 5) Yes my dad thinks it's important

(YP 6) My family thinks it's important to go to school because I need qualifications

YW 1

Interviewer	Do you see a correlation between disadvantaged young people and achievement and attainment in the LPC?
YW 1	Yes, so young people from more disadvantaged backgrounds tend to achieve less, but that's to do with confidence and self-esteem as well.
Interviewer	So do you think they achieve more within a LPC compared to a mainstream school?
YW 1	Yeah, definitely, so in the LPC they take everything into consideration, like the young people's home life etc, whereas in mainstream I don't think this would happen.
Interviewer	Right ok, so do you see poverty amongst your pupils, and what impact do you see, if any, on young people's learning?
YW 1	Yeah, we do see poverty amongst pupils, I think young people carry a lot of worry into the LPC with them and then their concentration affects their learning.
Interviewer	Ok, so how do you think the young people perceive education?
YW 1	I think the majority of the young people at the LPC see it as a negative thing, a pointless thing, but then the aim for us is to try and change their opinion of this, and attitudes, and I have seen this change in some young people already.
Interviewer	Do the young people experience intergenerational disadvantage and what are the implications of this?
YW 1	Yeah, they do experience this, because if their parents and grandparents come from disadvantaged backgrounds and have maybe left school early or whatever and don't really understand the importance of education, then it's obviously going to be passed on to the young people we work with. So that's probably where their views on education come from, and this is why it is so important for us to change this.

YW 2

Interviewer	So do you see a correlation between disadvantaged young people and achievement and attainment in school?
YW 2	Oh yes, definitely, those from more disadvantaged background or homes, their motivation for achievement and attainment is a lot less apparent.
Interviewer	So do you see poverty amongst your pupils, and what is the impact of this, if any, on their learning?
YW 2	Yeah so, with that family thing again, coming from disadvantaged homes, they have different perspectives, some people who come through want to break that cycle and want to do better, but then you have other who seem to carry on the cycle, they don't see the point of learning, they don't see what the positives of learning are really.
Interviewer	Ok, so how do young people perceive education within the LPC do you think?
YW 2	As I've said previously really, like some will put up barriers and they think school is rubbish, they don't see the purpose. However, the LPC is getting them to look at education in a different light really, and hopefully they can realise that they can get a lot from it.
Interviewer	Ok, so do the young people experience intergenerational disadvantage and what the implications of this?
YW 2	Yeah, so if there is disadvantage through the generations, It's just those knock on views as well as morals and values of what school is. It is a bit of a struggle really to get them to think of new ways of looking at education.

T1

Interviewer	Ok, so moving onto the next section, do you see a correlation between disadvantaged young people and achievement and attainment in school?
T1	Yes, I think our learners with less affluent parents, who come from less prosperous areas are disadvantaged in a number of ways, umm, first of all because the parents aspirations are different, they maybe haven't had positive experiences in school, and I think there is less desire or need to push their children. As a result, I think it affects the children's motivation and their aspirations and ambitions in school.
Interviewer	Do you see poverty amongst your pupils and what is the impact of this, if any, on their learning?
T1	Yes, most of our students are on free school meal entitlement, umm, some of them are sometimes lacking in school basics when coming here, they come without any school equipment like pens, bags, uniform. Some of them don't have breakfast before they arrive, they sometimes come in tired and this affects their work. Some of them haven got access to learning tools at home like books and the

	internet. Sometimes I think they are behind before they have even started.
Interviewer	Ok, so how do the young people perceive education here?
T1	I think most of them perceive it as something they have just got to do, not necessarily see it as a step towards their futures.
Interviewer	Do the young people experience intergenerational disadvantage and what are the implications of this?
T1	I think some of our learners experience that yes, some of the mums I have met have had bad experiences in school, have got extremely low levels of literacy skills, umm, never really rated school themselves, and I think that have been passed on through the generations. So the implications are, if we don't break this cycle with our learners that we have got here, I feel that when they are parents themselves, it will just continue.

T2

Interviewer	Ok, so moving onto the next section, do you see a correlation between disadvantaged young people and achievement and attainment in school?
T2	Yeah absolutely, we live in a socially deprived area, a lot of our pupils haven't got the support from parents.
Interviewer	Do you see poverty amongst your pupils and what is the impact of this, if any, on their learning?
T2	Yeah, there is a massive impact really, like we got pupils coming to school who are evidently unkempt, their hungry sometimes, you know, they have no support, their parents don't get up and get them ready for school, all those sort of issues you know.
Interviewer	Ok, so how do the young people perceive education here?
T2	I think they perceive mainstream education as a bore, they don't like it at all, but, the vast majority of our pupils, for the vast majority of the time, I think enjoy coming here, I really, really do.
Interviewer	Do the young people experience intergenerational disadvantage and what are the implications of this?
T2	Yeah definitely, as I said, you know, some of the parents of the kids we got here don't work, a lot of them have never worked, they live in that unfortunate bubble of poverty, and it is accepted, and it seems to be the case that that is going to repeat itself. We do our best to show them alternatives, encourage them to get themselves and education, get themselves a career, to try and get them out of that bubble really.

Parental and peer aspirations and attitudes

Interviewer	Great stuff, ok next bit, do your parents/guardians come here for parents evenings?
YP-1,2,3,4,5	5 young people said yes
YP 6	My parents don't come
Interviewer	What do your parents and guardians think of the LPC?
YP 2	They think it's nice
YP 3	My mum think it's the best place for me
Interviewer	Yeah, anyone else?
YP 5	Yeah, my dad thinks it's good for me and my education
Interviewer	Good, ok so do they think it benefits you coming here?
YP 2	Yeah
Interviewer	Ok, so why do they think that?
YP 2	Umm, cos I do more work here
Interviewer	Ok, anyone else?
YP 4	My parents think it's helped my behaviour, like in the house and in school
Interviewer	OK, great, anyone else?
YP 3	My mum think it's helped my confidence
YP 1	And mine thinks it helps me get qualifications
Interviewer	OK, so do the youth workers and teachers get on with your parents/guardians?
All YP	All young people said 'yeah'

YP NOTES

Parental and peer aspirations and attitudes

Do your mums or dads/ guardians come to parent's evenings?

(YP 1) Yeah my guardian do

(YP 2) My mother does

(YP 3)Yes

(YP 4)Yes, they both come to parents evening

(YP 6) No

Do they visit? What do they think of it here?

(YP 1) Yes they do visit and they think it's good for me

(YP 2) She thinks it's nice

(YP 3)Yes. They think it's the best place for me

(YP 4)They don't really visit but they love the lpc because it's helped me a lot

(YP 6) My parents think it's a good environment for me here

Do they think it benefits you?

(YP 1) Yes they think it benefits me

(YP 2) Yeah

(YP 3)Yes

(YP 4)Yes, they think it has a lot of benefits for me

(YP 6) Yes my parents are supporting me

Do the teachers and youth workers get on well with your parents/guardians?

(YP 1) Yes they all get along

(YP 2) Yeah

(YP 3)Yes

(YP 4)Yeah the teachers and youth workers get on with my parents well.

(YP 6) Yes

YW 1

Interviewer	Ok, so what do the LPC do in order to enable the parents to engage in their child's education?
YW 1	Umm, the LPC tries to engage with parents, so we try and get them involved in the LPC as much as we can, we give positive phone calls home, and try and get them on board with everything we do at the LPC. We send out consultation forms to gain feedback from them and always involve them where possible, we do this so parents are always actively involved in their child's education.
Interviewer	Ok, so how do parents seem to feel or view education?
YW 1	It's a mixture, some parents are really on board with it, and others aren't as much and are harder to get hold of, umm and from that then you can assume the ones who are on board, I think give encouragement to their child, whereas the others won't as much.
Interviewer	Right ok, so how do you develop positive working relationships with parents?
YW 1	So as I have said above really, just keeping them involved in everything at the LPC.

YW 2

Interviewer	Ok, so what do the LPC do in order to enable the parents to engage in their child's education?
YW 2	Umm, for us it's about having contact with the parents, building up those relationships. We carry out positive phone calls home whereas parents would usually be used to phone calls home for bad behaviour. We carry out parent's evenings to try and get them into the building to see where their child is educated also.
Interviewer	Ok, so how do parents seem to feel or view education?
YW 2	You get differences, you get some parents who are really on board with their child's education and they see it as a new opportunity, whereas you get some then where you wouldn't really know what their views were because they don't attend parent's evenings, their difficult to get hold of, and they don't want to engage really.
Interviewer	How do you develop positive working relationships with parents?
YW 2	I have spoken about this previously, but I just think it is about upholding that contact and rapport really. Also, ensuring they know you are there to support then as well as their children.

T1

Interviewer	Ok, so what does the LPC do to enable the parents to engage in their child's education?
T1	Right, we hold parent consultation days where we invite all parents in with the students to talk about their achievements, we send post cards and letters home if a child has done well with something. We also have regular positive phone calls home, and parents are encouraged to keep in touch to let us know if there is any particular problem. I would say overall we make contact with parents on a weekly or fortnightly basis.
Interviewer	How do you think parents seem to feel or view education?
T1	Umm, I think because of past experiences with mainstream school, I have got to be honest, first of all they had a negative impression of teachers and education, and I feel they were intimidated by education in general, maybe because of their experiences. However, because we have got a less formal approach with them they definitely feel more comfortable in speaking to us, contacting us, coming in to have regular meetings. I think slowly we are breaking down those negative connotations.
Interviewer	How do you develop positive working relationships with parents here at the LPC?
T1	So as I said really, you have definitely got to let them know what's happening, you have got to let them know that their child is doing well, and on the flip side, if there is a problem then you have got to be open and honest with that. We have also held workshops where we have invited parents in to support their child if they have a particular

	problem with a piece of work, or a social issue that we need to address. We have also gave parents a questionnaire to get their views on the provision and to see where they think we could improve.

T2

Interviewer	Ok, so what does the LPC do to enable the parents to engage in their child's education?
T2	We have regular parent's days, we send parents questionnaires, we have a constant dialogue with them, positive phone calls home, also on the flip side, if there is behaviour issues we call the parents in. we want them to have an element of responsibility, even when their child is in school. We like to involve the parents.
Interviewer	How do you think parents seem to feel or view education?
T2	Again, I would say very similar to the children, if the children don't like education, then their parents probably feel the same way.
Interviewer	How do you develop positive working relationships with parents here at the LPC?
T2	Well, through involvement really, as I said previously really, we involve them in most things, whether it be positive or negative. We have a lot more involvement that they would in mainstream school, we have that time here to have that involvement with parents, and I think it benefits the young people tremendously.

Behaviour

YP FOCUS GROUP

Interviewer	So we're going to talk about behaviour now then guys, so how do you behave?
YP 1	Fairly good like, sometimes I have good days and sometimes I have bad days.
Interviewer	OK, anyone else?
YP 2	I think my behaviour is good sometimes like
YP 4	Mines a lot better now compared to when I was in mainstream
YP 5	I'm still on and off bit I am learning from my mistakes in mainstream
Interviewer	Good, ok, so what's the behaviour like generally in the LPC?
YP 2	Mostly good
YP1	Sometimes people misbehave and I do when I lose concentration
YP 2	It's mostly good like but sometimes people kick off

Interviewer	So how does behaviour affect how you learn, how you feel here, and do you think the behaviour affects you gaining qualifications?
YP 6	Yeah because when people misbehave you don't concentrate on your work
YP 2	It doesn't affect me
YP 1	Or it doesn't affect me
Interviewer	Ok, so how do the staff here deal with bad behaviour?
YP 1	They'll give you a punishment
Interviewer	Ok, so what's this?
YP 1	Sometimes isolation if you have done something really bad, or like stop you going out on an activity or trip.
YP 2	But then they ask you why you did it
YP 3	Like they take you away and do workshops with you after school
Interviewer	OK, what workshops are these?
YP 3	Like behaviour workshops, I done a respect one before.
Interviewer	So, how are you helped to change your behaviour then guys?
YP 2	You get to talk to staff and they ask you why and then they give you advice about how to not do it again. Like if we argue with someone they will ask us to put ourselves in their positions and think about how they may feel.
Interviewer	OK, anyone else?
YP 1	Yeah, they like help you to not re-do your mistakes
YP 4	They ask you like why you did it and what you could do to stop it happening again

YP NOTES

Behaviour

Tell me how you behave then?

(YP 1) I behave rather good

(YP 2) I'm good

(YP 3) Silly, good, moods sometimes

(YP 6) I think when I first came here my behaviour was terrible but now I have worked on it.

What's the behaviour like in the LPC?

(YP 1 didn't answer this question)

(YP 2) There's mostly good, some kick-offs

(YP 3) Good

(YP 6) Some peoples behaviour is good but some peoples behaviour is bad.

How does behaviour effect how you learn, how you feel here and do you think poor behaviour affects your qualifications?

(YP 1 didn't answer this question)

(YP 2) No, doesn't affect me

(YP 6) Yes because if you misbehave you don't concentrate on your work.

How do the staff here deal with bad behaviour?

(YP 1) The staff will give you punishments

(YP 2) Isolation, asks why and give advice

(YP 6) Really well

How are you helped to change your behaviour?

(YP 1) By putting up with my punishment and learning from it

(YP 2) Get to talk to staff about it

(YP 6) I have changed my behaviour because my teachers and youth workers are good to me and give me the help I need.

YW 1

Interviewer	So how do you think behaviour affects, learning, achievement and well-being?
YW 1	Umm, I think if there's a young person displaying bad behaviour in the classroom then that will have a knock on effect with other young people, because if they are in the LPC for behaviour issues anyway, they may be more susceptible to going back to those habits, so yeah it will affect their learning and achievement.
Interviewer	Ok, so how do you positively influence behaviour in the LPC?
YW 1	Umm, through praising behaviour, any positive behaviour, even if it is something minor, because, in mainstream school these young people probably wouldn't of had much positive reinforcement for anything they had done, so praise is really important.
Interviewer	Ok, so what are the main principles you follow when managing and supporting young people to change their behaviour?
YW 1	Umm, so, when I am speaking to a young person about their behaviour they have engaged in, I think it's important to make the person aware, of the sort of the long term consequences with regards to whatever they are doing. So if they are mucking around in school, it is trying to remind them that what they do in school can affect them for the rest of their lives. I also think it's important to show

	encouragement and empathy also, we use a lot of restorative approaches.

YW 2

Interviewer	How do you think behaviour affect achievement, learning and well-being?
YW 2	Umm, well obviously negative behaviour has got a huge impact on those three things, if you get a young person in a group with negative behaviour, then ultimately in a group setting that's affecting others attitudes towards learning, their motivation and kind of creates a cycle then, others can get caught up in the negative behaviour.
Interviewer	Ok, so how do you positively influence behaviour in the LPC?
YW 2	Umm, it's about not just focusing on that bad behaviour all the time, so if there is someone within the group who is doing something well, it's about highlighting that rather that what's going wrong. We also do things like learner of the week, we have a behaviour ladder where young people can identify their own behaviour and look at ways in which they can improve to get them higher up the ladder, and just constant praise and encouragement really.
Interviewer	Ok, so what are the main principles you follow when managing and supporting young people to change their behaviour?
YW 2	Umm, again, it's kind of what I just said with the ladder and the incentives, it's about putting the responsibility on the young people. So they know if they behave well they can go on a trip or fun activity that the LPC run, it is something they can control themselves, allowing them to have ownership of their own behaviour.

T1

Interviewer	Ok, so how do think behaviour affects achievement, wellbeing and learning?
T1	Umm, yeah I think behaviour affect all three of those things. If their behaviour is negative then it has a knock on effect to their well-being, their mood, their willingness to learn. Say on occasions if someone has poor behaviour then, yeah, that whole day can be spoilt really because of that behaviour.
Interviewer	So how do you positively influence behaviour here at the LPC?
T1	Umm, constant, constant, constant praise, verbal praise has got to be paramount every day, umm, we have also got a reward system where every week if they achieve one hundred percent attendance, excellent uniform and attitude to learning, then we have a lead learner of the week that gets displayed for all learners and visitors to see, we also got a compliment chart that we recognise the worth in others.

Interviewer	What are the main principles you follow here when managing and supporting young people to change their behaviour?
T1	I think that talking to them about their behaviour helps them understand their behaviour, this is key, not just telling them that their behaviour is unacceptable but helping them understand their own behaviour for them to identify how their behaviour maybe impacting upon others, and then they can actively think about ways in which they can improve their behaviour. We also then conduct restorative meetings for them to acknowledge, take responsibility, and ownership of their behaviour.

T2

Interviewer	Ok, so how do think behaviour affects achievement, wellbeing and learning?
T2	It is critical, I mean, even though we have got an informal setting, we are pretty formal in our approach, and we have got expectation, because I think without behaviour expectation, I think that is the building block to where we move on daily you know, umm, we have introduced a simple school uniform just so there is some continuity between pupils, and it is something they have to do, it sort of fosters that understanding of, you know, you are here to learn.
Interviewer	So how do you positively influence behaviour here at the LPC?
T2	Mainly really though discussion and encouraging positive choice. We are very big on this, like I said before, we will involve parents on times where things are breaking down, we have sanctions, we use restorative meetings after school, you know, to an extent we may do an internal exclusion where a child may have to be separated from the others if they are being disruptive.
Interviewer	What are the main principles you follow here when managing and supporting young people to change their behaviour?
T2	The principle I have adopted is one that I have used throughout my career, I think teaching is just about relationship, which is key in think, and I think it is about mutual respect. If the child has a respect for you, they will give back. It is all down to showing the pupil respect, some of these kids have come from school where they have been in isolation for months, all they have ever had is bad press, and we sort of give them the positives, and foster that good working relationship with them.

Exclusion

YP FOCUS GROUP

Interviewer	Ok, good, so guys, were any of you excluded from school?

All YP	All young people said 'yeah'
YP 3	I used to sit in isolation all day because I would never concentrate in lessons and I didn't do any of my work. I used to refuse to go in isolation and then I'd get excluded.
Interviewer	So how long were you excluded for?
YP 3	14 days
Interviewer	So do you think that exclusion was fair?
YP 3	No not really cos I was just put in isolation every day so what do they expect.
Interviewer	Ok, so how did that make you feel then?
YP 3	Umm, umm
Interviewer	Take your time
YP 3	Left out
Interviewer	Ok, thank you for sharing that, is anyone else happy to discuss their exclusion?
YP 5	I got kicked out for being naughty
Interviewer	So what do you mean by naughty?
YP 5	Umm like playing up, being stupid, lipping the teachers
Interviewer	Ok, so how long was you excluded for?
YP 5	40 days
Interviewer	So do you think that was fair?
YP 5	Probably yeah
Interviewer	Ok, so how did it make you feel?
YP 5	I was happy at the time wun I, but now I regret it (YP 5 kept his head down when talking)
Interviewer	Ok, anyone else?
YP 1	I got excluded 4 times for fighting and breaking things
Interviewer	So how long were you excluded for?
YP 1	5 days each time
Interviewer	Ok, so do you think that was fair?
YP 1	No, cos half the time it wasn't even my fault, most of the time people would wind me up and hit me first so then I'd just hit them back.
Interviewer	So how did it make you feel when you were excluded?
YP 1	Not happy, I had to do even harder work In the house.
Interviewer	Does anyone else want to say anything here guys?
YP 1	I got kicked out for fighting
Interviewer	So how long was you excluded for because of this?
YP 4	Permanently, I think it was quite fair though because I didn't try and calm myself down and then like, I was taking on everyone then so it was quite fair.
Interviewer	Ok, so how did that make you feel then?
YP 4	It was quite annoying cos like, it good in one way because now I'm here but in another way it not good because I've been taken away from all my mates.
Interviewer	Yeah, ok, fab guys, is there anyone else who wants to add anything?
YP 2	I been excluded loads of time for thinking I could do what I want, not going to lessons, turning up for school late.

Interviewer	Ok, so do you think your exclusions were fair?
YP 2	No, cos like if other people were involved I would be the only one that they'd exclude and that winds me up.
Interviewer	Ok, so how did that make you feel?
YP 2	I didn't care like, cos id get days off school.

Exclusion

Were you ever excluded from school?

(YP 1) I was excluded 4 times

(YP 2) Yeah

(YP 6) Yes

What for? For how long?

(YP 1) I was excluded for fighting and breaking school property and I was excluded for 5 days

(YP 2 did not answer this question)

(YP 6) I didn't like the lessons so I used to walk around the school.

Did you feel that was fair?

(YP 1) No I didn't think it was fair

(YP 2) No

(YP 6) Yes

How did that make you feel?

(YP 1) Even more angry

(YP 2) Didn't care

(YP 6) Good because I had days off school

YW 1

Interviewer	Ok, so research suggests that there is a link between being NEET and having been excluded, what is your view on this?
YW 1	Well that makes sense really because when young people are excluded for whatever reason, that is going to have an impact on their self-esteem, and obviously their, you know, their level of education, which then then obviously affect their confidence when applying for jobs and training programmes, and also their knowledge of how to do it in the first place.
Interviewer	Ok, so for the young people that attend here, what are their experiences of being excluded in mainstream school?
YW 1	So, the majority of them have been excluded from mainstream school, umm, for usually their behavioural needs, and, so based on the studies, if they wasn't in this provision, they could be at risk of becoming NEET, like, later on.
Interviewer	Ok, so, how does the LPC use exclusion?
YW 1	Umm, as a last resort really because the aim is to try and get young people to change behaviour, and encouraging them to get back into mainstream, so obviously exclusion is last resort.
Interviewer	What is the impact of exclusion on young people, in term of their self-esteem?
YW 1	Well, I think it has a massive effect on young people, because like their personalities are still developing, and it is a very difficult time in life anyway being an adolescent. So to be excluded, I think, would have a massive impact on self-esteem, You are basically having adults tell you they are giving up on you, and they are not having chance to change their behaviour, or whatever is going on.

YW 2

Interviewer	Ok, so research suggests that there is a link between being NEET and having been excluded, what is your view on this?
YW 2	Yeah, obviously there is a link, because maybe after young people have been excluded there may not be any other option, or only limited options, so they may just be floating around.
Interviewer	Ok, so for the young people that attend here, what are their experiences of being excluded in mainstream school?
YW 2	So, yeah most of them would have gone through that process, gone through that exclusion and come here as sometimes a last resort. Young people here have been excluded for bad behaviour, so being really disruptive, and some for needing more of that emotional support, that nurturing support really where they can't function effectively within a mainstream school.
Interviewer	Ok, how does the LPC use exclusion?
YW 2	It's not something that's a first go to, it's last resort when all other options have been exhausted.
Interviewer	What is the impact of exclusion on young people, in term of their self-esteem?

YW 2	Well it isn't good is it, when young people are getting booted out of school, it's not going to make them feel good, well it might be at first as some of them may think it's good to be off school, but I think after a while it is obviously going to affect their self-worth and I think that will follow them into their adult life then really.

T1

Interviewer	Ok, so onto exclusion, research suggests there is a link between being NEET and having been excluded, what's your views on that?
T1	Yeah, there is bound to be, if someone has been excluded, again the knock on affect is that persons confidence, self-esteem, it is just all about that concept of themselves, self –worth, and I think it could link to them not, you know, going into further education, not being able to get a job.
Interviewer	For the young people who attend here, what are their experiences of being excluded in mainstream?
T1	Umm, they have been excluded for a variety of reasons, umm, aggression, verbal, inappropriate language, bullying, umm, just not complying with rules really.
Interviewer	Ok, so, how does the LPC use exclusion?
T1	Umm, at a last resort, that, it is a tool that we will only use if necessary. I think, before that would come into place, we would recognise that we needed to actively talk to that person, tell them the consequences that could come into play if they continue with the negative behaviour or continue with their choices.
Interviewer	Ok, so what is the impact of exclusion on young people? What about in terms of self-esteem?
T1	Umm, it definitely lowers self-esteem I think, but I don't think the young people realise that if I am being honest. I think sometimes they talk about their exclusions as if they are a badge of honour. But, deep down, yeah, it knocks them.

T2

Interviewer	Ok, so onto exclusion, research suggests there is a link between being NEET and having been excluded, what's your views on that?
T2	Yeah absolutely, umm, you know, exclusion is last resort but there are consequences for it, you know, if that child isn't in school, the likelihood of them becoming NEET is that much greater.
Interviewer	For the young people who attend here, what are their experiences of being excluded in mainstream?
T2	Again, it varies, as I say, we have got a lot of young people for a host of reasons not just behaviour, for example we have a learner that was put on an internal exclusion for seven months, umm, and it has achieved nothing. Umm, you've got to have rules, and I think there is

	a place for exclusions, but they certainly shouldn't be long term and they need to be used correctly.
Interviewer	Ok, so, how does the LPC use exclusion?
T2	Very limited, it would be a last resort and it would have to be for a serious issue where it would be unavoidable not to use an exclusion really. Again, it is about developing those positive relationships really to try and avoid getting to that stage, encouraging positive choice.
Interviewer	What's that impact of exclusion on young people? What about in terms of self-esteem?
T2	Again, it depends on the child, I mean, yeah I suppose it could make you feel a bit worthless, but others could wear it as a badge of honour.

Youth Work in schools:

<u>Relationships</u>

YP FOCUS GROUP

Interviewer	Ok then so we are now going to move onto relationships, so can you tell me about your youth workers?
YP 6	They're supportive
YP 3	They're helpful
YP 1	They help us
YP 5	Someone we can speak to about anything, they're really friendly
YP 3	And they take us on trips out
Interviewer	Ok so tell me about your teachers?
YP 6	They are kind of friendly
YP 1	They're alright on times
YP 5	If I'm honest teachers annoy me, that's just teachers in general.
YP 1	They nag us a bit about maths and English
Interviewer	Ok, so what do the youth workers do here?
YP 2	They teach us Princes Trust and help us get qualifications
YP 1	They take us out on cool trips
YP 3	They teach us life skills
YP 4	They support us
YP 2	They teach us life skills like, money management, presentation skills, career planning and all stuff like that.
Interviewer	OK, so what do the teachers do here then, what's their job?
YP 2	Teach us maths and English
YP 3	Help us improve our confidence and youth workers do.
Interviewer	Ok, so what do you think of the staff here then, the youth workers and teachers?

YP 1	The youth workers are nice
YP 2	The teachers are alright
Interviewer	OK, so what's your relationships like with the youth workers?
All YP	All young people said 'good'
Interviewer	Ok, why do you think it's good?
YP 1	Cos we can speak to um about anything
Interviewer	OK, so what about the teachers?
YP 4	Still quite good like
YP 3	I reckon all the staff are class
Interviewer	So do you think the staff here help you get back into education?
All YP	All young people said 'yeah'
Interviewer	So do the youth workers work with just you or your whole family?
YP – 2,3,4,5,6	'Yeah'
YP 1	Just with us but if they need to they will work with the whole family.
Interviewer	Fab ok, so do you think youth workers are different from teachers?
All YP	All young people said 'yeah'
Interviewer	So why do you think their different then?
YP 1	Cos they get funded to do stuff with kids
YP 3	And they don't put as much stress on you
YP 1	And they don't give you homework (everyone laughs)
Interviewer	Do you feel respected guys?
All YP	All young people said 'yeah'
Interviewer	In what ways do you think we respect you?
YP 1	As a person
YP 5	personally

YP NOTES

Relationships

Tell me about your youth workers?

(YP 1) My youth worker always helps me when I need it

(YP 2) They're supportive and lovely

(YP 6) *They are really supportive and kind*

Tell me about your teachers?

(YP 1) My teachers help me

(YP 2) Lovely

(YP 6) *They are friendly*

What do they do here?

(YP 1) They take me to MPCT (Military preparation college), they organize lessons and activities

(YP 2) Teach us

(YP 6) *They give us the help we need*

What's their job?

(YP 1) To get us qualifications

(YP 2) To teach us and support us

(YP 6) *To teach us*

What do you think of them?

(YP 1) I think they work hard

(YP 2) I got a good relationship with them all

(YP 6) *They are really lovely*

What's your relationship like with them?

(YP 1) My relationship with staff is good

(YP 2 did not answer this question)

(YP 6) *Good*

Do they help you get back into education?

(YP 1) yes

(YP 2) Whole family

(YP 6) *Yes*

Do the youth workers work with the whole family or just with you?

(YP 1) My youth worker works with me but if she needs to work with my family she will, she have before.

(YP 6) *They are good with me and my family*

Are they different from teachers? If so how/why?

(YP 1) Yes they are because she gets funded for us to do fun things and we get qualifications from them

(YP 6) Not really they are both kind and helpful. Youth workers are more fun though.

Do you feel respected?

(YP 1) yes

(YP 6) Yes, they respect me well

YW 1

Interviewer	Ok, so how positive are relationships between parents and staff?
YW 1	I think very important, because, it is important for staff to be aware of what's going on at home with the young people, and it is important for parents to know what's going on with their child at the LPC. Also, with this, parents and staff can then work together to help support the young person.
Interviewer	Ok, so how important are positive relationships between young people and staff?
YW 1	Again, really important, umm, I think the behaviour change can come about, but I think young people have to respect staff, so you have got to build up trust between young people and staff before any intervention can happen. As well, if the young people don't have supportive parents then it is important for staff to be positive role models and supportive to young people. The relationship is fundamental.
Interviewer	Do you think there is a different relationship between the young people and youth workers and the young people and teachers?
YW 1	Yeah, I think the relationship with the youth worker is more informal, it is friendlier and more trusting, and I feel like youth workers are more accepting if a young person wants to say anything, and they listen to what the young person has to say and discuss it. However, a teacher, to a young person, would be seen as someone who tells them off.
Interviewer	So, do positive relationships Influence your ability to re-engage young people in either mainstream or learning more generally?
YW 1	Yes, definitely, because like I said, when they trust you, they listen to you. Also, if you express your opinion and explain the reasons why it would be beneficial, as well as listening to the young person's opinion, they will think, 'oh yeah maybe I will apply for college' etc. If we show we believe in them, they may start believing in themselves.
Interviewer	Ok, so, how do you build relationships with families?
YW 1	Umm, I think, in pretty much the same way as you would with parents. I think it's important to speak to young people and take an

	interest in their family life anyway. I feel then if you start building up the relationship with the parents, you will with the bigger family also.
Interviewer	So do you see building relationships with families as being part of your role?
YW 1	Umm, I think the focus really is on the young person. I do think that if you support the parents to support their child though, that can definitely be part of your role. To be fair, the lead teacher deals with most of that anyway as he is office based whereas the rest of the staff does the face-to-face work with young people.
Interviewer	Ok, so what is the impact of negative labelling of children and the reputation that follows on your ability to build relationships with the young people and their families?
YW 1	Umm, I think it is important to try not to have any preconceived Ideas about young people who come in, if you know they have a background of really bad behaviour, it is important to try and just understand where and why that behaviour is happening, you have got to stay open-minded and try and get to know the young person, and try and resolve any issue that is going on there if you can.
Interviewer	How do you demonstrate respect to young people?
YW 1	Umm, listen to them, listen to their opinions, respect their views, challenge and views that could be seen to be offensive – not tell them they are wrong, but explain how others could perceive it. Yeah, so if you show respect, I think they will learn to respect you too.

YW 2

Interviewer	Ok, so how positive are relationships between parents and staff?
YW 2	Really important, just because like I said earlier about everyone being on board, and like everyone realising the individual needs of the young person.
Interviewer	Ok, so how important are positive relationships between young people and staff?
YW 2	Probably one of the most important things in the LPC because that's where you really start to get to know that young person, having that positive relationship I think helps them to keep ticking over really.
Interviewer	Do you think there is a different relationship between the young people and youth workers and the young people and teachers?
YW 2	Yeah, the young people talk to the youth workers more about personal things and have a better relationship with them. I think the main youth worker in the LPC is an excellent role model and when I cover sometimes, the young people are always asking for her.
Interviewer	So, do positive relationships Influence your ability to re-engage young people in either mainstream or learning more generally?
YW 2	Yeah, I would say it definitely influences it.
Interviewer	Ok, so, how do you build relationships with families?

YW 2	Through the same means as the parents really, the contact, the phone calls home, it kind of becomes part of the day to day stuff we do really.
Interviewer	So do you see building relationships with families as being part of your role?
YW 2	I would say yeah, even though we are person focused and individual focused, you have to take into account the package the young people come with, so you become a family worker really.
Interviewer	Ok, so what is the impact of negative labelling of children and the reputation that follows on your ability to build relationships with the young people and their families?
YW 2	I think sometimes you can get young people come through with negative labels and they seem so bad on paper. As a youth worker you got to go in with a fresh mind-set and take them as they are when you first meet them and unpick the story for yourself and not just go with other people's perceptions.
Interviewer	How do you demonstrate respect to young people?
YW 2	Umm, we do a lot of workshops with young people around respect, go down the youth forum route and they are given a voice. It is about listening to young people and developing that important relationship. I feel respect all stems from the relationship.

T1

Interviewer	Ok, so moving onto relationships, how important are positive relationships between parents and staff?
T1	Extremely, if you haven't got the parents on board, if they don't know what we are doing, or what we are about, if we are not working together in that learning pyramid with the child at the top, then I think it is not going to be the actual best for the learner.
Interviewer	How important are positive relationships between young people and staff do you think?
T1	Again, extremely, extremely important. It is all about, for me, the relationship we have with them, umm, if they trust you, and if you are open and honest with them, and transparent with the young person, they, in turn, are going to respond, in a positive way, I think.
Interviewer	Do you think positive relationships influence your ability to reengage young people in either mainstream or learning more generally?
T1	Yes, definitely, umm, yeah and it is hard work really. Building relationships, with some learners you got to take it more slowly, I think some learners got a bit of a mistrust in people, not just teachers, but people in authority, and if you can get on their level you can talk to them, take an interest in them then they feel generally valued and wanted, then you are going to be able to change that persons perceptions about education.
Interviewer	How do you build relationships with families here?
T1	Yeah, we contact not just parents, but also grandparents. Umm, sometimes siblings.

Interviewer	So, do you see building relationships with families as being part of your role?
T1	Yes I do, definitely.
Interviewer	What is the impact of negative labelling of children and the reputation that follows on your ability to build relationships with families and young people?
T1	No, if someone comes here with a bad reputation, I don't care about the reputation really, I just care about what I have got in front of me and then move forward with that young person. Umm, so I am building a reputation with what I have got in front of me, and not with what others have said. What they have done in the past don't interfere with my relationship.
Interviewer	Ok, so, how do you demonstrate respect to young people?
T1	Umm, by being a role model, the way I speak to people, the way I talk about moral values, the way I talk about responsibility, responsibility to respect their community. I see that as being an important part of my job really, to show young people what respect is.

T2

Interviewer	Ok, so moving onto relationships, how important are positive relationships between parents and staff?
T2	Critical, absolutely critical, and like I say, we try to involve parents at every junction.
Interviewer	How important are positive relationships between young people and staff do you think?
T2	They are everything, that is the first thing you need, if you haven't got a positive relationship, you might as well lock the door.
Interviewer	Do you think positive relationships influence your ability to reengage young people in either mainstream or learning more generally?
T2	Yeah absolutely, definitely.
Interviewer	How do you build relationships with families here?
T2	Through regular contact, the positive phone call home is a brilliant tool. Like I said about the children, that is all they've had is negative press, when you put yourself in the parents shoes, all the phone calls home they've had from school have been bad, so when we ring, you can hear the apprehension in their voice sometimes thinking oh here we go, but, it is lovely then for them to hear us saying positive things.
Interviewer	So, do you see building relationships with families as being part of your role?
T2	Yeah absolutely, it is a very important part of the role.
Interviewer	What is the impact of negative labelling of children and the reputation that follows on your ability to build relationships with families and young people?
T2	No, but perhaps if I look back, through naivety it would have initially, but, no not now, I know we all judge every child that comes through

	the door on their merits, they come in with a clean slate, start from scratch, and we work from there.
Interviewer	Ok, so, how do you demonstrate respect to young people?
T2	Through dialogue I think, it is as simple as that you know, just finding out what their interest are, just talking to them and listening to them.

Curriculum (Youth Work)

YP FOCUS GROUP

Interviewer	Yeah, ok, so the last bit is around curriculum, so what do what do you guys think about having different learning opportunities?
YP 1	It's really good
YP 2	Better
YP 5	It's a better option for us to move on, the more options we have the bigger chance we will move on to other things
Interviewer	Ok, great, so what types of things do you learn about here then?
YP 4	Like when you get older, like life, how to deal with it and stuff.
YP 1	Its better like, we learn about how to manage our money, healthy lifestyles, cooking and like how to respect each other
Interviewer	Yeah, ok, so do you feel more positive about learning because of the different things you're taught here?
YP 1	Yeah, cos you like know what to do when you grow up cos like in mainstream you wouldn't know how to like manage money or do a tidy presentation and stuff like tha.
Interviewer	Ok, so do you think all the things you have done with the youth workers have helped you improve your confidence?
All YP	All young people said 'yeah'
YP 1	Like youth forum you had to speak in front of other people around the same age as you and it let everyone's voices be heard.
Interviewer	So do you feel that having a youth worker here helps you gain more accreditations and helps with your attendance?
All YP	All young people said 'yeah'
Interviewer	So what type of accreditations have you got from the youth workers here?
YP 5	We got art bronze aware
YP 2	We got loads of Agoreds, like national navigation, cooking, rock climbing
YP3	Horse riding
YP 6	Children's rights
YP 2	And we go to college with the youth worker
Interviewer	Ok, so what do you think about the things you learn in a mainstream school?
YP 1	Boring, they teach you stuff that you are never going to use again

YP 4		It's a bit difficult
YP 1		And they expect too much out of you
Interviewer		OK, so what do you think about the things you learn here at the LPC then?
YP 2		It will help you in life
YP 4		It's easier
YP 1		It gives you qualifications
Interviewer		So do you think the things you learn here help you outside of school?
All YP		All young people said 'yeah'
Interviewer		In what ways then guys?
YP 3		My confidence have improved loads here and that's helped me outside school
YP 6		It helps us keep our environment a nice place to live
YP 1		It helps us save money
YP 4		And gives us like knowledge about drugs and stuff like that
Interviewer		Ok, great stuff guys, thank you very much for taking part in this focus group today

YP NOTES

Curriculum

What do you think about having different learning opportunities?

(YP 1) I think it's good to have different opportunities

What type of things to you learn about here?

(YP 1) We learn about life skills like money management

Do you think you feel more positive about learning because of the different things you're taught here?

(YP 1) Yes I do

Do you think that all the things you have done with the youth workers have encouraged you to improve your confidence?

(YP 1) yes

Do you feel having a youth worker in the LPC you get more accreditations and helping with your attendance?

(YP 1) yes

What do you think about the things you learnt about in mainstream school?

(YP 1) I think that I will never use it again

What do you think about the things you learn here at the LPC?

(YP 1) I think they are fun

Do you think the things you learn here help you outside of school?

(YP 1) Yes

YW 1

Interviewer	Ok, so what do you think about cross-curricular learning?
YW 1	I think it is really good because not every young person's strengths lie in academic subjects like Maths and English. I think, providing alternative qualifications to young people is really effective, for reasons like building their self-esteem.
Interviewer	Ok, so do you think it helps to change young people's attitudes towards learning?
YW 1	Yeah, because I think a lot of the young people enjoy the different opportunities provided, especially the qualifications the youth workers provide. So they are doing things they enjoy but getting an accreditation for it, and when you tell them that they can't believe it.
Interviewer	So, do you think that informal and non-formal opportunities provided by the youth services encourages young people to enhance their personal and social development, and if so how?
YW 1	Yeah, definitely, I think a lot of the opportunities provided by youth services would never be provided in mainstream school and wouldn't be something the young people could do at home. I also think they do learn a lot of useful life skills that will generally help them in life and their education as well. I have seen a big difference in a lot of the young people's confidence and self-esteem here.
Interviewer	So do you think by having a youth worker in the LPC is providing benefits such as increased attainment and attendance levels?
YW 1	Yeah, I think the main youth worker in the LPC is fundamental really, I feel like young people talk to the youth worker on a more personal level, which I think they find difficult with teachers. Even though youth workers help support with teaching, young people know the youth workers are there if they have any issues and I think they take advantage of that which is good. The young people enjoy the things youth services provide which in turn makes them want to come to school.
Interviewer	What do you think of the current curriculum at the moment?
YW 1	Umm, (pause), I think it is focused on those who are academic, there is no provision there for young people that struggle with academic subjects, and there is no alternative like an LPC.
Interviewer	So do you think that the current curriculum fits in with current trends that would benefit young people?
YW 1	No, not at all.

YW 2

Interviewer	Ok, so what do you think about cross-curricular learning?
YW 2	I think it's the way forward, there are a lot more benefits with it for the young people. We are tapping into different types of learning

	such as Princes Trust and Agored's. They are getting life skills here at the LPC that I don't think they would get under a mainstream school curriculum.
Interviewer	Ok, so do you think it helps to change young people's attitudes towards learning?
YW 2	Yeah I think it does without young people even realising, a lot of them don't realise that this is a form of learning and I think it will help them change their views on education, not seeing it as a bad thing, but something that is benefitting them as well as it being enjoyable.
Interviewer	So, do you think that informal and non-formal opportunities provided by the youth services encourages young people to enhance their personal and social development, and if so how?
YW 2	Oh yes, definitely, again, sometime they are not even aware of it. They are encouraged to take part in new opportunities and this has definitely enhanced their personal and social development like their confidence and self-esteem.
Interviewer	So do you think by having a youth worker in the LPC is providing benefits such as increased attainment and attendance levels?
YW 2	Definitely, you can just see it with the young people, they have got more of a reason to turn up the next day if they think they are doing something fun and beneficial with the youth worker. I also think they know they will get support and encouragement through the youth worker.
Interviewer	What do you think of the current curriculum at the moment?
YW 2	I just think it's so limited. I don't know too much about it but I feel it should be wider in terms of life skills.
Interviewer	So do you think that the current curriculum fits in with current trends that would benefit young people?
YW 2	No, the curriculum as it stand don't fit in with current trends that would benefit young people at the moment. We live in a digital world and we need a more modernised curriculum.

T1

Interviewer	Ok, so curriculum, what do you think about cross-curricular learning?
T1	It just gives different learners opportunities to experience different subject, not maybe your traditional subjects. The youth services have delivered things like caving Agored's, rock climbing, stuff like that, these are just as valuable as traditional GCSE's. So, for our learners I would say, they need a varied, rich diet of curriculum.
Interviewer	Ok, so do you feel it helps to change young people's attitudes towards learning?
T1	Yeah, because it's breaking the mould really, in mainstream they are used to sitting behind a desk for long periods, waiting for the buzzer, and then moving onto the next class. For our learners it is about much more than that, it is about engaging with services, communities, getting out to meet different people. For example, with

	the youth worker we worked on an employability project with the young people and we took them out to the job centre, to speak to people, and experience what life is really like, it is about life skills.
Interviewer	Ok, thanks, so do you feel that informal and non-formal opportunities provided by youth services encourages young people to enhance their social and personal development? If so, how?
T1	Oh definitely, umm, every day, even just informal one-to-one talking with the youth worker is helping young people talk about their thoughts, their opinions, their problems. The courses that youth services provide gives the learners opportunities to enrich themselves through things like cooking skills, team building, everything that youth services do really, on both a formal and informal level is definitely helping them build their self-esteem.
Interviewer	Ok, so do you feel having a youth worker in the LPC is providing benefits such as increased attainment and attendance levels?
T1	Yes I do, umm, it is the unseen work that the youth worker does, improving their self-belief, improving their confidence, which then has a knock on effect for attainment. Our youth worker goes to the college on a regular basis with our learners, and because of her input and support those students are flying down there, and I don't think that would be the case without her being there.
Interviewer	What do you think of the current curriculum at the moment?
T1	Umm, for some academic pupils it will suit them, but, not everyone does fit, and I think it is restrictive to some learners who require more flexibility and who may find in difficult to cope with the mainstream school life. I think there needs to be some room for manoeuvre, otherwise it is like banging a square peg into a round hole.
Interviewer	Ok, so do you think it fits with current trends that would benefit young people?
T1	I think young people are faced with different challenges now, I think there should be an emphasis on ICT, umm, I also think they need more social and moral guidance.

T2

Interviewer	Ok, so curriculum, what do you think about cross-curricular learning?
T2	I think it is a really, really positive step, it has enabled us to offer what the pupils need and what they can do really.
Interviewer	Ok, so do you feel it helps to change young people's attitudes towards learning?
T2	Yes, definitely, it gives them a more positive outlook. As I say, they have been fed a diet of things they don't like previous to coming here, and let's be honest, learning isn't for everyone, and these pupils are between eleven and sixteen, in a week they may do thirteen subjects in mainstream school, that is a tough call for anyone.

Interviewer	Ok, thanks, so do you feel that informal and non-formal opportunities provided by youth services encourages young people to enhance their social and personal development? If so, how?
T2	Yeah absolutely, it really, really does, again, it is giving these children the opportunities that they wouldn't normally have, some of these kids live in isolated communities, and that's where they would be otherwise. It just gives the pupils opportunities to meet different people, go different places, and experience different things.
Interviewer	Ok, so do you feel having a youth worker in the LPC is providing benefits such as increased attainment and attendance levels?
T2	Yeah absolutely, I mean, I know we have learnt a lot from our youth worker, umm, again, when I came here, from a mainstream classroom background, I was more of a 'let's get it done' type person. I have learnt from our youth worker, really, how to talk to young people, developing those positive relationships, and seeing the positive that it brings then. It has really changed my outlook on things if I am honest.
Interviewer	What do you think of the current curriculum at the moment?
T2	I think it is too big if I'm honest, I think it is very regimented by its very nature, but I think it certainly isn't meeting the needs of, certainly children in this social area, it hasn't changed a lot, the subject offer is really rigid.
Interviewer	Ok, so do you think it fits with current trends that would benefit young people?
T2	No, absolutely not.