

On the road to the PRU – parents have their say

An example of an EP completing research at the local authority level

The situation

As part of an ongoing commitment from the Educational Psychology Service (EPS) to improve working with parents and listen to what they have to say, an Educational Psychologist (EP) completed a small piece of research which looked at how included parents were made to feel in the process before their child started to attend a local Pupil Referral Unit (PRU).

What happened...

Previous research on inclusion and pupils who have been excluded was examined. The EP devised an appropriate set of questions and interviewed 7 parents about their experiences. The responses were collated and examined. Common themes emerged regarding respect for parent role, communication and language used between home and school, parental feelings of worth, expectations of school's acting in loco-parentis and following up on agreed actions.

What happened next...

The information was shared with key officers in the local authority and colleagues in the EPS.

The result

Information from the research was fed back to the group working on developing the behaviour and attendance policy for secondary schools in the local authority. The views of the parents taking part in the research played a key role in the development of recommendations about how schools might collaborate with parents effectively.

The thoughts and feelings parents experienced immediately after their child was excluded from school were shared with a relevant education officer. As a result the authority will attempt to take a more proactive approach in communicating with parents immediately after a child has been permanently excluded.

The outcome was also shared with the parents who contributed their views.

Psychology used

Social Psychology