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Using thematic analysis to obtain the newly arrived pupil voice: An exploration into the experiences of school for Czech and Slovak secondary-aged pupils.

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Abstract

Inclusion is a focus of many UK policy and legislation (DfES 2004b, 2006) giving particular reference to pupils with protected characteristics, such as race (Equality Act, 2010). Newly arrived pupils are shown to exhibit poorer educational and social outcomes (Organisation for Economic Co-operation and Development, 2017; Goulter and Green, 2015), transferring through to their later life (Goodenow, 1993; Haslam et al., 2009). Newly arrived pupils also possess fewer protective factors that support their integration into education in a new country, such as sharing the same language as peers (Hastings, 2012) or possessing a shared cultural identity (Chen, 2009; Wallace, 2011).

The current study aimed to develop a deeper understanding of the experiences of school for newly arrived Czech and Slovak young people in United Kingdom (UK) mainstream education. Semi-structured interviews were carried out with four participants within Key Stage 3 provision who had recently moved to the UK from either the Czech Republic or Slovakia.

Data were analysed using Thematic Analysis (TA). The researcher identified eight candidate themes which supported the educational experiences of participants. These included a combination of factors ranging from appropriate academic support, developing a peer group and effective home-school communication. In addition, participants reported feeling less able to engage with adults in schools and other Black and Minority Ethnic (BME) peers. Whilst all participants identified establishing positive peer relationships as important to their school experiences, a key finding from this research was the extent to which they felt disconnected from peers and the frequency and severity of bullying they experienced. These experiences appeared to have led to a sense of disaffection with school and concern about absconding and safety.

This research highlights the implications for practitioners operating within schools and local authorities, in particular, for Educational Psychologists (EPs). Consideration is given towards the steps the LA, schools and EPSs could take in helping to meet the needs and support school experiences of newly arrived Czech and Slovak young people.

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Abbreviations

BICS	Basic Interpersonal Conversational Skills
BME	Black and Minority Ethnicity
BPS	British Psychological Society
CALP	Cognitive Academic Language Proficiency
CLA	Children that are Looked After
DfCSF	Department for Children, Schools and Families
DfE	Department for Education
DfES	Department for Education and Skills
EAL	English as an Additional Language
EP	Educational Psychologist
EPS	Educational Psychology Service
EU	European Union
HCPC	Health and Care Professions Council
LA	Local Authority
NA	Newly arrived
NCT	New Communities and Travellers
PEP	Principal Educational Psychologist
PRU	Pupil Referral Unit
SEND	Special Educational Needs and Disabilities
SENDCo	Special Educational Needs and Disabilities Co-ordinator
TA	Thematic Analysis
TEP	Trainee Educational Psychologist
TES	Times Educational Supplement

UK United Kingdom

UN United Nations

1. Introduction to the thesis

This introductory chapter outlines the thesis. It outlines the background to the current research, the researcher's personal and professional interest in the topic, interests of the local authority (LA) as a stakeholder and the aims of the research.

1.1 Personal and professional interest

The researcher has a personal and professional interest in obtaining the pupil voice to empower and include children and young people in work carried out as a Trainee Educational Psychologist (TEP). This stemmed back to the researcher's earlier professional experiences as a teaching assistant in secondary mainstream education and as a support worker for adults with learning disabilities; where outcomes generated through capturing the voices of children and young people were not only empowering for them, but for their families, their wider support network and the researcher.

The researcher was also keen to develop a piece of work that would be beneficial to the LA context and the practice within which they worked. Therefore, it felt important to combine these two areas of interest to develop a research design that captured the experiences of an under-represented group and, if possible, use this to inform an area of practice and policy in respect of their need.

1.2 The interests of the Local Authority

This research was initially generated through collaborative discussions between the researcher and key members of staff within the LA. When discussing the research element of the Doctorate of Applied Educational Psychology, the Principal Educational Psychologist (PEP) highlighted elevated difficulties with newly arrived pupils as an area for concern and directed the researcher towards the Head of the New Communities and Travellers (NCT) team within the LA for further development of the research idea.

Following an initial meeting with the head of the NCT team, it was felt that new research around refugee and traveller populations may be helpful (Chen, 2009; Evans and Lui, 2018; Wallace, 2011). The NCT team felt it had been inundated with requests from schools for children from these communities. The team also noted that there seemed to be a rise in school requests for support with integrating newly arrived pupils from the Czech Republic and Slovakia due to a rise in poor school attendance,

challenging behaviour and teenage pregnancies. The service felt it did not have a full appreciation of the perceptions of the newly arrived pupils placed in LA schools. Data provided by the LA in October 2017 showed Czech Republic and Slovakia migrants to be the most prevalent nationality within the newly arrived population, with numbers standing at 2674 newly arrived school-aged children, out of a newly arrived school-aged migrant population of 4673, within the last 12 months for that district. The services of the NCT were non-statutory and had recently been restructured. The Head of the NCT team felt that additional interest from the Educational Psychology Service (EPS) and opportunities for collaborative research would be helpful to the team's development.

1.3 Context and unique contributions of the research

The diversity of the United Kingdom's (UK) population is continuing to grow, with statistics indicating that approximately 283,000 newly arrived migrants arrived in the UK in the year ending September 2018 (Office for National Statistics, 2019). This diversity is reflected within UK schools with the overall percentage of BME children having increased by 0.95% within one year (Office of National Statistics, 2019).

The Department for Education (2017) defined Black and minority ethnic (BME) pupils as any pupil that does not identify themselves as *white British*. School census data (Office for National Statistics, 2019) published in January 2018 indicated that children and young people identified as *white non-British* were the second largest BME group within the UK, accounting for 7.5% of primary school children and 5.7% of secondary school children in mainstream schools, special schools and Pupil Referral Units (PRUs). Recent data analysis has indicated that Czech and Slovak pupils alone account for 2.89% of the school-aged population.

Wherever BME pupils begin UK education, it is likely that differences in culture or language will impact on their engagement with school systems. Ozer et al., (2008) has shown that where school engagement is limited due to factors beyond the control of the pupil (e.g., their first language) perceptions of belonging are poorer than in pupils who establish commonalities with peers (Goodenow, 1993). Therefore, with the LA's increasing population of not only BME pupils but also, those originating from the Czech Republic and Slovakia, this research was felt to be timely. Although there have been previous studies that use the pupil voice to explore perceptions of inclusion (Cartmell and Bond, 2015; Strand et al., 2015), there have been none that specifically

explore the perceptions of those from the Czech Republic and Slovakia. This research is therefore uniquely positioned to offer an in-depth understanding of pupil perceptions from this community. Through utilising TA this research aims to offer an in-depth understanding and interpretation of the lived school experiences of newly arrived Czech and Slovak pupils accessing mainstream schools.

1.4 Overview of the thesis

The literature review chapter focuses on the social and legislative context, theoretical perspectives and existing literature around the three main terms factored into the title and research question of this study; school experiences with a focus on inclusion and other related concepts (e.g. belonging), newly arrived and pupil voice. This is followed by a systematic review of the literature. A critique of existing research identifies that there is a need to explore the newly arrived pupil voice in respect of their experiences of school, given that a consistent framework to support their transition into UK education is neither applied or seemingly effective in the eyes of the LA in which this study takes place. Henceforth, this chapter ends on providing a clear rationale for the research question.

The methodology chapter provides an overview of the researcher's ontological and epistemological position, which forms the rationale for the chosen research method, Thematic Analysis (TA). The chapter then provides a detailed description of the procedure, related ethical implications, validity of the design and analysis procedures, including the researcher's own reflections. The research aimed to explore the perceptions of inclusion for Czech and Slovak newly arrived young people in secondary mainstream education. To do this, semi-structured interviews were carried out with pupils identified by schools as meeting selective inclusion criteria. Interview transcripts were then analysed using TA procedures to gain deep understanding of their lived experiences.

The findings chapter provides detailed description of each candidate theme emerging from TA. Themes are clearly defined and systematically presented with verbatim quotes added to illustrate and support the researcher's interpretation.

The discussion chapter focuses on making meaning of the researcher's interpretation of participants' interpretations of their lived experiences. Themes identified within the findings section are systematically presented and discussed in relation to the research

question and the literature to formulate the researcher's interpretation. From this, limitations of the design are considered, as are the implications and unique contributions for practice and future research.

2. Literature Review

2.1 Introduction

The purpose of this chapter is to establish what is previously known about the experiences of school for Czech and Slovak newly arrived young people. The chapter begins with the definition and exploration of inclusion. This will be followed by its application in schools. The focus then shifts to the education of newly arrived pupils, discussing policy and practice in secondary mainstream schools, whilst giving consideration to psychological theory that supports the learning of pupils that have English as an Additional Language (EAL). The review then moves on to discuss pupil voice, explaining why it is pivotal for academic engagement and developing a sense of belonging or inclusion. This is followed by a systematic literature review, in which studies that are pertinent to the current research are identified according to inclusion and exclusion criteria. The literature review is then drawn to a close by a discussion of the rationale for the present study and research question.

2.2 Inclusion

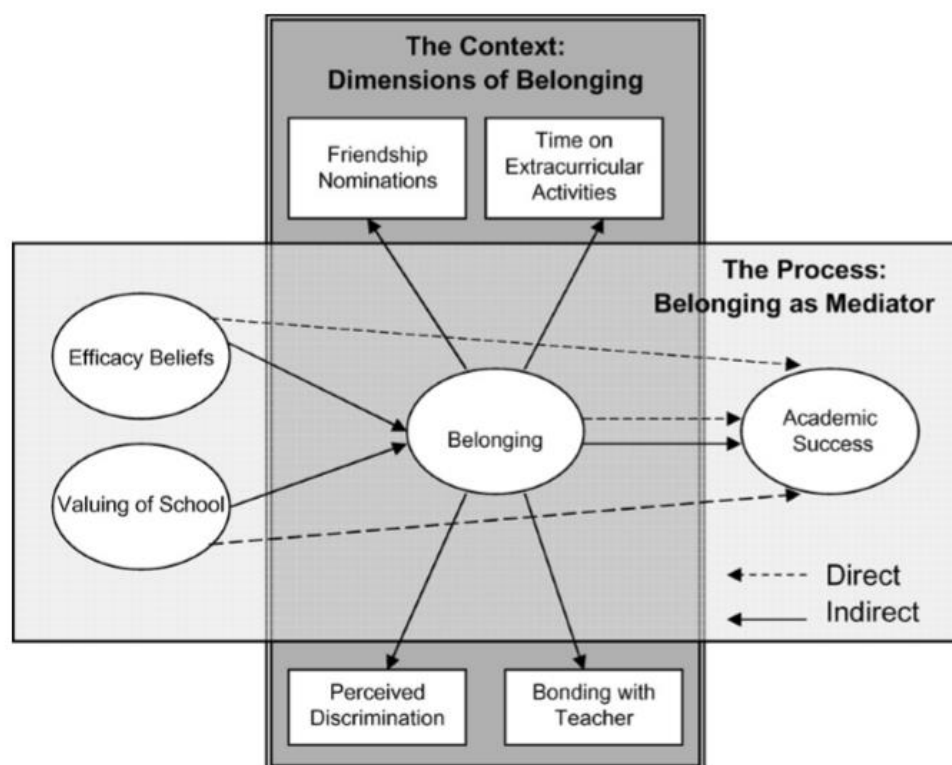
2.2.1 Definitions of inclusion and other related concepts

The term ‘inclusion’ is one that seemingly has no consistent definition within the context of research (Ainscow et al., 2006; Hall et al., 2004; Jordan, 2001; Farrell et al., 2007). Farrell et al (2007) discussed that an operationalised definition of inclusion had not yet been achieved and raised questions that, if a definition was not clear, inclusion could not be measured. Where researchers have explored inclusion, they have often perceived its definition to include aspects such as equality and full participation through the “*provision of services*” (Lipsky and Gartner, 1996, p.763) to meet the needs of all pupils. The existing literature also incorporates a range of terminologies that share similarities to school inclusion, including school belonging, school connectedness, school community and school engagement (Goodenow and Grady, 2003; Libbey, 2004) and incorporates the need for newly arrived young people to develop a sense of belonging in school.

Belonging is conceptualised as a pupils’ sense of attachment, commitment and involvement within their school environment (Kia-Keating and Ellis, 2007). Belonging is perceived as being important in school as a lack of belonging can result in reduced

motivations to learn and poorer academic outcomes (Goodenow, 1993). Cartmell and Bond (2015) further highlight that belonging is not a ‘*fixed concept*’ (p.92) but multi-faceted and influenced by a combination of factors internal and external to children and young people. According to Faircloth and Hamm (2005), school belonging encompasses a range of factors that may relate to children and young people originating from ethnic minorities, including relationships with teachers and peers, extracurricular involvement and perceived ethnic-based discrimination (see figure 5.1). These factors are conceptualised as being pivotal, or mediators, to success.

Figure 2.1: A theoretical model showing the dimensions of belonging and belonging as a mediator (Faircloth and Hamm, 2005).



Allen et al., (2016) carried out a meta-analysis of the literature and identified that most definitions of inclusion, or associated definitions, encompass a combination of social and educational factors. Most definitions were found to consider school-based relationships and experiences with both adults and peers, and general feelings and perceptions towards school. The most consistently used definition of inclusion was reported as ‘the extent to which students feel personally accepted, respected, and supported by others in the school social environment’ (Goodenow and Grady 1993, p.

80). Whilst this definition considers inclusion in a social sense, it does not consider inclusive education practices. Kia-Keating and Ellis (2007) highlight the distinct overlap between belonging and connectedness and engagement with both school activities and wider school community. Each of these aspects is directly related to developing a sense of inclusion within school and associated with positive outcomes for children and young people (Kia-Keating and Ellis, 2007; Wehlage, et al., 1989). These outcomes are concurrent with the positive outcomes identified from research exploring the impact of inclusion for pupils (further discussed in *section 2.4*).

Cartmell and Bond (2015) operationalised their own definition of inclusion as a combination of factors that support a pupil's sense of belongingness, academic achievement and attendance in school. Whereas research by Taylor and Sidhu (2011) placed greater responsibility on school adults in their definition, stating inclusive practice as way of meeting a pupil's needs. Booth et al. (2002) offered a definition that seemingly incorporates both definitions of inclusion, and adds that, to be inclusive, pupil participation is essential. Inclusion is seen as:

'...learning alongside others and collaborating with them in shared learning experiences. It requires active engagement with learning and having a say in how education is experienced. More deeply, it is about being recognised, accepted and valued for oneself.' (Booth et al., 2002, p.3)

As the focus of the current research is to explore experiences of school using the pupil voice, Booth et al.'s (2002) definition of inclusion will be adopted and used in this study.

2.2.2 Policy on inclusion in the UK

Inclusion is an integral part of UK education policy (DfES 2004b, 2006; Equality Act, 2010) in which all children have the right to receive education and equal treatment irrespective of their needs and differences (DfES, 2004a). Much of the UK's legislative policies states inclusion is of paramount importance for pupils with special educational needs and disabilities (SEND; DfE, 2014) but it also gives a nod in the direction of other groups that may be discriminated against, such as BME pupils. Policy on inclusive practices in relation to BME and newly arrived pupils will be further discussed within *sections 2.3.2 and 2.5.2*.

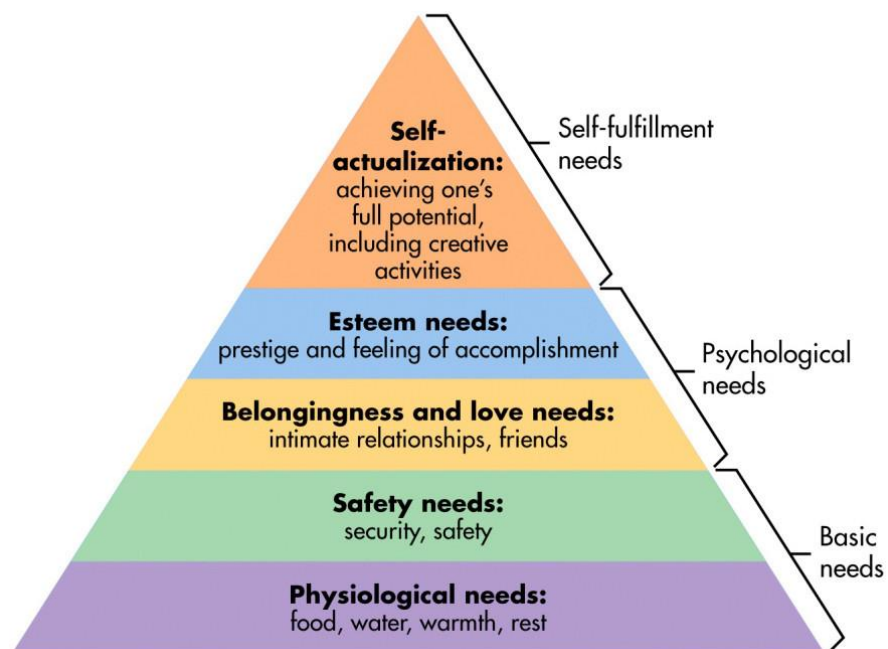
2.2.3 Theoretical perspectives of inclusion

This section of the literature review explores two key theoretical frameworks and psychological theory that may shed light on the inclusion of young people in educational settings based upon the definitions above. Lambert and Frederickson (2015) draw upon a range of theories that explore inclusion, such as contact theory, attribution theory, social exchange theory and theory of planned behaviour. Lambert and Frederickson (2015) discuss how these theories have been applied in research to understand attitudes and behaviour towards children with SEN. Each of these theories attempt to explore the “why” or underlying causes of others’ behaviour. Whereas, the focus of the present research is to explore perceptions of school, or the “what” of ??, seeking to understand what is going on for an under researched, vulnerable population within schools. Therefore, other theories pertinent to the present research will now be considered.

2.2.3.1 Maslow’s hierarchy of needs

Maslow’s (1943) hierarchy of “human” needs visually outlines a pyramid structure (see *Figure 2.1*) which establishes basic needs such as the need for food and water, situated at the bottom and higher-level needs such as achieving potential at the apex.

Figure 2.2 A figure to show a visual representation of Maslow’s (1943) hierarchy of needs.

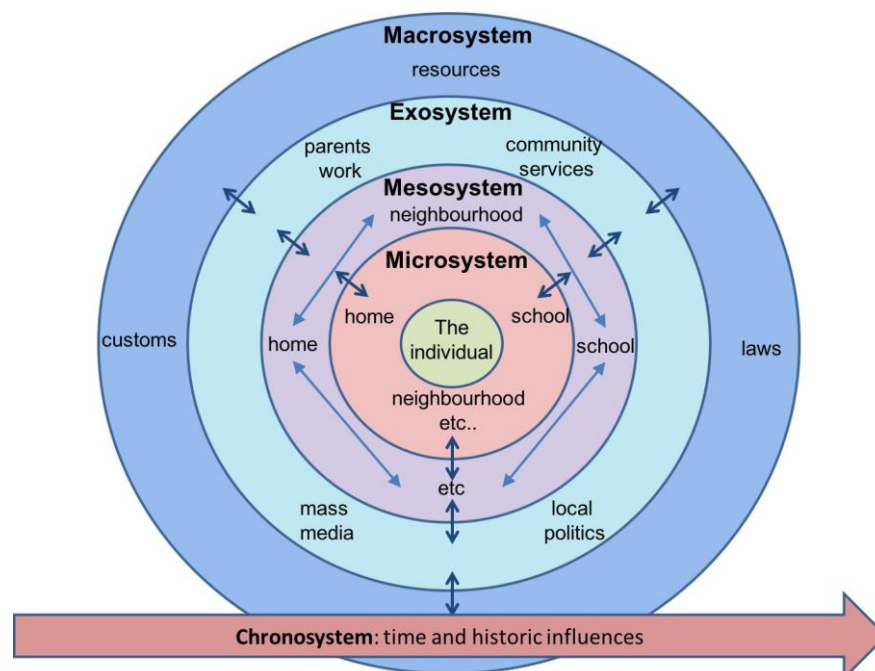


Maslow's theory professes that an individual must have their basic needs met, illustrated in terms of one's physiological and safety needs, to be able to progress towards having their psychological needs met. This, in turn, will enable them to work towards meeting self-fulfilment needs. Considering the researcher's own definition of inclusion (see *section 2.2.1*), meeting a young person's psychological needs in school should support their sense of inclusion and ultimately their self-actualisation. Definitions of inclusion and belonging incorporate terms such as success (Faircloth and Hamm, 2005), value (Faircloth and Hamm, 2005) and engagement (Booth et al., 2002). Each of these terms can be associated with the psychological needs outlined within Maslow's (1943) hierarchy. In consideration of the social inclusion that a pupil experiences in school, the hierarchy suggests that meeting one's psychological needs is partially completed by engaging with peers and experiencing success in friendships.

2.2.3.2 Bronfenbrenner's ecological systems theory

Bronfenbrenner's (1979) ecological systems theory outlined different areas and levels of a system which impact on children and young people's development, ranging from the individual and family (micro-system), neighbourhood and school environments (mesosystem) to national policy and culture (macro-system; see *Figure 2.2*). Gorrell-Barnes (1985) described a system as a circular process with each action interacting and impacting on the next, causing a cycle of behaviour or normality.

Figure 2.3. A figure to show Bronfenbrenner's (1979) ecological systems theory



Bronfenbrenner (1979) raised questions about the impact of the system operating around young people and how, when ineffective, it can act in detrimental ways on their psycho-social adjustment and development. Drawing on Bronfenbrenner's (1979) work it could be argued that developing a sense of inclusion is not within a child's control but is affected by the interactions and relationships between systems that are around them (e.g., home and school relationships or teacher discussions). Bronfenbrenner's (1979) theoretical framework provides a basis to build inclusion research (Peck, 1993). Research that explores the national development and school-based implementation of inclusion policy is well positioned to consider effectiveness from the macro-system, through to the micro-system and again on an individual level (Odom et al., 1996). Moreover, Bennett, Deluca and Bruns (1997) present the ecological systems theory as a useful tool in establishing a shared vision between schools and families for promoting school inclusion for children and young people.

2.3 Newly arrived

2.3.1 Definitions of newly arrived

There is not a consistently operationalized definition of '*newly arrived*' within research (Bonacina, 2011; Cartmell and Bond, 2015; Wedin and Wessman, 2017). This ambiguity has allowed researchers to establish their own definitions and produce research with varying participant identification criteria. Despite this, the term is referred to within the official documentation in relation to the education of newly arrived pupils, such as that issued by the Department for Education (2012; 2018) and in guidance by the Office for Standards in Education (Ofsted, 2013). Cartmell and Bond (2015) opted for the use of alternative terminology, "*international new arrivals*", which encompasses voluntary and forced migrants. Other research is not as specific when defining terms, simply opting to refer to issues of immigration (Wedin and Wessman, 2017) or differences in language (Hilt, 2015; Hilt, 2017), when exploring newly arrived experiences.

Evans and Lui (2018) call for distinctions to be made between newly arrived pupils and their counterparts who have lived in their new countries for a number of years. That is to say, when are newly arrived pupils no longer newly arrived? Cartmell and Bond (2015) and Evans and Lui (2018) propose that to be "*newly arrived*" a pupil must have been living in their new country for less than one year. However, Cummins (1984; see

Figure 2.4) argues that children and young people do not become proficient in basic language skills required to navigate the social environment until they have experienced approximately 2 years of living in a new country (further discussed in *section 2.3.3.2*). It could therefore be argued that if a child or young person is unable to master basic language skills, such as following simple instructions or participating in brief conversations, they should still be considered as newly arrived.

The current study, therefore, defines those that are “*newly arrived*” as voluntary or forced migrants (Cartmell and Bond, 2015) that have been living in their new countries for 2 years or less.

2.3.2 Policy on newly arrived pupils

The Equality Act (2010) states nine protected characteristics; one of these being race. Race is defined as colour, nationality and ethnicity or origins. Furthermore, the Department for Education (2018) advises schools not to discriminate against or in favour of one race over another in adopting the Equality Act guidelines.

The Department for Children, Schools and Families (2007) also issued guidance for schools enrolling newly arrived participants which seemingly reflects the principles outlined in the Equality Act (2010), in that newly arrived pupils should be provided with educational experiences that enhance attainment and inclusion. The document, entitled ‘New Arrivals Excellence Programme’, draws attention to the range of UK policies that had contributed to the development of the programme, including the Race Relations (Amendment) Act (2000), School Admissions Code of Practice (2003), the Education and Inspections Act (2006) and the Children’s Act (2004). Guidance is broken down into appropriate actions school staff can take in primary and secondary provision.

Secondary school guidance (Department for Children, Schools and Families, 2007) states that all new arrivals should be assessed in their home language to develop an understanding of their interests, pre-existing knowledge and strengths. In relation to inclusive practice, the guidance states that schools should attempt to ensure newly arrived pupils do not experience feelings of exclusion or marginalisation and are provided with a designated adult, or trained induction mentor, as well as a safe place to go to.

Consideration of national policy is important in relation to the current research as it provides the framework which schools are expected to adhere to when working with children and young people that have one or more of the protected characteristic, such as race, outlined within the Equality Act (2010). Through implementing and following policy, schools are encouraged to provide an inclusive and nurturing environment for children and young people that do, or do not, have a protected characteristic (DfE, 2018). Moreover, it is hoped that this aids in building positive relationships between the newly arrived children and young people and their peers to reduce discrimination on a wider level, e.g., within the community.

2.3.3 Theoretical perspectives of newly arrived pupils

2.3.3.1 Acculturation theory

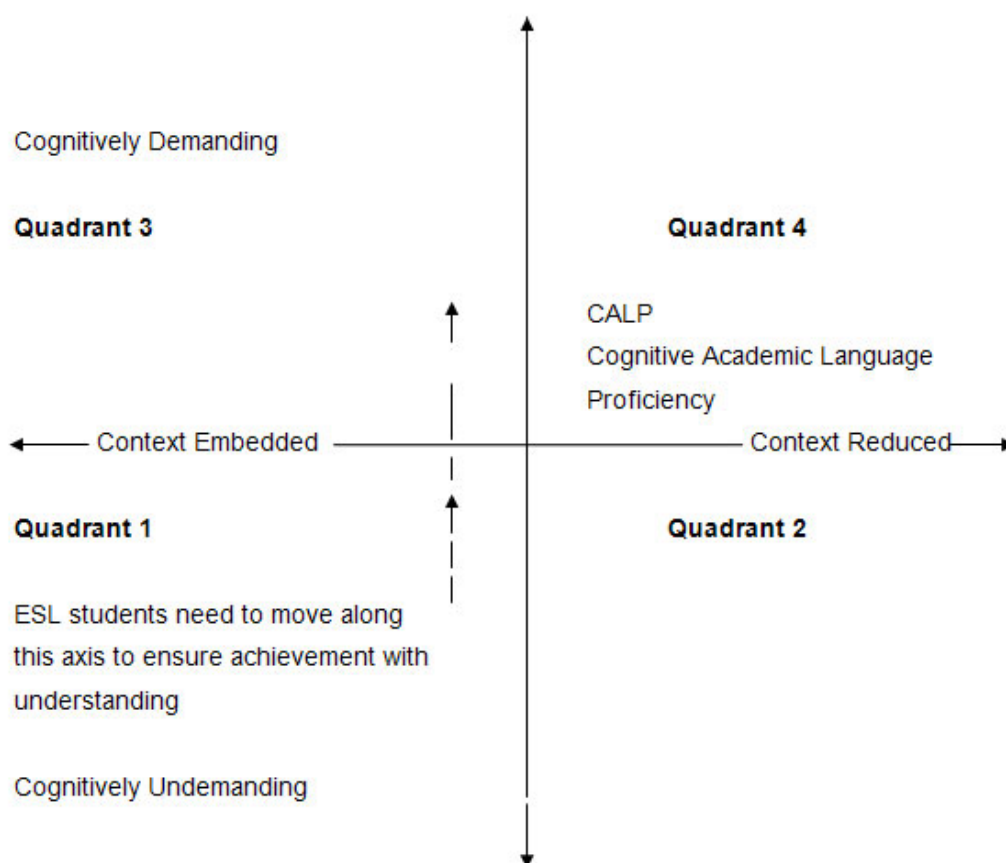
Research describes how those who move to countries away from their own country of origin must undergo a process of acculturation (Cartmell and Bond, 2015). The theory of acculturation is defined as the “*dual process of cultural and psychological change that takes place as a result of contact between two or more cultural groups and their individual members*” (Berry, 2005, p698). This refers the change between the native and newly adopted culture (Cartmell and Bond, 2015), which may be influenced by issues such as identity, socio-economic status, pre-migration education, the length of time to access education or work (Hartog and Zorlu, 2009; Hickey, 2007). Along with undergoing this process of change, newly arrived pupils have to adapt to a range of environments that they enter; one of which is their educational setting. Cartmell and Bond (2015) describe the transitions that newly arrived pupils make into schools as dependent on a “*complex interaction between many factors*” (p.98) which suggests that both inside and outside of school impact on school engagement and inclusion. Furthermore, Cartmell and Bond (2015) propose that educators have a responsibility to remain aware of the challenges that newly arrived pupils experience in order to support successful transition. However, with additional barriers to communication, such as a lack of knowledge around culture and language, it is possible schools could find it difficult to collect newly arrived pupils’ views.

2.3.3.2 The impact of language learning on newly arrived pupil inclusion

Cummins’ (1984) theoretical framework claims there are two language proficiencies that enhance children and young people’s understanding of a second language: Basic

Interpersonal Conversational Skills (BICS) and Cognitive Academic Language Proficiency (CALP). Cummins (2013, p.65) states that “*BICS refers to conversational fluency in a language while CALP refers to students’ ability to understand and express, in both oral and written modes, concepts and ideas that are relevant to success in school*”. Cummins (2000) extended this model to become useful in educative terms, providing a quadrant continuum framework for which teachers are able to establish appropriate intervention for EAL pupils.

Figure 2.4. A figure to show Cummins’ (2000) quadrant continuum framework.



The quadrants explain the differing degrees of complexity that need to be worked through in order for pupils to move from BICS to CALP, such as gradually exposing them to increasingly complex material (Goldstein and Liu, 1994). Cummins (2000) outlines two dimensions to represent the differing cognitive demands and contexts of additional language learning. Mozayan (2015) suggests that implementing this model in practice could leave teachers facilitating tasks that were not cognitively demanding enough for EAL pupils, particularly as their skills begin to develop and they become more familiar with the expectations of school. However, Cummins (1986) argues that

the framework is a tool for empowering learning and its uses have proven useful worldwide (Rooy, 2010).

2.4 Social and educational inclusion of newly arrived pupils

This section of the literature review will explore the existing research in relation to the inclusion of newly arrived pupils. Factors pertinent to the identified definitions of inclusion (section 2.2.1) and newly arrived (2.3.1) will be of particular focus throughout this section.

2.4.1 Impact of inclusion

The consensus within the literature is that ‘inclusion’ as defined by belonging by is an integral part of society and that individuals who perceive themselves to belong to a group are less likely to experience difficulties with their well-being (Holt-Lunstad, Smith and Layton, 2010) self-esteem (Haslam et al., 2009) and identity (Nutbrown and Clough, 2009). Such findings extend to children and young people within educational settings. Mittler (2000) discusses the shift to inclusive educational practices in Western societies since the mid 80’s. Societies that previously segregated children and young people with SEND began to integrate them into societal contexts, such as schools. However, Polat (2010) argues that this shift may not have supported inclusion as it intended, as those with SEND were often left without appropriate support, reducing their participation in activities. Polat (2010) further highlights that mere presence in the classroom does not mean that children and young people are included, and that they should be invited and encouraged to actively participate to heighten a sense of value (Booth, 2005; Polat, 2010).

Developing a sense of inclusion has positive short and long-term outcomes for all pupils (Goodenow, 1993). This can include an improved sense of self and lower rates of depression (Kia-Keating and Ellis, 2007). Welsh et al., (2014) found that experiences of inclusion were emphasised for children and young people that participated in hobbies, specifically singing, that boosted their emotional development and sense of self. Research investigating the long-term outcomes for children and young people that experienced exclusion at school indicated that they are at an increased risk of developing mental health difficulties (Copeland et al., 2013; Stapinski et al., 2014), making poorer choices about their health (Gini and Pozzoli, 2009) and experiencing poorer health in general (Sigurdson, Wallander and Sund, 2014). Research suggests that

there are groups of children and young people that are at a greater risk of experiencing exclusion (Brewin and Statham, 2011; Frederickson et al., 2007; Lamport, Graves and Ward, 2012). Such groups include those with protected characteristics defined in the Equality Act (2010), including race (Parsons et al., 2004), religion (Lindsay and McPherson, 2012), gender (Seals and Young, 2003) and disability (Christensen et al., 2012).

2.4.2 Social inclusion for newly arrived pupils

Newly arrived pupils have the additional process of acculturation within their transition into a new school. Indeed, research acknowledges that this population experience a higher number of barriers to inclusion than UK children moving schools (Ozer et al., 2008). This can include difficulties with communication due to differences in first language (Evans and Lui, 2018), culture (Chen, 2009) and identity (Wallace, 2011). Wallace (2011) further described how the process of becoming acculturated is a dual process of gaining the identity of a pupil within the new setting through social interactions, not just through learning. Olsen (1997) taking a strong critical perspective described the same process as “*becoming radicalised into our highly structured social order*” (p11). Despite the different emphasises, there appears to be agreement that acculturation is challenging for newly arrived pupils and that their experiences of education differ to those who are educated in their country of origin. The importance of social inclusion within education is widely documented and it is acknowledged that the impact of exclusion is vast and can continue into adulthood (Goodenow, 1993; Haslam et al., 2009; Holt-Lunstad, Smith and Layton, 2010; Kia-Keating and Ellis, 2007).

Parsons et al., (2004) highlighted that belonging to a minority background creates greater risk of social and academic exclusion for newly arrived children and young people. In addition, Moskal (2014) and Hamilton (2013b) found that speaking little English acted as a barrier to forming friendships which, in turn, resulted in feelings of isolation. A variety of studies have also shown that making friendships is vital to developing a sense of inclusion in schools (Prilleltensky and Prilleltensky, 2006; Roffey, 2013; Ryan et al., 2010). Within newly arrived populations, friendship formulation contributes to them settling into school but can be challenging due to difficulties with language (Evans and Lui, 2018). Messiou and Azaola (2018) found that implementing a peer mentoring system between newly arrived pupils and native English

pupils facilitated experiences of inclusion and supported the development of friendships. However, the impact of Messiou and Azaola's (2018) research had a significant impact on an individual level, rather than on a wider school level (micro-system; Bronfenbrenner, 1979).

A number of studies have shown that newly arrived pupils work to identify commonalities between themselves and peers, such as the same first language or culture, which helps them to form friendships and develop an identity within school (Hastings, 2012; Stanley, 2001; Hek and Sales, 2002; Ryan et al., 2010). Moreover, newly arrived pupils that develop friendships with peers that originate from the new country are more likely to feel a greater sense of belonging in their new community and go through the acculturation process more readily (Stanley, 2001; Kidane, 2001; Devine and Kelly, 2006). However, some newly arrived pupils may find this difficult if their participation in their new cultural environment is opposed by their family (Stanley, 2001).

2.4.2.1 Bullying and inclusion for newly arrived pupils

There are several things that are thought to impact on a pupil's sense of inclusion, such as bullying. Hymel and Swearer (2015) define bullying as negative peer interactions that include verbal and physical abuse that can have negative consequences on the mental and physical health of children and young people (Gruber and Fineran, 2008). Furthermore, technological developments have equipped bullies with additional means to bully others through cyber bullying (Kessel Schneider, 2012; Baldry, Sorrentino and Farrington, 2018). A wealth of research has drawn the conclusion that children and young people that experience persistent bullying at school may not experience inclusion to the same level as peers that are not bullied (Monchy, Pijl and Zandberg, 2004; Norwich and Kelly, 2004; Espelage et al., 2018). Studies document varying prevalence rates of bullying ranging from 10-30% (Cassidy, 2009; Kessel Schneider, 2012). However, the Office of National Statistics (2018) published recent data indicating that approximately 17% of UK children aged between 10 and 15 years are targets of bullying.

Goulter and Green (2015) reported that newly arrived Slovakian children found the educational aspects of school enjoyable but felt socially vulnerable. Drawing on focus group data, Goulter and Green (2015) found that children created narratives that

emphasised their separation from their English peers, stating phrases such as “*us*” and “*them*” (p. 112). Maslow’s (1943) hierarchy of needs suggests that, to experience a level of accomplishment as would be expected in education, an individual should have their basic and more fundamental psychological needs met, such as having developed friendships. A wealth of research exploring newly arrived pupil experiences of school indicated that they can feel isolated from peers, often reporting that they have been bullied (Devine and Kelly, 2006; Nilsson Folke, 2016; O’Neill et al., 2005). Ryan et al., (2010) established links between high amounts of negative social media posts about migration and the Eastern European population as being associated with high levels of bullying and racism. However, in contrast to this a study by Green et al. (2010) found that pupils from ethnic minorities, including EAL pupils, were less likely to be bullied than their white counterparts. Green et al.’s (2010) research utilised longitudinal data consisting of over 15,000 children and young people across the UK of varying ethnicities and backgrounds. Methodologically, this research gained views from far greater numbers than the majority of studies reported. Therefore, it is important to balance the importance of these findings; in that, whilst Green et al.’s (2010) research is more readily generalised, qualitative research, such as the study by Goulter and Green (2015) collected rich data enabling detailed insight into challenges.

2.4.3 Educational inclusion and attainment of newly arrived pupils

Children and young people who are not educated in their home country typically experience poorer educational attainment than those who are educated in their home country (Organisation for Economic Co-operation and Development, 2017). However, this does not account for variation in the individual circumstances of newly arrived children and young people. One factor found to influence educational attainment was the age at which newly arrived young people moved to the UK (Strand et al., 2015). Strand et al., (2015) found a significant attainment gap between newly arrived pupils and peers educated in their countries of origin, which was greater if they had moved to the UK after the age at which pupils attend primary school. Ryan et al (2010) further touched upon the difficulties that families experience when children start school at a much younger age than in other countries. This can mean that newly arrived primary-aged pupils may have had no prior experiences of school up until their arrival, seemingly putting them in a disadvantaged position in comparison to pupils originating from the UK. Strand et al., (2015) further highlighted that pupils originating from

Eastern European countries (e.g., Romanian, Lithuanian, Polish and Albanian) do not perform as well as those whose native languages were, for example, Spanish or Russian, which is concurrent with national statistics (Office for National Statistics, 2017).

Irrespective of the evident attainment gap, Schnell et al., (2015) identified that European Union (EU) parents of children educated in the UK hold high aspirations. A review of five papers exploring parental engagement with schools and perceptions towards education showed that where schools regularly involved parents, children's academic outcomes were higher (Schnell et al., 2015). Other research has indicated that schools rarely communicate with parents where factors such as language barriers and changing family structures are present, which are factors commonly associated with EU families (Hamilton, 2013b). Schofield (2006) found that EU parents were less likely to engage with schools if they had lower socio-economic status and reported feelings of inadequacy. Socio-economic status is a widely researched construct that can be measured through assessing family income, parental education, and occupational status (Bradley and Corwyn, 2002). Research has widely documented that children and young people from low socio-economic status families generally have poorer outcomes in their education and adulthood (Reynolds, 1989), whereas those from higher socio-economic status families are predicted to perform better at school and have better outcomes in adulthood (Astone and McLanahan, 1991). Furthermore, Astone and McLanahan (1991) highlight that high socio-economic status parents that problem-solve social situations with their children are more likely to develop greater competence in their social engagement. Schofield's (2006) study contrasts with Schnell et al.'s (2015) findings that EU parents were willing to gain understanding of their child's progress and support regardless of the personal or social constraints, including socio-economic status.

One factor demonstrated as impacting upon the educational attainment of newly arrived pupils is potential language barriers (Ryan et al., 2010). If newly arrived children and young people reach entry point in UK schools without proficient English skills, or CALP (Cummins, 2000), research suggests that they will be unable to access the complex language used to teach the curriculum (Goldstein and Liu, 1994; Mozayan, 2015). Collier (1989) found that, to close the gap on educational attainment, children and young people who were educated in a language other than their first language should first become proficient in their second language. Concurrent with previous research (Ryan et al., 2010; Stand et al., 2015), Collier (1995) suggests that when younger

children begin schooling, whereby they access a foreign language at an earlier stage, their outcomes for success are significantly increased. However, Ryan et al., (2010) reported that teachers felt there was a lack of resources and interpretation services to support the inclusion of newly arrived children, such that these children were set up to fail. Oxford (2002) suggests that practical resources can be sparse in the education of newly arrived pupils, and yet time is required to ensuring accuracy in pupil responses.

2.4.4 Teacher's role in promoting inclusion

Research has found variability within teacher perceptions of inclusion which stems from initial teacher training (Gill, 2008; Cullen, Gregory and Noto, 2010). This suggests that teacher knowledge and understanding of the needs of children and young people may impact on their ability to adopt fully inclusive practice (Leatherman, 2007). Moreover, Forbes (2007) highlights that if teachers do not support policy devised by senior leadership, they risk quashing opportunities for pupils. However, Guzmán (1997) and Nagy and Wang (2007) argue that senior leadership often fail to provide teachers with adequate support to implement policies, and often curb their continued professional development. Guzmán (1997) explored practices of school principals identified as fostering inclusive practices. A key finding of this research was that building a school system that harboured effective and consistent communication across all staff members in which the principal was actively involved ensured that inclusion was a shared vision (Guzmán, 1997). Furthermore, where principals worked to directly support teachers the outcomes for pupils identified as being at risk of exclusion were improved (Garrison-Wade, Sobel, and Fulmer, 2007).

Where newly arrived pupils experience success in UK mainstream education, research has shown that certain commonalities in environments promote positive learning experiences (Demie and Lewis, 2018). Demie and Lewis' (2018) case study approach found that learning environments that celebrated diversity, where teachers had an awareness of the pedagogy that supports EAL pupils alongside strong school leadership were key to success. Crease (2010) argues that it is predominantly within the teachers' remit to "*transform their own practices, understandings and workplaces*" (p.46). This suggests that whilst school leadership are responsible for monitoring equitable practices within classrooms to enhance equality, teachers predominantly act as agents of change as they generate individual pupil targets, implement the curriculum and develop an

inclusive ethos within their classrooms. In addition, Bell (1989) suggests that there will be little improvement in educational attainment and outcomes for EU pupils unless there is a change to the structure of teacher training.

2.4.5 Parental role in supporting inclusion

LaRoque, Kleiman and Darling (2011) described parental involvement as the “*missing link*” (p.115) in promoting school inclusion. Research has shown that involving parents can significantly improve social (Allen and White-Smith, 2018) and academic (Colombo, 2006; Epstein, 1994) inclusion for school aged children and young people. Bennett, Deluca and Bruns (1997) argued that collaborative work between parents and schools is best practice and demonstrated that where there was a greater collaboration, parents and schools reported feeling more positively towards one another. Turnbull, Turbiville and Turnbull (2000) discuss the relationship dynamic between families and professionals, highlighting the distinction between involvement, engagement and empowerment. Developing collective empowerment (for parents and schools) is deemed to be the goal of collaboration between parents and schools which is viewed to have a greater positive impact on actions taken over any individual effort (Turnbull, Turbiville and Turnbull, 2000). The argument here is that parents should feel empowered to participate in collaborative involvement in their child’s inclusive experiences at school.

Arnot et al. (2014) concluded that schools often do not communicate effectively with parents and carers of newly arrived pupils. Schneider and Arnot (2018) argue that parental involvement is pivotal for inclusion when pupils originate from other cultures and do not speak the language and neglecting to seek the views of parents reduces their support of the education system (Hamilton, 2013c). Therefore, in a society where newly arrived children are at greater risk of poorer outcomes in social (Goulter and Green, 2015) and academic success (Organisation for Economic Co-operation and Development, 2017), there is a greater need to ensure collaborative work with parents. Hamilton (2013c) identified that the factors identified as preventing involvement of parents include language barriers, issues surrounding a changing family structure and issues associated with communicating with the wider community. Whilst section 4.5.4 identified that teachers play a key role in facilitating inclusive practices (Crease, 2010), they may perceive a lack of managerial support or resources as reinforcing

communication barriers with parents that speak other languages due to a lack of translation services in schools (Guzmán, 1997).

2.4.6 Summary

The concept of ‘*newly arrived*’ remains an ambiguous term within the context of research, despite its wide use across national policy (Equality Act, 2010; DfE, 2018; DCSF, 2007). This study, therefore, defines “*newly arrived*” pupils as voluntary or forced migrants (Cartmell and Bond, 2015) who have been living in their new countries for 2 years or less. Supporting the social and academic inclusion, including experiences of belonging, of newly arrived children and young people in education is identified as challenging within existing literature (Devine and Kelly, 2006; Nilsson Folke, 2016; O’Neill et al., 2005; Ryan et al., 2010). Most research documents newly arrived pupils as being vulnerable to social exclusion (Goulter and Green, 2015) and poorer outcomes in education (Organisation for Economic Co-operation and Development, 2017), however, longitudinal, wide-spanning research suggests that it is white, British children and young people that are more likely to be bullied in UK schools.

Research suggests that factors operating beyond the control of children and young people are primarily responsible for supporting inclusion, for example, the communication between and actions of teachers and parents (Crease, 2010; Schnell et al., 2015). Development of a second language has also been identified as a factor in supporting social and academic inclusion (Ryan et al., 2010; Stand et al., 2015). Where teachers can support academic attainment, they must first build upon a pupil’s understanding of social language which, in turn, will support social engagement (Oxford, 2002). However, the literature suggests that, more often, newly arrived pupils are quicker to form friendships with peers that share their home language over peers that they do not share a language with (Hastings, 2012; Stanley, 2001; Hek and Sales, 2002; Ryan et al., 2010). These factors appear to be key to how newly arrived pupils develop a sense of inclusion in their school and wider community.

2.5 Pupil Voice

2.5.1 Definitions of pupil voice

Within the United Nations Convention on the Rights of the Child (1989), ‘child’ is used to account for those under the age of 12 years, and ‘young people’ is used for those over

the age of 12 years. Robinson and Taylor (2007) document that, in educative terms, ‘student’ and ‘pupil’ can be used synonymously, yet ‘pupil’ is a more inclusive term as it encompasses children and young people of all ages as opposed to those within a particular age range. Robinson and Taylor (2007) critically evaluated the phrase ‘pupil voice’, stating that the term implies a collective opinion of pupils and does not account for the variation between individual experiences. Moreover, the ‘*pupil voice*’ may have little use and value in practice due to a lack of guidance around how to use these views to inform professional development.

Robinson and Taylor (2007) describe the four core functions of the pupil voice, stating that upholding these functions ensures that ethical practice that corresponds with guidance issued by the British Psychological Society (2009) is maintained. These functions are:

- “*A conception of communication as dialogue.*”
- *The requirement for participation and democratic inclusivity.*
- *The recognition that power relations are unequal and problematic.*
- *The possibility for change and transformation.”* (Robinson and Taylor, 2007, p.8)

Professional drive to obtain the pupil voice stems from policy (see *section 2.4.2*). In education, the pupil voice is perceived as seeking to obtain the views of children and young people in relation to aspects that impact upon them (Whitty and Whisby, 2007). This is often documented as being part of school improvement procedures and plans, such as a student council, to convey a sense of inclusion (Fielding and Ruddock, 2006; Whitty and Whisby, 2007).

2.5.2 Policy on incorporating the pupil voice

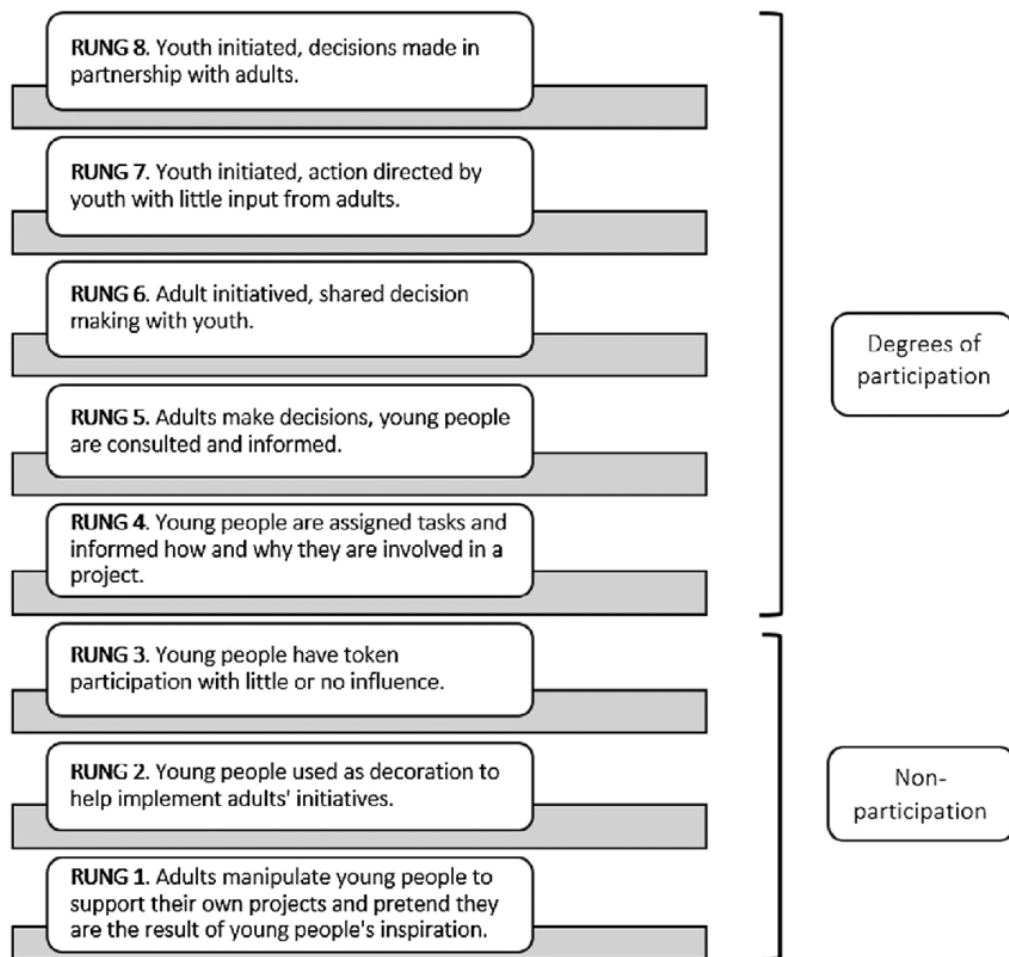
The United Nations Convention on the Rights of the Child (1989) describes how children and young people, under the age of 18, should have the right to express their views, feelings and wishes in all matters that concern or affect them. However, guidance issued by the Department for Education (2014) states that, whilst there are potential benefits to children and young people in having their voices heard and incorporated in decision-making, it is not a legal obligation. The document further described listening to the pupil voice as “*a feature of effective leadership*” (p.2).

Two key pieces of UK legislation where incorporating the pupil voice has become a compulsory and integral part in decision making is within the Children's Act (2003) and SEND Code of Practice (2014), which state the need for all children and young people to have their voices heard and, where appropriate, be part of statutory decision-making processes affecting them. Legislative requirements such as these have prompted a growing interest in obtaining the pupil voice within research so that a more collaborative approach can be used to inform professional development (Whitty and Whisby, 2007).

2.5.3 Frameworks of pupil participation

Hart (1992) coined the ladder of participation, which conveys a framework for pupil participation which stems from Arnstein's (1979) model of adult participation. Hart's (1992) intention for this framework was to avoid what he perceived as the continuous "*exploitive and frivolous*" (p.1) acquisition of children's views. Within the framework, the bottom three rungs of the ladder represent pupil participation methods that require little effort and have minimal implications for practice. These include manipulation (rung 1), therapy (rung 2) and informing (rung 3). The top five rungs of the ladder offer increasing levels of participation and collaboration with adults (Hart, 1993). This moves from consultation (rung 4), placation (rung 5), partnership (rung 6), delegated power (rung 7) and citizen control (rung 8). Consultation (rung 4) is actively seeking the pupil voice yet ultimately suggests that tasks are initiated by adults. As participation continues to increase, citizen control (rung 8) enables children to direct the area of focus pertaining to decision-making and hold equal decision-making powers to adults.

Figure 2.5. A figure to illustrate Hart's (1993) ladder of participation in respect of pupils.



Hart (2008) later critiques this model, stating that its message has not been interpreted as he had intended. His first critique discusses the historical and social datedness of the ladder, stating that it was a useful tool where children's voices were not regularly or informally obtained. Whilst Hart (2008) acknowledged that his model may no longer be relevant in modern society, Robinson and Taylor (2007) discuss the lack of theoretical frameworks that underpin the pupil voice, highlighting further that there is a need for more to exist. Hart (2008) further links child development to the rungs of participation, discussing that children with low cognitive abilities (e.g., children that are younger or have SEND), may not have the capacity to participate within the higher rungs of the ladder.

2.5.4 Impact of the pupil voice in research and practice

Lincoln (1995) advocated that seeking out the pupil voice was a civil right that must be upheld. Exploring the pupil voice is becoming an integral part of research designs, which is perceived to have stemmed from policies that specify its importance.

Researchers have argued that a key challenge to obtaining pupil voice is ensuring that

dialogue is “*effective and authentic*” (Lewis, Newton and Vials, 2008, p.26). Flutter (2007) acknowledges that the pupil voice may be led and influenced by school leadership, particularly where schools agree to participate in externally commissioned research. Whitty and Whisby (2007) urge schools not to view obtaining the pupil voice as good practice in a managerial sense, but as a collaborative approach aiming to improve pupil participation and pupil outcomes. Lewis (2010) offers a strong conflicting view stating that the pupil voice often lacks authenticity, credibility and reliability and labelled adults that seek the pupil voice as inflicting “*radical empowerment*” (p.17).

Obtaining the pupil voice is advocated as promoting pupil participation and empowerment (Cook-Sather, 2006). Cook-Sather (2006) established that this can help to facilitate relationships between pupils and those seeking their views. That is to say that, if teachers valued the pupil voice, it is probable that more effective relationships between pupils and their teachers would be formed. Fielding and Ruddock (2006) identified that obtaining the pupil voice has strong links with inclusion. As identified in *section 2.4.1*, the positive impact of inclusion promotes the mental and physical well-being of pupils (Fielding and Ruddock, 2006; Holt-Lunstad, Smith and Layton, 2010).

Fielding and Ruddock (2006) conclude that establishing a more democratic society within schools would benefit both pupils and schools. Sellman (2009) reports pupil voice reminds professionals of the need for consistency, positive relationships and effective communication. McIntyre, Pedder and Ruddock (2005) highlighted that irrespective of pupil views, it is ultimately the response and application of the pupil voice that holds the most weight. In their study, McIntyre et al. (2005) further explain that the pupil voice can act as a catalyst for change in inclusion and classroom practices, yet identified that teachers may not welcome criticism in this form. Flutter (2007) further suggests that, where too much emphasis is placed on the pupil voice, teachers’ views could risk being “*silenced*” (p.8). Interestingly, Robinson and Taylor (2007) argue that pupil voice has little impact on practice as teachers do not as yet have the skills to utilise information gained from pupil views purposefully.

2.5.5 The voice of newly arrived pupils

Devine and Kelly (2006) reported the challenges that schools experience in obtaining the newly arrived pupil voice, particularly where pupils and school adults do not speak a

shared language. Furthermore, Hutchinson et al. (2003) highlight that, when newly arrived pupils develop a level of proficiency in language learning, their skills will not be advanced enough to communicate their views to the level that is required. This supports the framework offered by Cummins (2000) which professes that it should take up to two years of being immersed in positive language learning experiences to become socially proficient in a new language. Ryan et al. (2010) suggests that, in most cases, language barriers encountered when working alongside newly arrived children can be removed “*relatively quickly*” (p.14) and that it is the language skills of their British-born peers that may present as more problematic.

Gould (2017) interviewed five newly arrived secondary-aged pupils from Gypsy, Roma and Traveller backgrounds in UK schools in relation to their experiences of social and academic inclusion. Participants primarily reported feeling in control of their experiences, suggesting an internal locus of control (Gould, 2017). For example, participants reported a sense of ownership over seeking additional adult support in school to meet their emotional or academic needs. Some pupils also felt supported if their trusted adult helped others to understand any cultural differences. However, it is likely that effective relationships should be established prior to newly arrived pupils expressing this view.

Newly arrived pupils considered friendships were a significant contributing factor to support their sense of belongingness and social inclusion and placed added emphasis on the interactive learning opportunities (e.g., school trips) that enabled them to develop friendships (Gould, 2017). This links with research that shows that newly arrived children are more likely to make friendships with peers with whom they identify similarities, such as those that speak the same language (Stanley, 2001; Hek and Sales, 2002; Ryan et al., 2010), although Gould (2017) found in contrast that, where possible, pupils attempted to form friendships with peers that they did not share a culture with. Tereshchenko and Archer (2014) established that newly arrived pupils felt that British pupils expressed a lack of interest in other histories and culture which acted as a barrier to forming friendships. Reynolds (2008) further highlighted that pupils originating from other countries felt there was little opportunity to celebrate their identities in schools.

Devine (2009) identified that newly arrived migrant young people often felt as if their personalities had been skewed to meet the expectations of those in their new

environments. Where they lacked competence in speaking a new language, peers mistook this for shyness and newly arrived young people began to recreate their identity to fit what they were being perceived as. Other research has further indicated that their minority status has negatively impacted on newly arrived young people. Tereshchenko and Archer (2014) reported that newly arrived young people perceived their BME or EAL status as a barrier to achieving aspirations, particularly when their focus was to access UK higher education.

2.5.6 Summary

Despite methodological challenges raised around obtaining an accurate reflection of the pupil voice, research suggests that it can have a multitude of benefits for both pupils and schools. However, this relies heavily on applying the pupil voice proactively in educational settings (McIntyre, Pedder and Ruddock, 2005). Where this is successful, there have been links to improving relationships between pupils and teachers (Cook-Sather, 2006) and overall inclusive experiences (Fielding and Ruddock, 2006). This is heavily influenced by the theoretical framework that underpins pupil voice and participation; which states that there is a continuum in which pupils can express their views. Hart's (1992; 2008) theoretical framework of obtaining the pupil voice is explained, highlighting the need for active pupil participation to enhance pupil's sense of empowerment and collaboration with adults. Where participation is tokenistic or driven by adult views, pupils are less likely to feel heard.

Collecting the voice of newly arrived pupils can prove to be more challenging than collecting the views of other populations (Devine and Kelly, 2006). From what research tells us about challenges to the social and academic inclusion of newly arrived pupils, where this sub-group do not share the same language as the individuals in their new schools, teachers are poorly equipped in collecting their views due to a lack of skills (e.g., language skills) and resources. This can add challenges to obtaining the pupil voice of newly arrived children and young people. Further issues such as establishing an identity, developing peer relationships and integrating into a new environment are also raised (Devine, 2009). Robinson and Taylor (2007) argue there is a need for guidance around how to ensure that the pupil voice is purposeful. Research highlights that adults may feel as if the importance of the pupil voice is placed above their own, leading to reluctance to incorporate next steps into practice. However, where the pupil voice is

implemented effectively, there have been significant improvements for equality and teaching practices in schools (McIntyre et al., 2005).

2.6 Conclusions

The literature review has considered three core factors that are pertinent to the present study. The review first touched upon policies in relation to school inclusion as defined by belonging, and the impact it can have on pupils. A further focus was on the social and academic experiences of newly arrived pupils, and theory and evidence that underpins their position. Finally, the review considered the place of the pupil voice and its impact on pupils, school and wider community context.

There are strong links between policy changes that have occurred in the areas of inclusion (DfES, 2004b, 2006) and the voice of the child (UN, 1989; DfE, 2014), each suggesting the importance of involving and consulting children and young people in relation to decision making and developing practices. Policies, such as the United Nations Convention on the Rights of the Child (1989) and SEND Code of Practice (2014) highlight that it may be more challenging to obtain views of vulnerable pupils and, whilst newly arrived children should not be viewed as children with SEND, research suggests there is an element of vulnerability that stems from the poorer outcomes associated with this status (Hartog and Zorlu, 2009; Hickey, 2007; Cartmell and Bond, 2015). Research further highlights that, where language is perceived as a barrier to communication, obtaining the voices of newly arrived pupils may be more challenging than anticipated (Devine and Kelly, 2006).

Given this, it is proposed that a detailed evaluation of existing research exploring the perceptions of newly arrived pupils' experiences of education is vital to the development of a better understanding of this field. Due to the paucity of research, it is felt that a systematic review of the available evidence would be beneficial in order that a detailed picture of what is currently known about newly arrived pupils' experiences can be obtained and any gaps in existing knowledge and research identified. This will be approached by undertaking a systematic literature review.

2.7 Systematic literature review

2.7.1 Purpose and research question

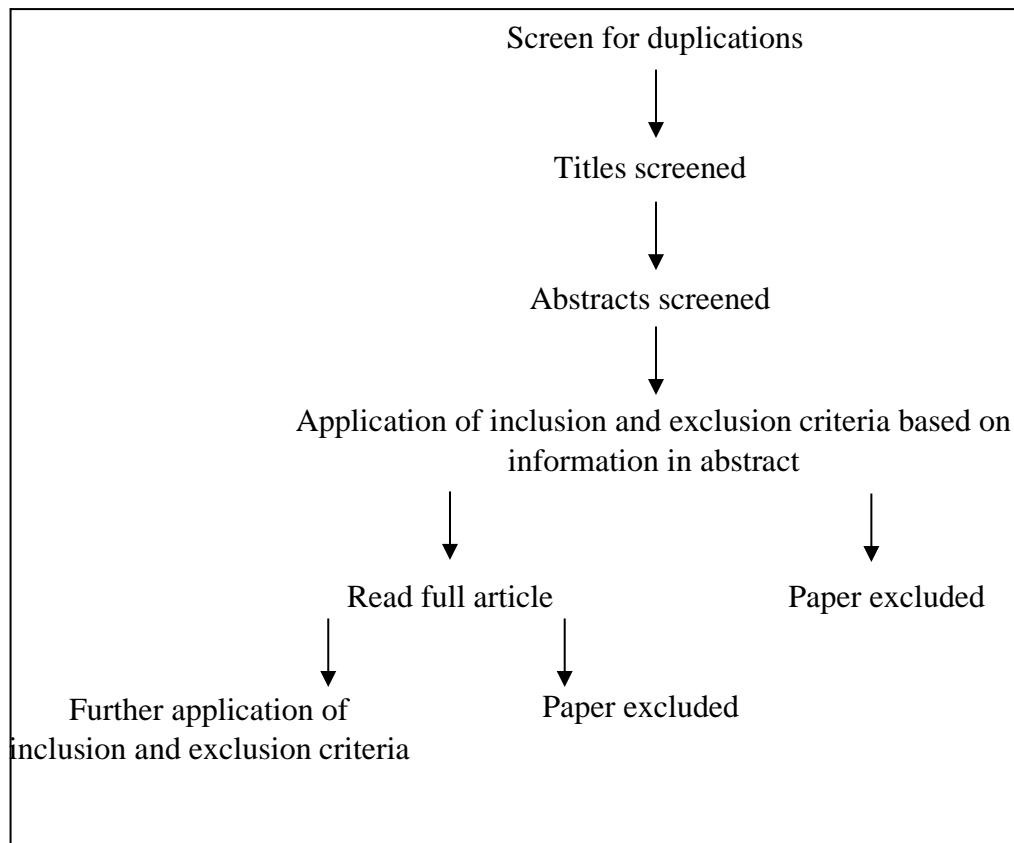
The purpose of a systematic literature review is to identify existing literature that is specifically related to a research question, to synthesise the information found to be indicative of conclusions that have been made in this field so far and to highlight directions for future research (Petticrew and Roberts, 2008). Evans, Harden and Thomas (2004) also suggest that systematic literature reviews can identify methodological flaws and lead to improvement in future research, which would help to refine the current research.

The aim of this systematic literature review was to review the literature carried out in relation to Czech and Slovak newly arrived young people and their experiences of school following transition to mainstream secondary education in the UK. This systematic literature review aims to answer the following question: What does the literature say about newly arrived Czech and Slovak young people's experiences of school in UK secondary schools?

2.7.2 Study selection

As the research question is seeking to identify and make meaning from individual lived experiences of pupils, it is likely that the research designs highlighted will be qualitative rather than quantitative (Petticrew and Roberts, 2008). The systematic review will therefore screen for studies using the guidance of the flow chart illustrated in *Figure 2.5*.

Figure 2.6. A figure developed by the researcher to illustrate the selection of papers for this systematic literature review.



2.7.3 Inclusion and exclusion criteria

Preliminary searches yielded a lack of results on using the Czech and Slovak pupil voice to explore experiences of inclusion in secondary mainstream education. The inclusion and exclusion criteria were defined as:

- Studies were included if they explored experiences of school using the pupil voice of those accessing mainstream primary and secondary education. Studies that explored the voice of young people accessing post-16 provision were excluded as the nature and structure of these provisions were considered to be different.
- Studies that explore the experiences of newly arrived, or formally newly arrived, Eastern European young people.
- Studies must be part of a peer reviewed journal publication to ensure rigour and validity.
- Studies included within this review must be written in English.
- Studies that focus on typically developing populations (e.g., pupils without SEND) will only be included in this review.

- The search criterion was set to include studies from 2010 onwards to correspond with the date that the Equality Act (2010) was put into place. The purpose of this was to ensure that research included was kept relevant, up to date and was in line with UK policy.

2.7.4 Search strategy

The electronic databases PsycINFO, Scopus, Web of Science and Google Scholar were searched to identify the studies relevant for this literature review. The selected search terms (see *Table 2.1*) were combined and entered into databases. The search terms aimed to be sensitive enough to obtain all relevant results but specific enough not to yield a plethora of results that did not contain any relevance to this review.

Table 2.1: A table to show search terms used in the systematic search

Search Name	Search Term
Eastern European	Eastern Europe*
School	school*
Experiences	experience*
Children	Child* pupil* young people
Inclusion	Incl*

Following extensive searches of the databases (Appendix 2) and the process identified for selecting appropriate studies, outlined in Figure 2.4, a total of seven studies were identified as appropriate for this review. Snowballing was then used to extend the systematic literature base. Wohlin (2014) defined snowballing as a procedure whereby a researcher examines the reference list of articles to identify additional articles. This strategy acquired a further two articles to contribute towards this review (Hamilton, 2013a; Thomas, 2013).

2.7.4.1 Appraisal of Studies

To review the overall quality of the papers that met the inclusion criteria, Gough's (2007) Weight of Evidence framework was applied (see Appendix 1). This framework acts as a tool to assess the overall quality of the research in relation to how it contributes to the literature base. Nine studies were selected from searches carried out to be

included in this systematic literature review (for study summaries refer to Appendix 3). Table 2.2 demonstrates the quality ratings applied to each study according to Gough's (2007) Weight of Evidence framework.

Table 2.2 A table to demonstrate the Weight of Evidence framework (Gough, 2007) applied to studies included within this systematic literature review.

	A- Methodological quality	B- Methodological appropriateness	C- Methodological relevance	D- Overall weighting
Biggart, O'Hare and Connolly (2013)	High	Low	Medium	Medium
Cartmell and Bond (2015)	High	Medium	High	High
Evans and Liu (2018)	Medium	Medium	Low	Medium
Gaulter and Green (2015)	Medium	Medium	Medium	Medium
Hamilton (2013a)	Low	Medium	Medium	Medium
Hamilton 2013b)	Low	Medium	Medium	Medium
Iqbal, Neal and Vincent (2017)	Low	Medium	Medium	Medium
Moskal (2014)	Low	Medium	High	Medium
Thomas (2013)	Low	Medium	High	Medium

2.7.5 Analysis of the body of research

The literature review yielded nine studies appropriate for inclusion within this systematic literature review. Several ways of organising and presenting the literature were considered, such as according to relevance as indicated through implementing Gough's (2007) Weight of Evidence framework. However, it was decided that studies would be grouped under the following headings:

- Eastern European migrant pupil experiences of inclusion in UK schools
- Migrant pupil experiences of inclusion in UK schools

2.7.5.1 Eastern European migrant pupil experiences of inclusion in UK schools

The literature search found six studies which focused on Eastern European migrant pupil experiences of inclusion in UK schools. Whilst most studies specifically discuss school inclusion (Gaulter and Green, 2015; Hamilton, 2013a; Hamilton, 2013b; Moskal, 2014; Thomas, 2013), Evans and Liu (2018) focused on school belonging as a concept. The definition of inclusion utilised in the present study, established in the initial stages of the literature review, incorporates the need for newly arrived young people to develop a sense of belonging in school. Furthermore, themes relevant to inclusion were pertinent in studies that sought to explore pupils' sense of belonging.

Gaulter and Green (2015) explored the promotion of inclusion of five Slovakian pupils in a primary school using an action research design. The research consisted of three cycles of action research with school staff who demonstrated changes in perceptions by the final cycle. Staff indicated improvements in their awareness of culture and recognised the vulnerability of newly arrived pupils immersed in a new language. This, in turn, left them feeling more confident in promoting the inclusion of Slovakian children. Gaulter and Green's (2015) action research cycles with child participants consisted of utilising child-friendly data collection methods, such as drawing and poster-making whilst engaging in discussion. It was sharing these posters with school staff that acted as an agent for their change in views. Two themes emerging from the discussions with children were "*increasing opportunity for success*" and "*fighting against feelings of vulnerability*". Child participants reported that they valued coming to school and perceived it as a way of supporting their success. However, child participants reported feeling isolated when first arriving in school.

Hamilton (2013a, 2013b, 2013c) carried out a trio of studies that explored experiences of fifty Eastern European children in UK schools from the perspectives of children and their parents. Whilst the rationale and data collection of each of these studies was identical and carried out in conjunction with one another, the findings reported different perspectives and accounts. Two of these studies (Hamilton 2013a, 2013b) are reported as part of this review. Hamilton's (2013a, 2013b) research consisted of obtaining longitudinal qualitative data via interviews, observations and questionnaires, which were analysed using a grounded theory approach. Whilst the focus of these studies was to identify the experiences of parents and children originating from Eastern Europe, data

was obtained from parents, primary-aged children and school staff. The findings of Hamilton's (2013a) first study focused on including newly arrived pupils in the learning and social context of school, whereas the latter (Hamilton, 2013b) explored meeting their social and emotional needs. Hamilton (2013a) discovered that whilst it is possible to integrate newly arrived pupils into UK schools without awareness of their cultural differences, factors such as language barriers will impact significantly on their engagement with the curriculum and peers. Moreover, teachers were often unable to correctly identify SEND in EAL or BME pupils due to the poor English skills of pupils.

Moskal (2014) focused on interviewing secondary-aged Polish pupils and their parents around their constructions of identity. Moskal's (2014) procedures accounted for the poor English skills of participants, using a translator where required. This enabled the voice of an under-researched yet growing population to be heard. Findings indicated that pupils' lack of English heightened their sense of loneliness and isolation. Families expressed that they had moved to the UK in hope of better education and job opportunities. Whilst some pupils had begun to adjust to their new lives, others had used socialising as a way of rebelling against their families and cultures, enhancing social experiences and opportunities as a result.

Thomas (2012) explored experiences of inclusion for Eastern European young people in secondary schools. Findings suggested that participants valued speaking English and attributed greater success in a social and academic sense to English language proficiency. Worryingly, participants further reported that feeling included in their new environments meant shedding their migrant status, thus raising questions around what this means in relation to their cultural identity.

Evans and Liu (2018) set out to explore the school experiences of thirty-seven Eastern European newly arrived pupils. Research sought the views of pupils, their parents and school staff, yet key findings reflect the views of pupils which highlights the value and importance of the pupil voice. Thematic analysis of interview data is concurrent with findings from previous research (Hamilton, 2013a, 2013b; Moskal, 2014) in that participants experienced exclusion and isolation in schools. There was further emphasis placed on the importance of language as developing proficiency in speaking English unlocked a plethora of opportunities for participants to experience understanding and success in their new environments, both socially and academically. Interestingly, pupils

reported that parents did not like them using their home language in school; however, the findings did not indicate any reasons for this preference as details of the interview procedures were limited and the study did not include any transcripts to search for meaning ad-hoc.

2.7.5.2 Summary of research on Eastern European migrant pupil experiences of inclusion in UK schools

The above section explored existing research regarding Eastern European migrant pupil experiences of inclusion in UK schools. Due to the variation between procedures, research methods and analyses, it was not possible to draw direct comparisons from the research. However, commonalities between studies were identified in relation to the findings. Proficiency in speaking English was highly valued by participants across studies and identified as a gateway into increasing social opportunities and greater success in accessing education (Hamilton, 2013a, 2013b; Moskal, 2014; Thomas, 2012). Where participants were unable to speak English to a good standard, they were more likely to experience feelings of loneliness and isolation. Where adult voices of school staff were reported (Hamilton, 2013a, 2013b; Moskal, 2014) they reflected limited knowledge and understanding of the culture and individual experiences of newly arrived Eastern European young people, highlighting the need for further research and dissemination of the pupil voice.

2.7.5.3 Migrant pupil experiences of inclusion in UK schools

Two of the studies included within this section investigated “*school belonging*” as a concept over inclusion (Biggart, O’Hare and Connolly, 2013; Cartmell and Bond, 2015). Biggart, O’Hare and Connolly (2013) differs from other studies included in this review as it utilises a quantitative research design exploring school belonging for a range of ethnic minority groups in Irish primary schools. Cartmell and Bond (2015) explored school belonging for newly arrived migrant pupils accessing secondary schools. On the other hand, Iqbal, Neal and Vincent (2017) explored primary school friendships in settings with high levels of diversity.

Biggart, O’Hare and Connolly (2013) explored belonging for three minority ethnic groups; Irish Travellers, Asian migrant and Eastern European migrant pupils, totalling 111 participants. All minority groups reported feeling a lower sense of belonging than settled peers who originated from Ireland. The sense of exclusion was amplified in

reports obtained from Irish Traveller children. However, Eastern European migrant pupils demonstrated decreased participation in the wider social context of school through not attending extra-curricular activities, such as after school clubs. Therefore, it could be argued that it is the Eastern European migrant group that experienced a lower sense of belonging. Although Biggart, O'Hare and Connolly's (2013) research was carried out over a longer period of time with a large sample size of 111 participants, it could be argued that these findings are not generalizable to the wider migrant population due to purposive sampling. The research is carried out in one area of Ireland and the migrant sample groups combine pupils of different nationalities (e.g., combining countries in Eastern Europe) which may dilute the study's findings.

Cartmell and Bond (2015) offer a qualitative approach to understanding belonging which enables a deeper exploration than Bigger, O'Hare and Connolly (2013) can offer. Cartmell and Bond (2015) carried out semi-structured interviews with five newly arrived pupils in secondary schools. To enhance equal participation for all newly arrived pupils, participants were able to provide their views with the aid of translators should this be required. Without this adaptation, it would not have been possible to include these participants in the research due to their limited English skills. However, due to the small sample size and application of purposive sampling (e.g., not incorporating the voices of newly arrived pupils with SEND), conclusions drawn may not be representative of the wider population. Findings indicated that a sense of belonging was a multi-faceted concept encompassing experiencing positive emotions, positive relationships, personal development and feeling understood. The detailed analysis uses raw extracts of data to support claims providing a clear link between data and findings. Cartmell and Bond (2015) emphasise areas for professional development such as combining home language with English and considering a holistic view of pupils' needs.

Iqbal, Neal and Vincent (2017) carried out semi-structured interviews with 78 primary-aged pupils exploring their friendships specific to a setting that has a high level of diversity. Whilst the findings demonstrated by this research are purposeful, there is a plethora of methodological constraints which raise questions around the quality of this research. Recruitment and selection procedures are unclear, causing some ethical unrest around the consent obtained for pupil participation in this research. Moreover, Iqbal, Neal and Vincent (2017) did not provide details of the interview schedule or analysis.

Irrespective of its limitations, this study explores the dynamics of pupil relationships within a unique and diverse context. Findings indicate children's awareness of cultural differences from a young age and, in context of high diversity, appear to embrace opportunities to develop their own cultural understanding. However, some issues of minority segregation were apparent, whereby BME pupils discouraged other BME pupils from interacting with white British peers.

2.7.5.4 Summary of research on migrant pupil experiences of inclusion in UK schools

The section above explores studies identified as examining migrant pupil experiences of inclusion in UK schools. Findings indicate that newly arrived pupils from ethnic minority backgrounds are likely to experience greater vulnerability in school and are at risk of experiencing difficulties with feelings of belonging (Biggart, O'Hare and Vincent, 2013; Cartmell and Bond, 2015), the absence of friendships and discrimination from peers (Cartmell and Bond, 2015; Iqbal, Neal and Vincent, 2017). These findings are significant and highlight the need for intervention and support to enhance inclusion for newly arrived young people. However, there is scope to explore participants' views at a deeper level to enhance implications for practice.

2.7.6 Conclusions

This literature review aimed to answer the following question: What does the literature say about newly arrived Czech and Slovak young people's experiences of inclusion in UK secondary schools?

Initially, database searches yielded no results in relation to Czech and Slovak young people. Therefore, the search terms were expanded to encompass the Eastern European population. To do this, systematic searches of four databases were carried out resulting in the identification of nine studies included within this review. These were organised and presented under two headings:

- Eastern European migrant pupil experiences of inclusion in UK schools
- Migrant pupil experiences of inclusion in UK schools

The reviewed research highlighted a number of factors that newly arrived young people face when they transition from their home countries to the UK education system. Whilst research identified multiple positive factors that can support school inclusion, the

concerning number of difficulties experienced vastly outweigh the positives. A combination of factors associated with forming relationships and accessing education which are underpinned by difficulties with language, predominantly feature within much of the literature reviewed (Cartmell and Bond, 2015; Evans and Liu, 2018; Hamilton, 2013a, 2013b; Thomas, 2012).

There appears to be a lack of qualitative research exploring the experiences of newly arrived Eastern European young people accessing UK mainstream secondary schools. It can be argued that the nature and structure of primary school, where much of the research lies (Gaulter and Green, 2015; Hamilton, 2013a, 2013b), differs greatly to that of secondary, meaning that research focusing on primary-aged participants does not provide findings that are appropriate to support the needs of secondary-aged pupils. Additionally, where studies have employed qualitative designs, they do not seek to explore individual experiences as phenomenological methodologies would and use thematic analysis instead (Cartmell and Bond, 2015).

This review has highlighted that, whilst the research base is expanding, there is an absence of research that explores the earlier stages of inclusion for newly arrived young people in UK schools. The research discussed describes a population of young people that are potentially vulnerable and have little opportunity to have their voices heard.

2.8 Rationale and aims for the current study

Chapter 1 highlighted that within the LA of interest, there is an increasing number of newly arrived pupils. Data provided by the LA in October 2017 showed Czech Republic and Slovakia migrants to be the most prevalent nationality, accounting for 57% of the newly arrived migrant population. The non-statutory services within the LA that offer support to newly arrived migrant populations had also received an increase in requests to train schools in supporting newly arrived pupils in a range of areas (e.g., teenage pregnancy, behaviour and attendance). The service wanted to gain full appreciation of the experiences of newly arrived pupils placed in LA schools to help inform their work and services.

A review of existing literature suggests that there is a lack of research in this area (Hulusi and Oland, 2010). In addition, much of the existing research does not offer an operationalised definition of '*newly arrived*', nor clearly specifies the sample demographics in areas such as home language or country of origin (Cartmell and Bond,

2015, Sime, 2017). Moreover, recent research suggests that Eastern European pupils experience more negative emotions in relation to school (Sime, 2017), which is known to impact upon stress, emotional and behavioural difficulties and leads to poor academic performance (Mendelson et al., 2010). The body of research considered suggests that these populations experience exclusion in the UK school system (Parsons et al., 2004) but does not explicitly explore the reason for this.

By exploring the experiences as pertains to belonging in schools of newly arrived Czech Republic and Slovakian young people, this research can contribute towards developing professional understanding of the voice of Czech and Slovak young people, which professionals can use as a mechanism to drive practice forward.

2.9 Research question

The research question for the current study is: What are the experiences of school for newly arrived Czech and Slovak young people?

3. Methodology

3.1 Introduction

The aim of this chapter is to provide an overview of the methodology used in this study, Thematic Analysis (TA), and demonstrate its suitability from both philosophical and practical viewpoints. The chapter begins by considering the epistemological and ontological positions that informed the research design and the decisions made by the researcher relating to the methodology. A detailed account of the design of the research and the analysis process is then provided. The chapter concludes by considering the quality of qualitative research in general before highlighting its effect on the current design.

3.2 Methodological Orientation

3.2.1 Quantitative and Qualitative Research

There are two methodological approaches within educational research: qualitative and quantitative, which have sometimes been presented as opposing (Abusabha and Woelfel, 2003). Quantitative research, underpinned by the positivist paradigm, refers to research that seeks to provide evidence in support of, or against, an entity (Kirk and Miller, 1986). It further seeks to examine the extent to which this entity occurs or provide an understanding of the associations between entities. This is often referred to as the scientific method. In contrast, qualitative research provides an approach whereby researchers wish to describe experiences and develop meaning around how a person understands their experiences (Kirk and Miller, 1986; Mertens, 1998). As the emphasis in qualitative research pertains to individual experiences, this approach will typically have small numbers of participants, rather than larger numbers expected in quantitative methods (Smith, 2008).

3.2.2 Ontological and Epistemological Position

Philosophical assumptions and paradigms describe a researchers' beliefs and perceptions of reality which, in turn, guides the ontological and philosophical position of research and later enables the construction of designs (Langdridge, 2007). Willig (2008) suggests that for research to be effective, a researcher should identify the assumptions of a research question then establish the ontological and epistemological

positioning. Guba and Lincoln (1994) and Allison and Pomeroy (2000) describe four of the most prominent epistemological and ontological positions within research (see *Table 3.1*).

Table 3.1. A table to describe the four most prominent epistemological and ontological positions with research (Guba and Lincoln, 1994; Allison and Pomeroy, 2000).

<u>Paradigm</u>	<u>Ontology</u>	<u>Epistemology</u>
Positivism	<u>Naïve realism</u> assumes there is a true reality that can be accurately understood.	<u>Dualism/Objectivism</u> describe knowledge obtained via research that is a true representation of reality
Post-positivism	<u>Critical realism</u> suggests that a reality exists, but interpretations are only an assumption of that reality.	<u>Modified dualism combining Objectivism/Interpretivism</u> suggests research findings are accurate but are not absolute with a purpose of understanding the human experience.
Critical Theory	<u>Historical realism</u> allows for the consideration of individual factors (e.g. gender) to influence the interpretation of a perceived reality.	<u>Subjectivism</u> refers to interpretations made that link directly to interpersonal factors, such as relationships.
Constructivism	<u>Relativism</u> assumes that realities are constructed by individual accounts, acknowledging differences between accounts.	<u>Subjectivism</u> infers that research findings are created by the research itself and are valuable when there is overlap (or themes) apparent between different accounts.

Ontology refers to the researchers' views of the nature of reality. Willig (2008) asked researchers to consider '*what is there to know?*' There are two approaches that are generally considered within educational research: positivism and interpretivism. From post-positivism stems further paradigms that enable researchers to explore contexts from which experiential meaning can be extracted (as outlined in *Table 3.1*). Relativism argues that there is no single reality from which knowledge is constructed (Coolican,

2017). Coolican (2017) enhances this point by explaining that different viewpoints and perspectives of events will influence how experiences are retold (p. 575). In contrast, the realist view argues that there is one true version of an event that can be triangulated from numerous viewpoints (Coolican, 2017; Ponterotto, 2005). Whilst there may be methodological challenges in making sure biases of researchers and participants are not influential, realism states that multiple hypotheses may be held on a topic whilst it undergoes exploration (Coolican, 2017).

Realism, one example of ontological positioning, is typically associated with social sciences (Manicas, 1997). Robson and McCartan (2016, p.551) define realism as a '*view that reality exists independently of our thoughts or beliefs*' and further explain how realism has branched out to form '*new*' (p.29) and differing types of realism, including critical realism. Critical realism acknowledges that a reality exists, but individuals will each have a unique interpretation of it (Alexander, 2006). Social phenomena typically cannot be measured, as interpreting reality requires rich data and an appreciation of differences and similarities in viewpoints. Therefore, critical realists argue that truth exists but cannot ever be proven, making it open to dispute (Harper, 2011). Sayer (1992) suggested that to understand social phenomena they should be critically evaluated. It emphasises the need for more rigorous processes and critical thinking behind analyses. Pivotal to this is that the researcher acknowledges the role they play and the impact their views and beliefs have on the interpretation of data (Ponterotto, 2005). Given the nature of the current research question (What are the experiences of school for newly arrived Czech and Slovak young people?), the researcher adopts a critical realist perspective in attempt to explore the experiences of the identified population.

Epistemology refers to a researchers' beliefs about the nature of knowledge (Allison and Pomeroy, 2000). Interpretivism, as an epistemological stance, can be used in line with a number of ontological positions, including critical realism (Robson, 2017).

Interpretivism accepts that the same experiences may be perceived in different ways by individuals. Therefore, these experiences should be appreciated in their full depth and range without the need to produce quantifiable data. Interpretivism further seeks to gain understanding of an individual's views through gathering the perspectives of their experiences and accepting their world view (Denzin and Lincoln, 2005). These views concur with the aims of this study, leading to acceptance of the interpretivist paradigm

and the use of qualitative methods as part of this research. From gathering and interpreting interview data, the researcher's rigorous and critical analysis will help to develop understanding of the research question.

3.3 Thematic Analysis (TA)

Thematic analysis is a qualitative methodology that is one of many positions that can be supported by critical realist ontology and interpretivist epistemology (Braun and Clarke, 2006). Braun and Clarke (2006) define thematic analysis as a method for "*identifying, analysing, and reporting themes within data*" (p.6). Whilst thematic analysis can be viewed as one of the most flexible qualitative approaches (Attride-Stirling, 2001; Boyatzis, 1998), it is viewed by some as underpinning the structure of other qualitative methods, such as discourse or content analysis (Meegan, Vermeer and Windsor, 2000). Using TA enables a researcher to acknowledge their own position within the research and consider their individual impact on interpreting data. However, using TA approaches does more than just "give voice" (Braun and Clarke, 2006, p.7), it requires researchers to have an active role in analysis through selecting important aspects of the participants' accounts, identifying themes and patterns across datasets and reporting them in a useful and systematic way to develop the knowledge of others (Taylor and Ussher, 2001).

3.3.1 Inductive vs Theoretical Thematic Analysis

Themes identified through the process of thematic analysis are referred to as either inductive or deductive (Braun and Clarke, 2006). The deductive approach, often named theoretical, is driven by the theory that underpins the research (Boyatzis (1998). Braun and Clarke (2006) further describe the deductive approach as '*analyst-driven*' (p.12), stating that can it provide more detailed analysis on specific parts of accounts.

The inductive approach, in contrast, derives themes that are data-driven and uninfluenced by existing themes or literature (Patton, 1990). Braun and Clarke (2006) establish that, for this reason, themes generated may not appear directly related to the research questions or interview schedule. The inductive TA approach was adopted as part of this research as it felt most appropriate to explore the experiences of participants.

The current research adopts an inductive thematic analysis approach yet was carried out following a search of the literature which means that it is not necessarily possible to

identify what has been learnt as part of this search. The literature identified in Chapter 2, as pertinent to the research question, establishes a distinct gap between theoretical understanding and the school experiences of Czech and Slovak young people in secondary mainstream education (Cartmell and Bond, 2015; Goulter and Green, 2015). Without a strong theoretical foundation on which to analyse themes and conclusions from the current research, the researcher was guided by the individual accounts of participants.

3.3.2 Critical Evaluation of Thematic Analysis

Research shows that whilst thematic analysis can enhance insight and bring meaning to an under-researched area (Braun and Clarke, 2006), there continues to be criticisms of the approach, which are critically evaluated and reflected upon within this section.

As discussed within *section 3.3*, TA approaches are flexible and non-prescriptive providing that a set of phases are adhered to for the development of themes from which conclusions are drawn (Braun and Clarke, 2006; further discussed in *section 3.8*). This leaves TA open to question around its rigour and credibility (Nowell et al., 2017). Braun and Clarke (2006) provide a 15-point checklist of criteria for a good TA, enabling researchers to enhance rigour throughout their analysis. Despite this, Nowell et al (2017) call for tighter protocols to critical evaluate TA designs due to their increased use amongst researchers. However, research such as that of Starks and Trinidad (2007) argue that credibility is upheld when accounts are coherent and consider all relevant aspects of data interpretation. This closely links with Yardley's (2000) framework devised to evaluative qualitative methodologies.

Nowell et al., (2017) and Coolican (2017) express concerns that TA may not offer significant new insight into the areas of study and may only highlight what is obvious to practitioners (Coolican, 2017, p.237). However, where only small additional insight is generated, findings can act as a mechanism to identify and drive forward research and practice (Nowell et al., 2017).

Coolican (2017, p.237) highlights criticisms that findings from TA do not always lead to theory production. Braun and Clarke (2006) would argue that this is dependent on the type of TA that is carried out; inductive or deductive. Also, as TA can be carried out at any stage of exploration into a topic, including when very little information is held, developing theory using TA approaches may not be appropriate in comparison with

other approaches, such as Grounded Theory (Braun and Clarke, 2006; Alhojailan, 2012).

3.4 Other Approaches Considered

The researcher considered multiple approaches to answering the research question before arriving at the decision to use TA. Two of the alternative methodologies considered are detailed below.

3.4.1 Interpretative Phenomenological Analysis

Within interpretative phenomenological analysis (IPA) a researcher is able to explore participant's perceptions of a phenomenon, whilst acknowledging the impact their own experiences may have on the interpretation. However, the interpretation is key to unpicking the phenomenon and using that information to bring meaning to others (Smith and Osborn, 2008). IPA can be considered as a flexible approach as it does not impinge theoretical assumptions on the interpretations and ensures that the phenomenon remains integral to the analysis. Therefore, it allows for discursive, cognitive and affective elements to be identified within the data (Larkin, Watts and Clifton, 2006). Additionally, IPA operates under the assumption that it is the individual experiences that construct knowledge, which is more consistent with a social constructivist ontology. Therefore, this approach is not consistent with the critical realist ontological position adopted within the present study.

3.4.2 Narrative Approaches

Narrative approaches assume that individuals organise experiences into narratives in order to be able to interpret and make meaning of them (McAdams, 1997). Essentially, individuals perceive their narratives as stories which are believed as having a beginning, middle and an end (Hiles and Čermák, 2008). McAdams (1997) outlines a structure to narrative approaches, stating they most commonly possess six features: characters, settings, initiating events attempts, consequences and reactions. Additionally, Hiles and Čermák (2008) likened them to films or television shows, suggesting that individuals categorise their experiences as genres, such as romances, comedies or tragedies.

The narrative approach was initially considered to be appropriate to answer the research question due to its flexible nature and as it would have enabled participants' views and stories to be captured. Additionally, it might have supported participants' accounts of

their feelings of empowerment within the UK education system. However, narrative approaches would not have provided sufficient focus on pupils' experiences as required by the research question (Hiles and Čermák, 2008).

3.4.3 Case Study Designs

A case study design is an exploratory approach used to explore evidence in relation to the research question (Gillham, 2000; Yin, 2011). Gillham (2000) argues that, although individual case studies can be carried out, multiple case studies should be explored to ensure that conclusions are drawn from a range of evidence. The researcher considered that, should case study approaches have been utilised, the case would have been the LA, using data from participants distributed within schools across the district. A key principle of case study design is that it is not driven by psychological theory, as its intended purpose is to provide new knowledge on an under-researched topic (Yin, 2011). Although this is the intended purpose of the current research, Yin (2011) adopts a more flexible approach to case study design such as enabling researchers to explore a case over time to offer longitudinal insight into a phenomenon (Harrison et al., 2017). Furthermore, Yin positions case study approaches as concerning itself with considering the “why” in relation to a phenomenon (Yazan, 2015), whereas this research positions itself as exploring the “what”; considering what happens in relation to a particular phenomenon leading the researcher to feel that case study approaches were not the most appropriate method to explore the research question.

3.5 Design

3.5.1 Sample

3.5.1.1 Population Context

This research took place within an urban LA with a population over 500,000, which increases year on year (Office of National Statistics, 2017). 63.9% of the population identify as white British. The LA has one of the largest populations of Pakistani origin in England standing at 20.3%. The area has also been identified as the 11th most socially deprived area of England, as measured by the Index of Deprivation (Department for Communities and Local Government, 2015).

30.2% of the population consist of school-aged children, which is above the national average (Office of National Statistics, 2017). The LA reports that children originating

from the Czech Republic and Slovak account for a large proportion of the population increase, with numbers standing at 2674 newly arrived school-aged children, out of a newly arrived migrant population of 4673, within the last 12 months. This means that newly arrived Czech and Slovak school-aged children account for approximately 2.89% of the LA's total school-aged population.

3.5.1.2 Participant Recruitment and Selection

The initial target population were identified via a data sweep of the current newly arrived school-aged population by the Head of a LA service working directly with newly arrived populations in schools. The information identified population break down in terms of age, country of origin and current school placement, ensuring that no individual children were identifiable.

Head Teachers of the first 10 schools with the highest number of potential participants were contacted via email to invite expressions of interest (Appendix 4). Emails were sent directly to the Head Teacher or their PA and explained the purpose of the research and gave a brief outline of its procedure. When expressions of interest were received, meetings were arranged with relevant members of staff to discuss the study in greater detail and to answer any questions that they held about the research. The researcher and school staff member explored the pastoral procedures in place to support pupil wellbeing and identified an adult that participants would be signposted towards to discuss the research should they choose to.

Schools that opted to continue with the research worked with the researcher to identify potential participants using the inclusion criteria (as outlined in *section 3.5.1.3*). Schools were then provided with English, Czech and Slovak version of the information sheet (Appendix 5), parental consent forms (Appendix 6) and participant assent forms (Appendix 7). Information sheets, consent forms and assent forms were sent to all potential participants. Schools were made aware that if parents required any support with reading, they could contact the researcher directly (as an English speaker). Alternatively, parents were invited to contact a member of the LA team responsible for supporting newly arrived pupils for Czech and Slovak translations.

3.5.1.3 Participant Inclusion Criteria

Participants were purposefully selected in that they needed to be able to speak retrospectively about their experiences as proposed in the research question (Smith et al., 2009). Therefore, the researcher aimed to recruit participants of Czech and Slovak origin who had recently moved to the UK. The researcher acknowledges that all pupils of Czech and Slovak origin will have experiences of secondary mainstream schools, however, it was felt that this did not encompass the difficulties experienced by schools and LA professionals around supporting secondary newly arrived pupils. The following inclusion criteria were used to select participants.

- All participants must originate from the Czech Republic or Slovakia and have the country's native language(s) as their home language.
- All participants must be newly arrived pupils to the school who had started their UK education between November 2017 (one year prior to the start of data collection) and September 2018.
 - The mainstream secondary provision participating in this research must be the first school that the pupil had been on roll at on this occasion of living in the UK.
- Participants must be age appropriate for Key Stage 3 provision, meaning that their dates of birth will range between 01 September 2006 and 31 August 2004.
- Pupils in the latter two years of secondary provision have an enhanced focus on attaining qualifications which may lead to difficulties in arranging interviews with this age group. Therefore, participants must be accessing the first three years of secondary mainstream education.
- All participants will have good conversational skills in either their home language or English and not be receiving any additional input for social, emotional or mental health needs (e.g., accessing support from the Children and Adolescents Mental Health Service or other counselling). This decision was made to reduce the risk of causing any additional emotional harm to participants as outlined in the ethical implications of the research in *section 3.6*.

3.5.1.4 The Final Sample

The final sample group for this study was made up of 4 participants from within 4 schools of the LA. To protect the anonymity of participants, pseudonyms have been

allocated for names of people, places or any other information that was felt may lead to the identification of participants. *Table 3.1* details information around each participant to ensure their eligibility to take part.

Table 3.2. A table to show the relevant demographic details of participants, ensuring their eligibility to take part in the research.

Pseudonym	Gender	Age	Year Group	Country of Origin	First Language	Date moved to UK (mm/yy)	Date of school start (mm/yy)
Jakub	Male	13	9	Slovakia	Slovak	July 2018	July 2018
Adela	Female	13	9	Czech Republic	Czech	February 2016	June 2018 (Adela had been on roll since September 2017 but started attending school in summer 2018)
Natalia	Female	11	7	Slovakia	Hungarian and Slovak	July 2018	September 2018
Benes	Male	13	9	Slovakia	Slovak	March 2018	March 2018

3.5.2 Data Collection

3.5.2.1 Identifying a suitable method

Interviews are an effective method for data collection where studies aim to collect an explore participants' views, such as this. Different types of interview include structured, semi-structured and unstructured. Prior to selecting semi-structured interviews as the method of choice, the researcher considered the use of other methods that may have been appropriate but discounted these options due to some unsuitability of the design. The researcher had considered the use of unstructured interviews. As both TA and the

research area were new additions to the researcher's repertoire, it was felt that this would have impacted on the quality and depth of the data obtained. The researcher also felt that, as the participant population have anecdotally presented as a group that are difficult to work with by the LA, that a semi-structured approach may have enabled the researcher to question participants on specific and sensitive areas that would aid in building professional understanding. Smith et al (2009, p.59) argues that the use of a semi-structured interview will '*facilitate a comfortable interaction*', over other designs with increased or decreased structures.

Smith et al. (2009) suggests that when exploring a phenomenon, semi-structured interviews are the most appropriate method of data collection. Semi-structured interviews enable participants to discuss their experiences first-hand, allowing them to offer a rich account of pertinent topics. This is due to the flexibility the structure offers to explore areas of interest as they arise during interviews (Robson and McCartan, 2016). Therefore, it is important that questions devised are exploratory and open-ended (Smith et al., 2009).

3.5.3.2 Semi-structured Interview Schedule Development

An interview schedule was developed (Appendix 8) using the guidance outlined by Smith et al., (2009). Smith et al., (2009) direct researchers to identify a range of topic areas underpinning the research question. The researcher sought to develop questions that were open-ended and expansive (Smith et al., 2009) to inhibit high quality responses from participants. The researcher was mindful that questioning should be phrased carefully as to avoid leading responses. The researcher had also considered that it may not be possible to remove all biases from questioning yet endeavoured to do so to the highest degree. The interview schedule was devised using questioning that invoked narrative and descriptive responses, before asking analytic or evaluative questions covering the following topics:

- Obtaining a place in school
- First experiences at school
- Developing English as an additional language
- Current typical school day
- Friendships and relationships (at home, school and other)
- Longer term aspirations

Smith et al., (2009) guides researchers thinking towards developing a greater understanding of the potential difficulties that may present in data collection due to the absence of a relationship between the researcher and participants. Therefore, narrative and descriptive questions are asked first to enable participants to become more comfortable with the process. There were nine broad, narrative and descriptive questions that the researcher used to attempt to make sense of the participants experiences. These were:

- You have recently moved (back) to the UK, can you tell me about what happened for you to get a place in this school?
- Can you describe what happened on your first day at school?
- Can you describe what happened during the rest of your first week at school?
- Can you tell me about what people in school have done to help you develop your skills in English speaking?
- Please can you describe what happens on a typical day for you in school now?
- What do people at home say about school?
- Could you tell me about any friends you have made whilst being at school?
- Can you tell me about what you might like to do in the future?
- What have school done to help support you to achieve this?

3.5.3.3 Piloting the Semi-structured Interview

A pilot interview was carried out with a Year 8 male participant identified as a suitable candidate for the research by the school's head teacher. The participant's mother had provided written consent for him to take part, as previous procedures outline. The participant had been on roll at school since January 2018 after moving from Slovakia in February 2017. The participant was fluent in Slovak and spoke very limited English; which the school felt had impacted on his education and motivations to attend school.

Conducting a pilot interview proved to be a valuable experience for the researcher as a novice TA researcher. The initial reflections were pivotal in structuring future recruitment procedures and in working with the translator throughout data collection. During the interview, it appeared as if the participant found it difficult to understand or respond to open-ended questions; providing single word answers or asking "*why*" in response to others. Following the pilot, the school questioned the researcher around the quality of the participant's responses and admitted that they suspected he may be

experiencing SEND. This reinforced the need to ensure that children with SEND or potential SEND were not included in the study. Furthermore, the translator did not translate the participant's responses verbatim and used the third person, which impacted on the richness of TA data.

The experience of carrying out a pilot interview provided the researcher with confidence in working through the interview schedule during data collection and gave some important learning points, detailed above. As a result of this experience the researcher was able to modify the recruitment process to ensure that discussions were more structured and that school staff working alongside the researcher had a clearer understanding of how to identify potential participants. Additionally, the researcher was able to reiterate expectations to the translator to ensure that speech was translated verbatim rather than in the third person.

3.5.3.4 Semi-Structured Interviews

Interview sessions were attended by the participant, researcher and translator and conducted between November and December 2018. The translator was provided by the LA and had a disclosure and barring service (DBS) check and was trained under the LA's confidentiality, child protection and safeguarding policies. The translator had a translator qualification, ensuring that they were able to translate verbatim. Participants were able to choose whether to speak in English, Czech or Slovak during interviews, without the requirement for them to be consistent in the spoken language used for the duration.

To begin the interview, participants were read aloud the verbal consent script (Appendix 9) in their preferred language of English, Czech or Slovak and asked if they were prepared to continue. On all occasions, participants agreed to continue. This was then followed by 5-10 minutes of relationship building activities. Activities included playing a brief game with the pupil or talking about their hobbies, etc. They were then informed that the interview would commence, and the voice recorder was switched on. Interviews took place following the semi-structured interview schedule (Appendix 8). Interview times ranged between 40 minutes, 10 seconds and 45 minutes, 3 seconds.

At the end of the interview, participants were asked a final question around whether they had anything else they wish to discuss and then given time to do so. Once the interview had finished, the voice recorder was turned off. Participants were then read

the verbal debrief script in English, Czech or Slovak as per their preferred language preference (Appendix 10), provided with a written debrief in either English, Czech or Slovak to share with their parents/carers (Appendix 11) and thanked for their participation. They were then asked to return to their lessons.

3.6 Ethical Concerns

The study required careful consideration of factors that may affect ethical practice. The Trainee Educational Psychologist (TEP) undertaking this research was practicing within the LA at the time. As the research was carried out within the placement LA, the researcher was responsible for adhering to ethical and safeguarding guidelines set out by the LA and University of Nottingham.

To ensure that professional standards remained high and at the forefront of practice, the researcher consulted a range of ethical codes and guidelines (Health and Care Professions Council, 2009; British Psychological Society, 2009). The researcher also consulted with the Ethics Committee at the University of Nottingham and obtained ethical approval (Appendix 12) prior to beginning the recruitment and selection of suitable participants. The key ethical considerations which informed decision making in relation to the research design are discussed below.

3.6.1 Informed Consent

Initial consent to approach participants was obtained via Head Teachers of schools that agreed to support the research. The researcher also obtained written parental consent (Appendix 6) and participant assent (Appendix 7) prior to data collection as participants were under 16 years of age. To ensure that parents and participants were providing fully informed consent, translations of both consent and assent forms as well as the verbal script were given to parents and participants in their preferred language (e.g., English, Czech or Slovak). Prior to interviews, participants were read a verbal script (Appendix 9) and asked to provide verbal consent before the research proceeded. Procedures were clearly outlined both in information sheet for participants and in the verbal scripts.

3.6.2 Right to Withdraw

Information forms provided to parents and participants stated that participants were free to withdraw prior to and during interviews. Prior to the voice recorder being turned on, participants were verbally reminded of their right to withdraw at any point during the

interview. Furthermore, participants were reminded at the end of the interview that they continued to retain the right to withdraw and that their voice recording could be deleted and removed from the study without any impact or consequence for them.

3.6.3 Confidentiality

Participants were not bound by confidentiality and were free to discuss their own responses as they chose. Participants were signposted to an identified pastoral support worker in each school if they wished to discuss their experiences further.

The researcher and translator were bound by confidentiality and therefore not able to discuss or disclose the identity of participants and their responses with individuals that are directly or indirectly involved in the research or schools. As the research was carried out in multiple schools, it is possible that schools delivering a specific academic or pastoral support programme discussed by participants during interviews could act as a mechanism by which stakeholders can establish the identity of participants. The research has therefore endeavoured to ensure that specific identifiable information, such as names of people or locations, are replaced with pseudonyms. Participants were explicitly made aware that all information shared was confidential, unless a safeguarding concern arose whereby school safeguarding procedures would be followed. In each of the schools, this meant a duty of care to disclose relevant information to a designated safeguarding lead should the need arise.

For research purposes, demographic information (e.g., nationality, home language, date moved to the UK and date of school enrolment) was obtained via the school to ensure that participants met the inclusion criteria and to support the analysis procedure. This information has been stored anonymously, confidentially and reported in a way that does not allow for the identification of participants.

3.6.4 Reducing Harm to Participants

The researcher remained mindful that some participants may have had negative experiences in school, which may cause anxiety or negative feelings in participants. Questions from the interview schedule were therefore phrased using neutral language in order to avoid provoking negative reactions in an attempt to reduce the likelihood of any distress.

The researcher remained mindful that, should participants display signs indicating distress, they would be asked if they would like to stop the interview and, if necessary, signposted to the school's identified pastoral support worker for the research.

Participants would also be asked at this time if they would like their interview recording to be deleted and their participation in the research to cease. During interviews, none of the participants displayed visible signs of emotional discomfort.

3.7 Credibility and Value of Qualitative Research

Quantitative research is typically evaluated through exploring its objectivity, reliability and generalisability. Due to the nature of qualitative research and its differences from traditional quantitative research, the same standards by which to judge research do not apply (Giorgi, 2002; Patton, 1999). Qualitative research requires a more focused evaluation that allows the unique experiences of individuals to be considered. This section will discuss the challenges of evaluating qualitative research and its credibility and value in relation to the current study.

3.7.1 Challenges to Evaluating Qualitative Research

Qualitative research allows for the experiences of participants to be captured. More specifically, TA recognises the importance of these experiences and apply meaning to data. If researchers were to apply the criteria used to evaluate quantitative research, that many of the strengths that qualitative research brings would be lost. For example, quantitative research provides generalisable findings applicable to a population using numerical data, but no consideration is given to differences between participants' experiences nor to an in-depth analysis of these experiences. Therefore, it is essential for qualitative researchers to apply an alternative set of criteria to evaluate methodology and findings to ensure that both its strengths and weaknesses are identified.

Yardley (2000) argued for a standard criterion that can be used to evaluate all qualitative research designs and would support meaning-making for both professional audiences and research stakeholders. Despite the development of multiple sets of evaluative criteria (e.g., Elliott, Fischer and Rennie, 1999; Patton, 1999; Yardley, 2000), Yardley's (2000) four principles are appropriate to evaluate qualitative research. These are a) sensitivity to context, b) commitment and rigour, c) transparency and coherence and d) impact and importance and will now be considered in more detail.

3.7.1.1 Sensitivity to Context

Yardley's (2000) *sensitivity to context* characteristic of good quality research directs researchers to consider theoretical, sociocultural and ethical issues. The aim of the current research is to enhance understanding of a specific sociocultural group within UK and their experiences of mainstream secondary schools. Therefore, as an outsider to the sociocultural group considered, the researcher acknowledges that this may impact on sensitivity towards participants. This further enabled the researcher to check and ensure safeguarding protocols were in place in school and that participants could be signposted to the responsible person to further discuss any issues that arose during interviews. To remain sensitive to these needs, the same translator was used consistently throughout the research process. She originated from the Czech Republic and had moved to the UK at aged 13 and experienced secondary school as a newly arrived young person, similar to the experiences of selected participants and had received relevant accreditation to practice as a translator. Prior to carrying out interviews, the researcher and translator discussed differences of culture, enhancing the researcher's appreciation and understanding of the young people's community and culture. This supported the development of relationships and cultural awareness and sensitivity during interviews.

Yardley (2000) maintains that good quality qualitative research is sensitive towards data. To gather high quality data, interviews took place in participants' schools as this enabled the researcher to gather data in the setting relevant to the experiences discussed and further enabled the researcher to engage with the setting. Through adopting a critical realist epistemology, the researcher was able to remain sensitive to participants different experiences and respond accordingly under the guidance of the interview schedule (see Appendix 8). Responding flexibly during interviews enabled the researcher to draw out details specific to each case.

3.7.1.2 Commitment and Rigour

Yardley's (2000) *commitment and rigour* characteristic refers to the researcher's commitment to participants during interviews through making them comfortable and listening attentively to their accounts. It also considers the process and thoughtfulness of the analysis of each dataset and demonstrating reflexivity during the process. During interviews, the researcher maintained a high level of attentiveness to the participant's verbal and non-verbal responses. Where required, the researcher was able to clarify any

uncertainties in participant responses by asking further questions as the flexibility of semi-structured interview schedules allow.

Commitment and rigour were further demonstrated in the present study by carefully following the processes of TA data analysis outlined by Braun and Clarke (2006). The process is detailed along with the specific steps undertaken by the researcher in *section 3.8*, further steps to ensure researcher reflectivity and reflexivity were undertaken throughout. As a novel TA researcher, it was felt vital to follow steps as closely as possible to a) ensure accuracy and rigour within analysis and, b) that themes were directly related to the data. The researcher also participated in regular research supervision with her research supervisor and other researchers to discuss interpretations of the data. A further strategy adopted by the researcher to ensure rigour was to refer back to the checklist devised by Braun and Clarke (2006) to evaluate the analysis process and determine whether analyses were ‘good’ (p, 36). This ensured that interpretations made, and the development of sub-ordinate and candidate themes, were thorough and reflected the accounts of participants.

3.7.1.3 Transparency and Coherence

Yardley’s (2000) *transparency and coherence* characteristic refers to the clarity of an argument and transparency at each stage of the research process and reflected within the write-up of a study. Transparency has been maintained throughout this research through detailing participant recruitment information, the development of the interview schedule and explicit data collection procedures within this chapter. Additionally, Chapter 4 of this study includes extracts of raw data to support interpretations. It is important to provide an audit of materials and processes that clearly conveys these processes to enable readers of the study to understand how conclusions about the data are drawn. Section 3.8 below details the specific steps taken by the researcher when carrying out the inductive TA, including an outline of the steps taken to ensure rigour in the approach, as discussed in *section 3.7.1.2*. Such actions include reading transcripts whilst both listening to the recorded interviews and in isolation. Further details of the analysis, materials and process can be found in Appendices 13 to 24.

Coherence refers to the clarity of the account of a study as a whole. The account should come together and present any contradictions of the research which are detailed in the discussions section of the current study. To meet Yardley’s (2000) criteria for

coherence, the researcher worked in collaboration with her supervisor and with other researchers to examine the theme names (as per phase 3, 4, and 5) to ensure their appropriateness to the data underpinning them. The researcher further reflected on the critical realist epistemology outlined in *section 3.2*. The aim of this research is to explore the experiences of school for Czech and Slovak newly arrived pupils in mainstream secondary education. The researcher remained mindful in drawing out the unique accounts of participants despite identifying shared themes. Whilst this provided some contradictions amongst data (e.g., some participants did not contribute data to some of the cluster themes), this added to the richness of the findings.

3.7.1.4 Impact and Importance

Yardley's (2000) *impact and importance* characteristic discusses how findings should enhance the research base and benefit stakeholders. The views of the current LA is that Czech and Slovak young people are not engaging positively with education despite the requirement to implement legislative policies such as the Equality Act (2010) and guidance outlined by the United Nations (1989), the Department for Education (2014, 2018) and the Department for Education and Skills (2004b, 2006) emphasises the importance of the present study. Dissemination of the research findings will take place for the EPS and other LA teams for which this research is relevant. Further consideration will be made around how to disseminate these findings to schools and establish a response in the form of guidance to support schools to provide an inclusive school experience for newly arrived pupils. The potential impact and recommendations stemming from this research were pivotal to the outcome of this research and are discussed in *section 5.12*.

3.7.2 Reflexivity

TA requires the researcher to analyse and interpret the experiences of others. Therefore, a vital part of TA research is for the researcher to recognise their own views and perceptions that may impact on subsequent interpretations. The researchers' dual role within the LA as researcher and practitioner should also be considered throughout the research process, ensuring a reflexive attitude is upheld. Langdridge (2007) suggests that, as part of the research process, researchers should outline their perceptions to enhance the credibility and validity of design and the reader's understanding of the research. Discussion of this follows under Langdridge's (2007) guidance.

3.7.2.1 Research Purpose

The researcher was initially motivated to carry out research that would be purposeful to the practice of EPs and explore an area pertinent to the placement LA. Within the researcher's professional practice, capturing the voices of children and young people was paramount and initially directed the researcher towards qualitative designs. The researcher felt as if smaller populations within larger communities were often overlooked and wanted to shed light on perceptions that were either assumed or not considered within practice.

3.7.2.2 Relationship to the Czech/Slovak Community

The researcher is of white-British origin and therefore is not part of the Czech and Slovak communities. In a professional capacity, the researcher works as a TEP in a community with a diverse population (see *section 3.5.1.1*) and frequently engages with individuals from a range of cultural and ethnic backgrounds. Furthermore, the researcher is a white 28-year-old child-less female who originates from an area of the UK with a predominantly white, middle-class population. As the researcher has had limited exposure and contact with diverse communities prior to undertaking the TEP role within the current LA, it is possible that this enhanced the researcher's motivation to carry out research of this nature. Through engaging more actively with a population originating from other ethnic backgrounds, the researcher felt that this would not only meet the purposes and interests of stakeholders but also develop her own professional knowledge and practice. However, the researcher acknowledges that limited experiences may have acted as a barrier to the research in both data collection and analysis. It is acknowledged that it was important to avoid making assumptions about the Czech and Slovak newly arrived pupil population, with the findings of the present study being based on a small sample size. Furthermore, the researcher valued participants accounts as individuals rather than as a whole. The researcher analysed each account individually before drawing links to identify themes that pull the accounts together to establish commonalities and differences. Themes will be reported by interweaving the accounts together to tell a story of the experiences told (as discussed in *section 3.8*).

3.8 Data Analysis Process

Braun and Clarke (2006) outline six phases of analysis that a researcher can undertake to complete a systematic and structured approach to analysing qualitative data.

Although this is not a compulsory part of TA, these steps were carried out to maintain high standards of analysis. Each of these steps are discussed in further detail in table 3.2 below, along with how they were applied in the present study.

Table 3.3. A table to describe the six phases of analysis, as proposed by Braun and Clarke (2006), of Thematic Analysis alongside the researcher's processes.

Phase	Processes
1. Familiarising yourself with the data	<ul style="list-style-type: none">• Interviews were recorded via a Dictaphone and saved onto multiple password encrypted memory sticks.• Interviews were then listened to a minimum of two times before they were transcribed verbatim.• Close examination of the text by reading and re-reading transcripts a minimum of two times; once while listening to the audio recording and a second time in isolation (Braun and Clarke, 2006).• Line-by-line inspection of a printed version of the transcript. Pages were printed with wide margins to allow for the researcher to record comments (see Appendix 13 for an example).• Revisiting initial comments and, to ensure that subsequent themes could be viewed in a clear, visual representation and were then were electronically tabulated (see Appendix 17 for an example).
2. Generating initial codes	<ul style="list-style-type: none">• Transcripts tabulated at the end of phase 1 were then formatted to provide space to list emerging themes on the left-hand side.• This process required the researcher to use comments to guide initial code development (see Appendix 17 for an example), evidencing a “<i>data-driven</i>” interpretation (Braun and Clarke, 2006, p.18).

3. Searching for themes	<ul style="list-style-type: none"> • Braun and Clarke (2006) suggest that, when initial codes have been generated, the analysis should shift towards a broader focus whereby codes are clustered to generate sub-ordinate themes. • Writing each initial code onto post-it notes and organising them into theme piles. When visually organising initial codes into sub-ordinate themes duplicates were combined. • A combined total of 46 sub-ordinate themes emerged from all datasets, ranging from 10 to 12 initial codes for each. • The process outlined was repeated across data transcripts for each of the participants. • Comments were recorded in brackets that were pertinent to previous data sets so that links could begin to be formed between participants. • Sub-ordinate themes were clustered to formulate candidate themes using the same process that was used to generate sub-ordinate themes. Candidate themes were then given a draft name that best suited the cluster of constituent sub-ordinate themes and which closely matched words used by participants. • Themes were checked throughout the analytical process with the researcher's supervisor to ensure they reflected an effective interpretation of the participants' experiences.
4. Reviewing themes	<ul style="list-style-type: none"> • A review of the contents of sub-ordinate and candidate themes to ensure that data provided a sufficient level of evidence to support the validity of each theme. • In light of reviewing extracts carefully, some themes were removed or merged. Sub-themes and candidate themes were then given draft names.
5. Defining and naming themes	<ul style="list-style-type: none"> • Revisiting and redrafting names of sub-ordinate and cluster themes to generate final theme names. • Generating eight thematic maps pertaining to each of the candidate themes. This provided a means by which to review

	<p>the theme names before analysis completion (Braun and Clarke, 2006). Thematic maps consisted of candidate themes and sub-themes. For an example of a thematic map generated, refer to appendix 21.</p>
6. Producing the report	<ul style="list-style-type: none"> • A report outlining the final themes was produced to enable the researcher to discuss the key findings with the aid of the accounts supported by data extracts taken from participants' transcripts. • This is reported in the <i>Findings</i> section of this research.

4. Findings

4.1 Introduction

The aim of this chapter is to offer an account of the Thematic Analysis carried out on the four interviews undertaken to answer the research question: What are the experiences of school for newly arrived Czech and Slovak young people? This chapter will initially present an overview of each participant¹, including relevant background information and the researcher's reflections on the interview. This adheres to Yardley's (2000) criterion of transparency and coherence, which argues for clarity and transparency in qualitative research. The outcomes of the analysis are then presented covering candidate themes, supported by narrative descriptions of the constituent subordinate themes. Each theme is illustrated using data extracts taken from participant interviews.²

4.1.1 Participant 1: Jakub

Jakub originates from Slovakia and, at the time of his interview, he was accessing Year 9 provision at a mainstream school on the outskirts of the LA. During his interview, Jakub stated that he began his schooling in the UK in July 2018 having previously experienced a formal education of learning English and that progressing academically was a priority for him.

Jakub's interview presented as being different to the others; in that he appeared to be more settled and confident in accessing mainstream provision and engaging with a wider range of peers despite having been on roll for just 3 months.

An extract of the original transcript of Jakub's interview can be found in Appendix 13. Further examples of the researcher's analysis, outlined in *section 3.9*, are in Appendices 17 and 22.

¹ To maintain confidentiality, all names or identifiable information has been omitted or replaced with pseudonyms.

² Each extract is followed by a pseudonym, page number and line number of the original transcript.

4.1.2 Participant 2: Adela

Adela was the only participant originating from the Czech Republic. She was accessing Year 9 mainstream provision in the inner city of the LA. Prior to the interview, the school discussed how Adela had been on roll since September 2017 but did not begin attending until June 2018. The school reported that they were unaware of the reasons behind this. Adela also appeared to be unaware of this and felt that her transition into her new school had not been delayed.

An extract of the original transcript of Adela's interview can be found in Appendix 14. Further examples of the researcher's analysis in *section 3.9*, are in Appendices 18 and 23.

4.1.3 Participant 3: Natalia

Natalia was accessing Year 7 provision at an inner-city mainstream provision which she had accessed since October 2018; 2 months prior to the interview. Natalia originates from Slovakia and previously lived in an area of the country that spoke both Slovakian and Hungarian. Prior to her interview, Natalia stated that she felt more confident in speaking Hungarian but would speak Slovakian for the purposes of the interview. The researcher and translator did not feel that this impacted on her ability to communicate her views.

During her interview, Natalia frequently referred to negative experiences from her short time in school. When answering questions that had been purposely framed not to invoke either a positive or negative response, Natalia highlighted her current, negative circumstances alongside what she would have preferred for education.

An extract of the original transcript of Natalia's interview can be found in Appendix 15. Further examples of the researcher's analysis in *section 3.9*, are in Appendices 19 and 24.

4.1.4 Participant 4: Benes

Benes originates from Slovakia. He was accessing Year 9 provision at a mainstream provision on the out skirts of the LA. Benes had been attending his current school for a total of 9 months at the time of interview.

The researcher felt that Benes was very open and honest during the interview and shared a range of challenges linked to interacting with his peers and adults within the school. He also openly shared his responses to those situations and appeared aware of the further challenges that this may present.

An extract of the original transcript of Benes' interview can be found in Appendix 16. Further examples of the researcher's analysis in *section 3.9*, are in Appendices 20 and 25.

4.2 Candidate themes across participants

Analysis of the interview data was carried out as detailed in *section 3.9*. A total of eight candidate themes emerged. The researcher utilised Smith et al's (2009) criteria whereby at least half of the sample display a factor for it to be considered as a candidate theme. *Table 4.1* illustrates which sub-ordinate themes underpin each candidate theme. Six of the eight themes were shared by all participants, and the remaining two candidate themes were shared by at least 3 of the participants. The frequency of candidate themes across each participant is detailed below in *Table 4.2*.

Table 4.1: A table to show which sub-ordinate themes underpin each of the eight candidate themes

Candidate Theme	Sub-ordinate Themes Linking to Candidate Theme
Candidate Theme 1: Family context and its links to school and the wider community	Family views, skills and relationships Home/School relationship Engaging with the Slovak community
Candidate Theme 2: The impact of educational provision and relationships with school adults	Mainstream provision Adult/pupil relationships Preferred educational provision
Candidate Theme 3: Gaining access to and adjusting to new-to-English provision	New-to-English provision Difficulties in obtaining a school place Acculturation
Candidate Theme 4: Experiencing and managing peer conflict	Experiencing and managing peer conflict

Candidate Theme 5: Establishing and feeling part of a peer group	Friendships Sense of belonging
Candidate Theme 6: Personal qualities and reflections on school situations	Self-Image Negative feelings Reflecting on challenging situations
Candidate Theme 7: Learning English as an additional language	Learning English as an additional language Barriers to language learning
Candidate Theme 8: Aspirations for the future and the school response	Aspirations Aspirations and school responses to post-16 preferences

Table 4.2: A table to show the eight candidate themes and the participants that contributed to each theme.

Candidate Themes	Participant 1: Jakub	Participant 2: Adela	Participant 3: Natalia	Participant 4: Benes	Present in over half of sample (Y/N)
Family context and its links to school and the wider community	✓	✓	✓	✓	Y
The impact of educational provision and relationships with school adults	✓	✓	✓	✓	Y
Gaining access to and adjusting to new-to-English provision	✓	✓	✓	✓	Y
Experiencing and managing peer conflict	✓	✓	✓	✓	Y
Establishing and feeling part of a peer group	✓	✓	✓	✓	Y

Personal qualities and reflections on school situations		✓	✓	✓	Y
Learning English as an additional language	✓	✓	✓		Y
Aspirations for the future and the school response	✓	✓	✓	✓	Y

The analysis process provided a means for data exploration whereby commonalities within interviews could be first compiled into sub-ordinate themes and then into candidate themes (see Appendices 21-24 for examples). This process allows for the richness and uniqueness of the dataset to be recognised and present in the account of the findings. Thematic maps for candidate themes are provided in the account below.

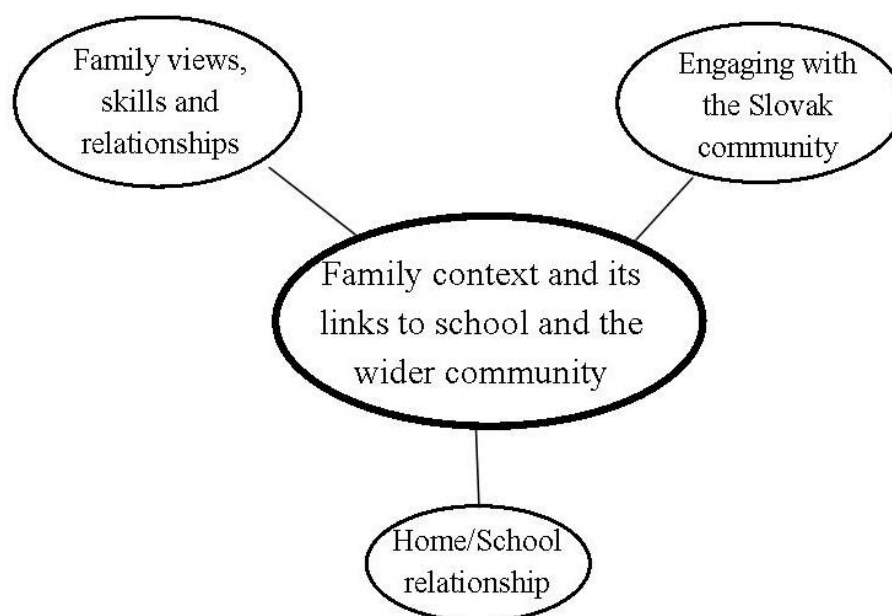
Findings of the analysis will be presented systematically, discussing each candidate theme in turn, beginning with a clear operationalised definition. Within each theme, sub-ordinate themes are then discussed and supported by relevant quotations.

Quotations used are perceived to be a representative of the participant's narrative. The researcher acknowledges that this is one interpretation of the participants' accounts, as is the nature of TA. However, by structuring the account in this manner, the researcher seeks to highlight the differences and similarities across accounts in order to offer a response to the research questions: What are the experiences of school for newly arrived Czech and Slovak young people?

4.3 Candidate Theme One: Family context and its links to school and the wider community

This theme represents how participants described family interaction with one another, school and the wider community context. It is multifaceted and encompasses the sub-ordinate themes: family views, skills and relationships; home/school communication; and engaging with the Slovak community. It includes a number of challenges and interactions stemming from before and during the time participants lived within the LA. Exemplar transcripts show the development of candidate theme one is illustrated in Appendices 22-25.

Figure 4.1: Thematic map for candidate theme one: Family context and its links to school and the wider community



4.3.1 Sub-ordinate theme one: family views, skills and relationships

All participants spoke about their family views, skills and relationships. This indicated that family involvement was important, in particular to their understanding about family awareness and expectations in school. Participants discussed having connections to extended family or family friends prior to their move to the UK.

I got [pause] err two cousins in here so they were the first people I sorta met here so I started talking to them straight away (Jakub, 2.38-39)

I knew her way longer than before I actually started this school (Adela, 4.78)

Jakub and Natalia expanded upon this, discussing how extended family supported decision-making around school placement.

Grandma said that she wanted me to go to the same school as my cousins (Natalia, 1.8-9)

so before we moved to UK we had an auntie and she had loads of different contacts so we got here and she actually told us to go to this school because this

school [pause] wasn't as problematic as other schools in the area so we got told to go to this school because it was a really good school (Jakub, 4-8)

And Adela discussed the value of future plans for more family members to move into the LA.

Yes [pause] erm my mum's sister is coming to live in Bradford soon [pause] she is the eldest and has children as well that are supposed to come to this school [pause] their English is really good because they used to live in Sheffield but now want to come here (Adela, 5.113-117)

If they were here it would be much better because I would be with them (Adela, 5.121)

Moreover, when participants started school, three out of the four reported doing so with a sibling.

Interviewer: *So you and your brother started school at the same time*

Adela: *Yes (Adela, 2.29-30)*

I've got an older brother here (Natalia, 1.25)

My brother was there as well and he could already (Benes, 2.27)

Natalia further discussed that her family had expressed the view that they wanted her younger cousins to attend the same school when they became old enough, creating the idea that family should be kept together.

My cousins will probably come here when she finishes primary school (Natalia, 1.11-12)

Jakub was the only participant who appeared to convey that his family was satisfied with the quality of education and support he was getting in school.

Yes mum is really happy (Jakub, 7.161)

However, Jakub reported that he had experienced peer conflict, which he frequently discussed with his mother who offered support and guidance to help him to overcome any difficulties through managing his own behaviour.

I do tell her I talk to my mum a lot she always asks how school's going I always tell her everything (Jakub, 7.155-156)

They do try to bully us sometimes but I just ignore them because even my mum tells me that I easily react so I try not to react when they try to laugh at me or pick on me (Jakub, 6.133-135)

As Natalia and Benes began to discuss the challenges they had experienced whilst in school, they revealed their parents spoke little or no English which may have impacted on their ability to communicate effectively with school.

Mum speaks nothing but dad does a tiny bit (Natalia, 7.164)

Interviewer: *Does mum speak any English*

Benes: *[shakes head]* (Benes, 12.275-276)

Adela and Benes reported that their families had to rely on others outside of school, usually other family members for translation, to ensure that their voices were heard.

We've got a brother-in-law that helps us with translation so [pause] when we first reported it he came here to interpret for my parents about the bullying (Adela, 8.180-182)

Er yeah but sometimes now mum asks my sister the school because she can speak English and she always [pause] tries to sort it out (Benes, 12.290-291)

Adela and Natalia also discussed the challenges that their parents had in dealing with school-based difficulties, such as illness or bullying. The lack of parental availability during these times appeared to create an unmet need.

I asked one of the teachers if I could go home and they said no unless my parents would pick me up but they couldn't because my dad was in Sheffield err [pause] at the court and my mum was looking after my little sister (Adela, 9.200-204)

but now he can't because he's working and he doesn't have time and my mum can't go either because she is looking after the little ones (Natalia, 7.168-170)

4.3.2 Sub-ordinate theme two: Home/school communication

Three of the four participants discussed communication between home and school. Jakub was the only participant that did not raise this as part of his interview. The researcher hypothesised that this may be due to his mother's perceptions of school, in that she was happy with his experiences. Therefore, it may be assumed that there was less of a need for Jakub's mother to communicate with school adults.

Benes reported that his family had experienced positive home/school communication when faced with school challenges, with staff taking a proactive and collaborative approach to problem-solve.

She would organise meetings for us and parents sometimes she would even err send the other boys home for behaviour (Benes, 9.208-210)

Initially, Adela, Natalia and Benes all said that they communicated the challenges they faced in school to their parents.

Sometimes when I walk home from school and my parents can see on my face that I am sad or acting a bit weird they ask me what's up (Adela, 6.143-145)

Because I told my parents that everybody starts on me and it's sometimes a really big girl and that boy as well and they were really surprised and shocked that a boy started on me and a really big girl (Natalia, 7.156-159)

My mum [pause] it's actually getting on mum's nerves now she's really angry because the other day we were being chased around the school and I'd fallen and ripped my trousers and I was covered in mud so mum didn't like it (Benes, 11.271-274)

Adela, Natalia and Benes raised further challenges their parents experienced in communicating with school. Benes identified that his mother had been unable to initiate discussions with Slovak-speaking adults in school.

Mum always tries to ring but she is always told that they will ring back but nobody ever does (Benes, 12.280-281)

Whereas Adela identified that school made important decisions around remaining behind after school as a method of punishment without communicating this to her parents. This led them to express concern for her safety.

For example on Monday I had to stay one hour after school and my parents started [pause] started to get really worried because the school didn't even tell them that I would be staying after school (Adela, 6.147-150)

my parents didn't know what was going on and they thought that those three girls had beaten me up (Adela, 6.150-152)

Natalia's account of communication between home and school detailed a higher level of pupil participation. Natalia discussed how parents continually ask for her views and perceptions around schooling which, in turn, may shape their own views of school.

Err they know what I want to go to another school and they keep asking me if I want to go and I say yes [pause] they don't like this school (Natalia, 7.156-159)

Natalia further discusses her presence during discussions between home and school.

I don't know what else happened because I had to go back to my lesson because I missed out a lot and erm I just overheard bits from what they said (Natalia, 9.205-207)

4.3.3 Sub-ordinate theme four: Engaging with the Slovak community

Benes had established a peer group consisting of Slovak pupils prior to starting at his school.

I knew most of the Slovak students in here (Benes, 1.10)

I met Marek and his brother for the first time in [pause] we met outside (Benes, 1.12)

Benes states that he met his peers close to where he lives, which suggests that there is a Slovak community with whom he can engage outside of school.

Yeah around my area (Benes, 1.14)

When faced with peer challenge, Benes described the involvement of friends older than himself from the Slovak community being used to intervene outside of school.

Sometimes we try to get all of our friends who are older like 18 or 17 and we want to meet them all after school to have a fight but then I keep saying what's the point because it's only going to get worse at school (Benes, 9.239-242)

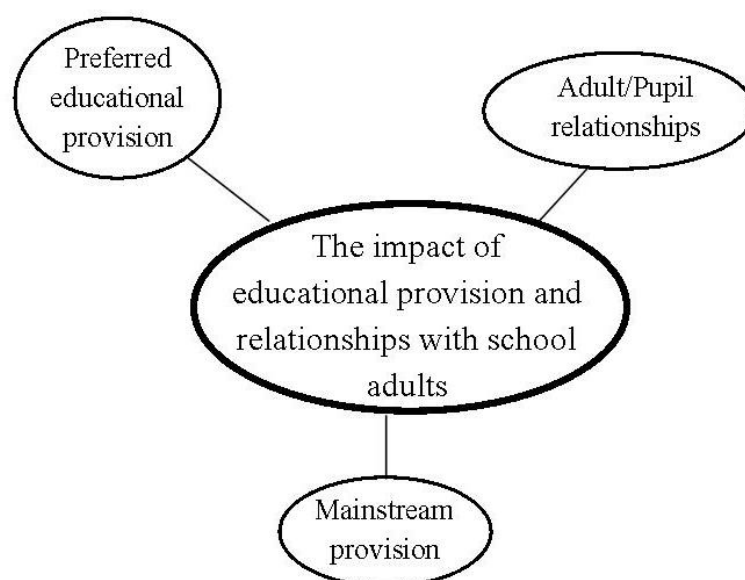
4.3.4 Conclusions

This theme has encompassed a wide range of factors that influenced the family and community dynamic around school. This included statements that conveyed the importance of the wider family in providing support when participants were new to the LA and the immediate family as a source of emotional and practical support for school-based conflict. Furthermore, this theme showed the challenges of communication between home and school and exemplified how young people drew on the wider Slovak community at times of peer conflict in school.

4.4 Candidate Theme Two: The impact of educational provision and relationships with school adults

This theme identified the general day-to-day experiences of pupils and their reflections on this. Participants spoke at length about the quality and frequency of academic and pastoral support they received once they had been at their school for a period of time. Participants were clear in communicating their views and discussed the importance of developing relationships with adults in school to feel supported. This theme further encapsulates the preferred educational provision of one participant who had experienced difficulties for the duration of their UK schooling. Exemplar transcripts show the development of candidate theme two is illustrated in Appendices 22-25.

Figure 4.2: Thematic map for candidate theme two: The impact of educational provision and relationships with school adults



4.4.1 Sub-ordinate theme one: Mainstream provision

All participants discussed their approximate daily mainstream school provision. Jakub differed from other participants, in that his account predominantly focused on positive experiences and conveyed a sense of feeling included in familiar routines.

So I go to school in the morning [pause] I get in I go straight to form and sign myself in [pause] I walk out of the form then I go to my lessons [pause] sometimes if I don't understand something the teacher translate everything for me [pause] and err it's just a normal day err I'm alright [pause] kinda used to this school [pause] it's it's not really new school to me anymore (Jakub, 9.210-215)

Jakub conveyed satisfaction within his learning experiences, explaining that teachers and peers were on hand to support his understanding and progress.

Sometimes if I don't understand something the teacher translate everything for me (Jakub, 9.121-214)

she [refers to a Slovak-speaking peer] helps me but even the teacher if I don't understand what he has said the first time he tries to change the sentence and say it in different words or [pause] sometimes do it physically so I actually understand (Jakub, 10.240-244)

Jakub further discussed how he drew on a range of strategies for support in order to independently communicate his needs. Similarly, Adela also made a positive reference to the general experiences she had with adults in school.

Err [pause] when there was nobody who could speak Slovak around I would go on the computer and go on Google translate or there was a chance the teacher would ask different students to come up from their lessons and just translate and help me out (Jakub, 3.64-67)

The teachers are alright (Adela, 7.168)

However, Adela also referred to where language acted as a barrier to her learning, teachers used the support of her Czech-speaking peers to provide translation of academic expectations.

Yes it was harder but I also had err [pause] a friend who's Slovak so she was helping me a bit which was really good (Adela, 3.74-75)

Yes and if I don't understand anything the teacher says they can interpret it for me so then I know what to do (Adela, 4.88-89)

Natalia and Benes had access to adults speaking their home languages to provide support, but this did not appear to be a consistently used approach.

There's a teacher that speaks Hungarian in here so sometimes she helps me (Natalia, 3.67-68)

She explains things for me and she doesn't help often but she reads for me too whilst I write answers (Natalia, 3.72-73)

Mr Holubova [pause] he speaks Czech and Slovak err he was helping me all the time as well in the lessons most of the things worked but then after a while the teachers seemed to not sort of (Benes, 2.41-43)

Benes also alludes to changes in adult support, in that adults were initially helping him more than other pupils, yet this seemingly reversed. Benes suggested that this was because teachers began to feel he should be demonstrating a higher level of independence in completing work.

Erm I don't get any help from the teachers anymore because they say I've been here long enough and that I should be able to do everything on my own [pause] sometimes I [pause] sometimes they say I can come to see them but [pause] I don't want to (Benes, 4.83-86)

Adela and Natalia further raised issues around the quality of support in class. Adela identified that adults do not consistently put in place strategies that were helpful in her new-to-English provision (discussed in section 4.5.1).

Once I got back into mainstream err lessons the only subjects I got given dual language work was in English and the rest of the subjects were all in English (Adela, 3.69-71)

Whereas, Natalia identified that adult support left her feeling unclear about academic expectations and as if she was not making any progress with either learning English or taught aspects of the curriculum.

I don't really learn much in lessons because I don't understand what is going on I don't understand anything that the teachers say to me or anything I'm reading and writing (Natalia, 8.177-179)

[laughs] I copy everything from the board and I never understand what I'm writing (Natalia, 4.77-78)

Natalia is the only participant that, upon starting school, went straight into mainstream lessons without accessing an induction or any new-to-English provision.

Yeah straightaway I was with everyone else (Natalia, 3.65)

Experiences of accessing new-to-English provision are discussed further in *section 4.5*.

4.4.2 Sub-ordinate theme two: Adult/pupil relationships

Natalia and Benes' accounts delved into relationships with adults in school. Natalia first experienced positive interactions with adults and peers but notes that this quickly changed.

The first day everybody was really nice but after that nobody is really nice to me anymore [pause] none of the teachers (Natalia, 6.134-135)

Natalia suggest she has yet to develop positive and supportive relationships with adults in school when she explicitly states that she trusts no adults with one exception. Her reasons for feeling trust appear exclusively related to her academic support.

Natalia: I don't trust the teachers [pause] no

Interviewer: Are there any teachers here that you can trust?

Natalia: Only the teacher that can speak Hungarian because she is really good in maths (Natalia, 6.126-129)

Benes also identified that he felt supported by one adult in school. However, it appears that since this solitary adult support figure had left school, he had not found an alternative support.

Benes: but Miss Morgan when she used to work here she used to help us she always used to solve it for us but then after she left nobody does it

Interviewer: What did Miss Morgan do to help you

Benes: Err she used to always try to solve it sometimes she would sit us all in the same room so we would try to talk it out [pause] she would organise meetings for us and parents sometimes she would even err send the other boys home for behaviour

Interviewer: And this doesn't happen anymore

Benes: [shakes head]

Interviewer: How did Miss Morgan leaving affect you and the other Slovak students

Benes: When she left [pause] when she was here it was really good when she left it was really bad [pause] now we can't do anything again so now we can't even go to lunch because they keep bumping into us when we go to the canteen they just keep starting on us (Benes, 9.203-217)

Benes discusses how one adult in school was aware of ongoing difficulties that he experienced but stated that he would not attempt to intervene.

Even one of the teachers told us to be aware of the other Asian students and he actually told us to watch out because he knows that they're after us [pause] and he also said that he won't do anything about it he doesn't know who started it and [pause] to just get on with it (Benes, 7.155-159)

A perceived lack of responsiveness of adults is raised again in Benes' interview and Natalia's reflections of adult responsiveness to conflict.

Interviewer: Is that the only things they say to you

Benes: Sometimes they chase after us all over the school [pause] sometimes they even swear or shout at us in front of the teachers and they never do anything

Interviewer: Are they swearing in English at you

Benes: [nods]

Interviewer: So the teachers do understand what they are saying

Benes: [nods]

***Interviewer:** How do the teachers respond to this*

***Benes:** Ignore (Benes, 6-7.144-152)*

because there was one teacher when this happened and she didn't do anything she didn't say anything (Natalia, 5.121-123)

The negative experiences that Natalia and Benes raised may have also impacted on their relationships and pupil willingness to co-operate with adult requests. Indeed, Benes reflected on a lack of trust or belief in what adults said, leaving him and his peers questioning their words and, at times, refusing to follow instructions.

[laughs] My friend actually said to stop listening to the teacher because he could be lying that you were here (Benes 11.262-263)

[laughs] We were skiving the first lesson somehow we got found I don't know how they found us because usually they can't but when we got found we started to run away (Benes, 11.253-255)

4.4.3 Sub-ordinate theme three: Preferred educational provision

When asked about her school experiences, Natalia frequently spoke about her preferred educational provision where her cousins attend.

I also got another three cousins who go to a different secondary school so I want to go there because I would have people there (Natalia, 1.17-18)

Natalia was able to identify a range of reasons as to why attending her preferred school would benefit her. These included having her cousins there to support her and having access to others that spoke her home language.

Because my cousins are there they could help me with everything (Natalia, 4.86)

but if I was in the other school I would be happy because I would have people to talk to I would have friends and be able to talk about things friends talk about but I've got nobody and because I can't speak English I can't make other friends and [pause] if I was at this other school it would be even closer to my house (Natalia, 1.226-230)

It is possible that Natalia's views have been heavily informed by her family. As Natalia discussed various negative experiences in her current school (as discussed in *sections*

4.4.1 and 4.4.2) and hears that her cousins are happy and gaining support in their school, Natalia perceives having a better experience if attending their school.

They say it's a good school [pause] they're happy there and they want me to be there too (Natalia, 10.233-234)

Not here but at the other school I can because my cousins want to become hairdressers and they're getting help to do it (Natalia, 11.254-255).

Following consideration of her experiences, Natalia's family also appear to be taking steps to act upon her wishes and are looking to send both Natalia and her brother to the the same school as her cousins.

Erm my parents went to look round another school with me and they have been told they don't have any places but now my cousins have said that now they actually have places in Year 7 and Year 11 so I could go there with my brother and erm (Natalia, 10-11.220-224)

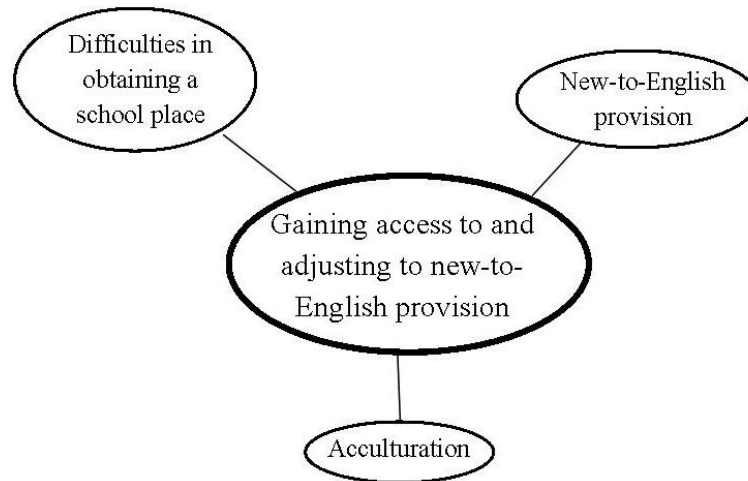
4.4.4 Conclusions

This theme has explored participants' experiences of mainstream provision and the intervention they received to access it. The theme further considered the impact of adult relationships and how this helped or hindered participants' access to school. Where experiences were not of a positive nature, participants consider and explore alternative provision may be more supportive is explored.

4.5 Candidate Theme Three: Gaining access to and adjusting to new-to-English provision

This theme identified a common thread of new-to English provision. The theme further explored some of the difficulties that participants had in obtaining a school place and the thought processes a participant had as he adjusted to his new school. Exemplar transcripts show the development of candidate theme three is illustrated in Appendices 22-25.

Figure 4.3: Thematic map for candidate theme three: Gaining access to and adjusting to new-to-English provision



4.5.1 Sub-ordinate theme one: New-to-English provision

Only two of the participants received new-to-English provision, yet each of these experiences differ significantly. Adela received intensive support from key adults for approximately the first month at her school.

There's two staff who help children like me [pause] one of them is Polish the other one is Indian [pause] err they were teaching us English for three or four weeks (Adela, 1.23-25)

Whereas, Benes received one day of support to learn the alphabet using early learning approaches prior to accessing mainstream lessons.

Err when we first came here Mrs Hussain took us into a room and we started learning the alphabet (Benes, 1.20-21)

There were letters placed on the floor and we had to turn them over and that's how we were learning (Benes, 2.33-35)

After the first day I went into normal lessons that I'm in now (Benes, 3.67)

This raises questions about the variation and consistency of new-to-English provision throughout the LA. These are amplified by Benes' reflections on his first day.

We only sort of got taught to read on that first day for one day [pause] it wasn't enough (Benes, 5.102-103)

When accessing her new-to-English provision, Adela completed worksheets that focussed on the core curriculum. Adela stated that these worksheets were easy but it is

unclear whether these sheets focused on teaching her English or used to establish a baseline assessment of her knowledge.

The first thing we got given was some really easy sheets with Maths just so we can learn some basic Maths (Adela, 2.32-33)

First it was Maths and then Science and then English (Adela, 2.42)

As part of his first day, Benes was given an induction into the school environment, which enabled him to orientate himself.

The first day we were shown round by one of the Polish teachers... Err it took me about four days before I got to know my way around and also there was a little help because there are some boards that direct you to different rooms and they have arrows (Benes, 3.58-62)

4.5.2 Sub-ordinate theme two: Difficulties in obtaining a school place

Half of the participants conveyed challenges obtaining places in their preferred schools upon arriving in the LA. Adela and Benes' accounts appear to imply that their choices for school were limited exclusively to one setting, suggesting that they may have felt as if their choices were restricted.

I can't remember the name of the school we was trying to get into but because there was no places in the other schools this was the school that we got allocated (Adela, 1.13-16)

There wasn't a place in any of the other schools so I had to come here (Benes, 1.7)

Benes takes this account further, briefly discussing the involvement of external professional support.

Mum was the one who sorted it out and this lady came to our house and then she took us to the school (Benes, 1.4-5)

4.5.3 Sub-ordinate theme three: Acculturation

Jakub was the only participant to discuss his experiences of what the researcher interpreted as acculturation. Prior to his move to the UK, Jakub's family awareness of the underlying cultural tensions between the pupils originating from the European

Union (EU) and Asian pupils appeared to support their decision-making in finding a suitable school place.

Erm [pause] so [pause] regarding the problematic schools auntie said that in the other schools there's lots of Asian students and they always seem to [pause] bully the EU students and they always seem to try to get into fights (Jakub, 1.10-13)

Jakub also discussed his knowledge of difficulties that Slovak children experienced with education both in their home country and in the UK.

Yes mum is really happy because there is a lot of Slovak children in this country that do not attend schools for a while and she knows that a lot of them have problems in Slovakia as well and she is really happy (Jakub, 7.161-164)

Yet in his own experiences, two of the main differences Jakub found between his Slovak and UK education were around wearing a school uniform and the teaching style.

It was a bit strange because I wasn't used to wearing uniforms because back home we don't wear uniforms so it was bit weird but [pause] I managed (Jakub, 2.34-36)

Yes [pause] sometimes it is even different from styles of teaching of Maths [pause] even though we have done it in primary school and do it in secondary school here it's a very different teaching style [pause] they do everything differently (Jakub, 11.255-258)

Jakub indicated that he felt as if his knowledge of English impacted on his ability to learn. However, he appeared to have received flexible support from teachers when his language skills presented as a barrier to learning.

Everything is pretty much alright [pause] but when I go to English it's a bit of a struggle but it's alright because the teachers are very helpful and then they tend to adjust for me and they tend to help me out with a lot of stuff and translate everything for me and just give me that little bit of help if I need it [pause] so most of the lessons are alright apart from German and a bit of English (Jakub, 10.231-237)

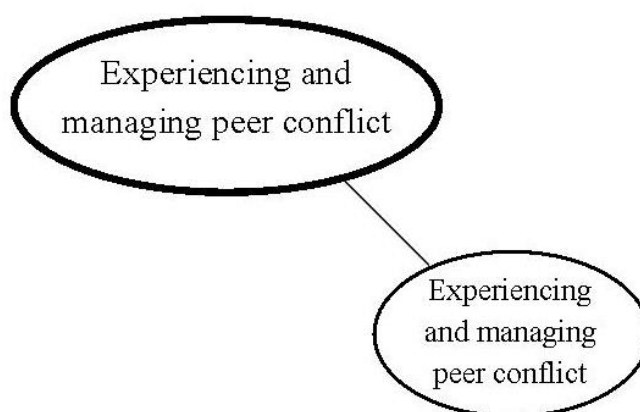
4.5.4 Conclusions

This theme reflects the young people's experiences of gaining access and adjusting to new-to-English provision. It appears from participants' accounts that there is little consistency in the approaches that schools adopt to induct their new-to-English pupils. Approaches discussed range from one day to four weeks of intensive support. Participants further discussed issues with obtaining a school place following their move to the LA and adapting to the new school culture.

4.6 Candidate Theme Four: Experiencing and managing peer conflict

This theme identified and explored conflict between participants and their peers. The theme encompasses a wide range of experiences conveyed in the narrative of participants which suggests that they often feel unsupported by school adults and perceived themselves as being the victim of bullying that, at times, may have stemmed from racist views. Exemplar transcripts show the development of candidate theme four is illustrated in Appendices 22-25.

Figure 4.4: Thematic map for candidate theme four: Experiencing and managing peer conflict



4.6.1 Sub-ordinate theme one: Experiencing and managing peer conflict

Jakub, Adela, Natalia and Benes all discussed issues of bullying in their schools. As discussed in *section 4.5.3*, Jakub was aware of longstanding cultural tensions between what he refers to as the “*Asians*” and “*EU*” pupils (Jakub, 1.10-13), and perception that the first group bully the latter. Adela also reflected this notion within her account.

Alright [pause] a lot of the Asian students got problems with me (Adela, 5.101)

Benes explained that he and his friends were the victims of racially motivated verbal abuse from peers.

*Yeah there are some that when they see us they keep shouting things like
“Slovakos” or “Czechos” [pause] that sort of thing (Benes, 6.134-135)*

All participants had experienced a range of negative gestural and verbal language from peers, focussed not only on themselves, but on family members, too.

*Sometimes they actually speak in their own language and I know that they are
talking about me because they keep looking at me (Jakub, 6.137-138)*

*They say things to me like fuck off and fuck you [pause] they keep telling me I’m
stupid (Adela, 7.154-155)*

*So [pause] sometimes they stop us and they stare and laugh at us [pause]
sometimes they swear at us and call us wusses and er [pause] similar things
(Adela, 5.103-105)*

*He was telling me horrible things in English [pause] he was erm [pause] he was
calling me naughty things in English and calling my parents naughty thing in
English and saying he would do naughty things to my mum (Natalia, 2.33-36)*

*There is a girl that is really tall and really big [pause] when we were in PE she
came over and she started saying what what what what is it so I said well what
is it and she called me a bitch (Natalia, 5.111-113)*

*Err just last month um we were walking around the school with my friend and
one of the boys said “what” to him and then he said that he would shag my mum
so I said the same thing to him (Benes, 7.168-170)*

*We just go there but we still get the abuse because [pause] they always stand
outside of the window showing us their middle finger shouting us “wusses” and
that we are hiding there just saying horrible things (Benes, 10.223-226)*

Male participants Jakub and Benes reflected that, when faced with physical challenge, they would retaliate.

So [pause] it never got physical because I am trying to keep calm and I don't want to get into trouble [pause] knowing myself if somebody were for example punch me and it would hurt I would fight back I wouldn't just let it go but I try not to because I'm trying to be good and I know that if I would show them that sometimes I get scared it would actually use it in their advantage and they would keep on trying to whereas if I show them that it doesn't bother me they should stop (Jakub, 6-7.144-151)

I don't say anything to them but if they go to hit me I will hit them back because I won't let them beat me (Benes, 6.139-140)

Whereas female participants, Adela and Natalia, expressed that they had to retaliate in some situations. It would seem that participants were hoping that intervening would reduce incidents of bullying.

I just say have you got a problem with me if you got something you want to say and then they just go quiet [pause] I don't let them win so if they swear at me I swear at them [pause] I don't just let them do it to me all the time (Adela, 7.157-160)

I said to him to stop saying horrible things about me and my mum but I said it in Slovak but he understood a few things so from then he hasn't done it anymore (Natalia, 2.38-40)

Whilst Jakub and Benes reported fear of violence, Natalia was the only participant who had reported experiencing violent behaviours.

On my first day in school I was sat in my chair and this black boy kicked my chair to the point where I actually fell off it (Natalia, 2.29-30)

Jakub and Benes had, however, experienced other behaviours from peers that might be interpreted as being physical and intimidating.

Sometimes they try to stand in my way purposely so I would have to sort of hit them while trying to walk past then they would try to sort of start on me (Jakub, 6.139-141)

No it's just sometimes when we walk around school they walk into us or budge us or push us (Benes, 7.165-166)

A major concern arising from the interviews was Benes stating that his peers carried knives in school. The ethical and professional responsibilities that stemmed from this will be discussed in *sections 5.10 and 5.12*.

[laughs] Yeah sometimes when we know that there is going to be a fight and it's really scary and very bad because some of them are also carry knives on them (Benes, 10.233-235)

Adela and Benes had taken steps in school to reduce the risk of experiencing bullying, including staying in larger groups, avoiding particular areas of school and seeking support from older siblings.

It was only when I used to be alone that they would actually to bother me but when they see me with friends they stopped (Adela, 5.109-110)

Yeah because we can't really go to the canteen because we know there will probably end up being a fight so I'd rather just go to that room and go home and just buy some food on the way home and eat there (Benes, 10.238-231)

Err I don't do anything it's just when my brother finds out he goes to them and tells them why are they starting on me and tries to solve it... he's just looking out for me because the boys will always try to start on the younger boys as they're scared of the older boys and they think they're better for starting on the younger ones so my brother just looks after me and watches out (Benes, 8.184-191)

Participants also raised the issues they experienced with peers and adults in school, or sought support from their parents and families. Irrespective of this, Natalia (see *section 4.8.2*), Benes (see *section 4.8.2*) and Adela all stated that there had been no change.

They asked who was it [pause] who were those students and then we told them they didn't do anything so nothing's been changed (Adela, 8.184-186)

Adela then discussed that she would like school to take more action to support her.

I would like them to tell the students who try to bully me to calm down and act normal (Adela, 8.190-191)

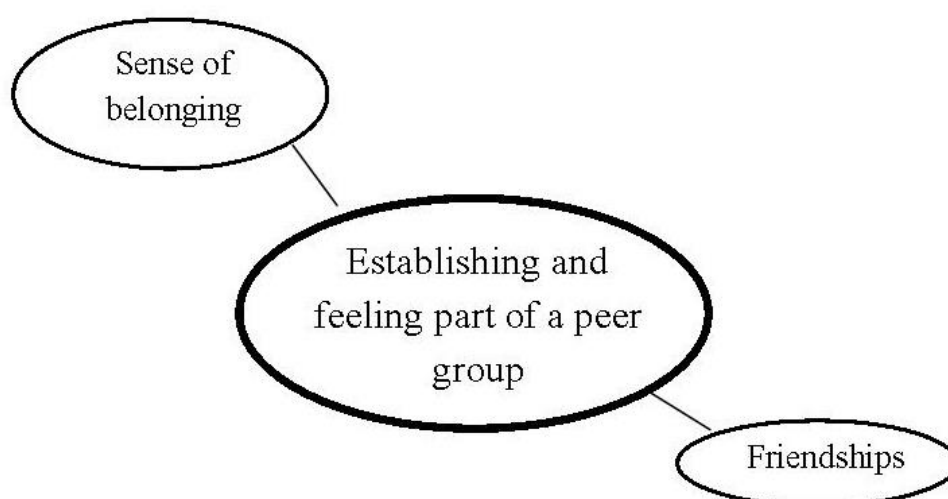
4.6.2 Conclusions

This theme has been used to encapsulate a range of experiences whereby participants appeared to have been bullied by peers. Within young people's accounts, it was evident that they had attempted to manage the conflict themselves, whether by ignoring or retaliating. All participants reported experiencing verbal bullying and only some reported physical altercations. On one occasion, a significant safeguarding issue arose which may have impacted on the safety of the participant and other pupils in school. This is discussed further within the discussion section of this study. Despite taking steps to manage experiences of bullying, most participants reported that there had been no positive change.

4.7 Candidate Theme Five: Establishing and feeling part of a peer group

This theme explores the friendships that participants had made in school. Within this theme, identifying peers that may make suitable friends and participants' interactions with their friends seemed important. One participant's sense of belonging within a wider network of peers further exemplified this theme. Exemplar transcripts show the development of candidate theme five is illustrated in Appendices 22-25.

Figure 4.5: Thematic map for candidate theme five: Establishing and feeling part of a peer group



4.7.1 Sub-ordinate theme one: Friendships

Within their narratives, all participants referred to the friendships that they had formed in school. Jakub, Natalia and Benes all formed friendships with peers that shared their home language, seemingly favouring those with whom they were able to communicate.

So my Slovak friends tried to speak more in English just to test me and teach me better and then [pause] they actually taught me the real basics outside (Jakub, 5.113-115)

Err the students I only sorta made friends with were the children that spoke Czech and Slovak and similar and with some of them who also spoke English [pause] erm yeah (Adela, 3.54-56)

It was a bit hard but then when I got there was other Slovak people in there it got a bit better (Benes, 3.72-73)

Natalia was the only participant who appeared to be having difficulty in forming friendships, establishing only one friendship in school. Where friendships were formed, Jakub and Natalia identified the mutually beneficial aspects of these relationships.

Yeah [pause] so she mainly helps me in English but then sometimes I help her with Maths (Jakub, 11.249-250)

Just little bits like hello [pause] and a few rude ones [laughs] (Natalia, 8.187)

Furthermore, identifying commonalities between peers seemed to positively impact on friendship formation.

When we actually go and play football outside that's where I speak English the most it is where I have actually managed to make the most friends though playing football (Jakub, 6.127-129)

They were in my year group (Adela, 3.62)

When it came to speaking with English peers, Jakub expressed that he had developed proficient enough language skills to engage in conversation. Whereas Benes was more apprehensive of his skills, stating that he kept conversations restricted to the bounds of his skillset.

I feel like it has definitely improved because I feel more confident and [pause] erm I can even speak to my English friends now quite well so I have got a lot of friends now (Jakub, 5.105-107)

I talk to them about things that I know how to talk about... Kind of everything but just not that hard bits (Benes, 5.118-120)

4.7.2 Sub-ordinate theme two: Sense of belonging

Jakub presented as feeling connected to his friends, which conveyed a sense of belonging in school. Jakub also appeared to have found his place in school and felt happy and comfortable in his surroundings. Not only did Jakub describe feeling settled, he also described being included in positive experiences with peers at school.

I am used to the school now [pause] I have settled in and have loads of new friends (Jakub, 7.164-165)

I only went to one just before the summer holidays in July then everyone was giving out sweets and we were sharing sweets so I went in there (Jakub, 12.274-276)

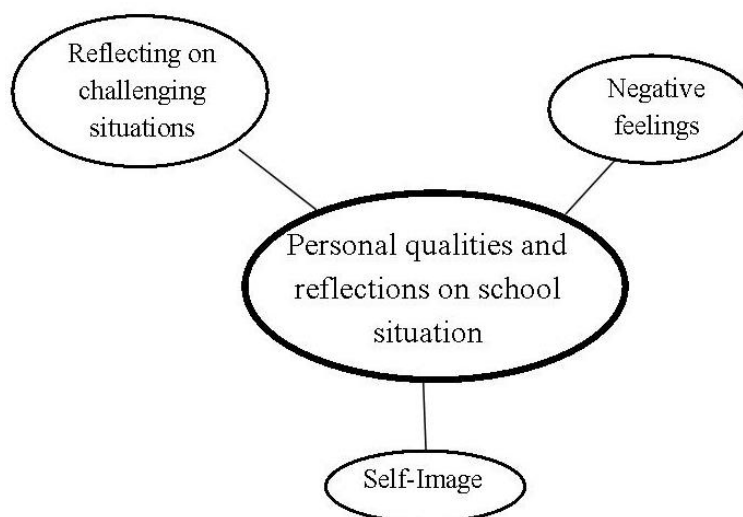
4.7.3 Conclusions

When compared to the previous candidate theme of “*experiencing and managing peer conflict*”, the theme establishing and feeling part of a group provides an interesting contrast. The theme highlights the positive relationships that participants formed with peers and the factors that were felt to facilitate and nurture these friendships and sense of belonging in school.

4.8 Candidate Theme Six: Personal qualities and reflections on school situations

This theme reflected participants’ interpretations of the impact of their experiences on themselves as individuals and considers thoughts behind how they managed situations that were uncomfortable or challenging. It is important to note that Jakub is the only participant whose views do not contribute to this theme (see *Table 4.8*). The negative experiences they have encountered by Adela, Natalia and Benes’ views do contribute to the theme. Exemplar transcripts show the development of candidate theme six is illustrated in Appendices 22-25.

Figure 4.6: Thematic map for candidate theme six: Personal qualities and reflections on school situations



4.8.1 Sub-ordinate theme one: Self-image

Adela and Natalia were clear in their narrative about their individual qualities that either helped or hindered their experiences in school. Adela presented herself as a determined individual who was reluctant to accept help but would offer advice and support to others.

I can do it myself (Adela, 10.224)

I introduced myself to other students and so did my brother but his English was bit better (Adela, 3.58-59)

I would help them to introduce themselves to people around here (Adela, 5.123)

Natalia initially reflected on her relationships with peers as positive, which contrasted her later views about bullying and relationship difficulties which are discussed in sections 4.6.2 and 4.7.1. It is possible that Natalia may not have been comfortable in expressing these challenges and, as part of the research process, as she had yet to build relationships with the researcher and the translator.

I get on fine with them (Natalia, 5.118)

When Natalia reflected on her true experiences with peers, she hypothesised that others did not form friendships with her based on her physical stature. Whilst expressing her

sense of rejection, Natalia identified some underlying feelings about herself and how she felt others perceived her.

But with the other students the people are much bigger than me so they don't want to talk to someone small like me [pause] they only want to talk to the big kids (Natalia, 6.137-140)

4.8.2 Sub-ordinate theme two: Negative feelings

Participants often felt as if they were not supported academically or socially within school.

I was off school for a week because I was poorly then the school made me come in on Thursday but I still wasn't feeling very well (Adela, 8.198-199)

even I don't like this school because I've got nobody [pause] I don't have any friends in here apart from Sarah (Natalia, 1.14-16)

I'm very sad because I've got nobody in here there's nothing to do there's nothing in this school (Natalia, 10.224-226)

Erm I've been here for a year and I don't get any help anymore (Benes, 5.107)

Participants often felt as if they were not valued or included. Natalia and Benes discussed how there were no changes following on from adult intervention of their experiences of bullying which seemed to support their feelings of exclusion.

There's nothing they can do (Natalia, 4.82)

Nobody actually does anything anymore we keep reporting it for like three months and nothing gets done we just write it all down but there's no changes (Benes, 9.201-203)

Natalia's interview also indicated that her sense of isolation may worsen when her brother finishes school at the end of the academic year.

My brother is going to college next year so I'm going to be here all alone (Natalia, 4.82-83)

Adela further stated that when she felt unsupported by school, this led to a change in her actions due to what seemed to be a sense of helplessness.

Yeah [pause] so when they told me I couldn't go home from school I just went home because I couldn't do anything else (Adela, 9.214-215)

A discrepancy between how school adults treated Slovak pupils, is implied when Benes refers to “us”, which seems to reinforce the notion that Benes, and possibly other Slovak pupils, do not feel fully included in part of school life.

They're only looking out for the other students not us [pause] they only care about them [pause] not us (Benes, 7.154-155)

As part of his narrative, Benes further implies he may be experiencing, in part, a sense of failure in education.

[smiles] Mm [pause] most lessons I go to it's just some of them I can't [pause] I can't do certain things (Benes, 4.96-97)

Benes seems unable to complete certain aspects of learning which has led him to engage in avoidant behaviours and not attend lessons where his sense of failure appears at its highest.

4.8.3 Sub-ordinate theme three: Reflecting on challenging situations

From the narrative depicted, it appeared that Benes had experienced the most challenge from peers, which may have led to potentially significant consequences. That is not to suggest the experiences of other participants were any less challenging to themselves or less influential. During his interview, Benes discussed his thinking around addressing conflict between his friends and other peers.

[shakes head] Sometimes I really think about just having a fight with them but then I can't let myself because I just don't like fighting [pause] I don't want to fight [pause] and sometimes I am scared that I could hurt them too much and that would be on me (Benes, 5-6.172-176)

Benes was seemingly aware of the consequences of his own actions and reflected on his thoughts when making decisions and communicating these to peers. Benes further created the impression that he was reflective and logical in his thinking.

But I said it's pointless er then we had to jump back over the fence because they told us that you were here so I said boys lets go back because it's pointless

[pause] she didn't come here for no reason so we need to go because it would be a waste of time if she would come and I wouldn't go (Benes, 11.255-260)

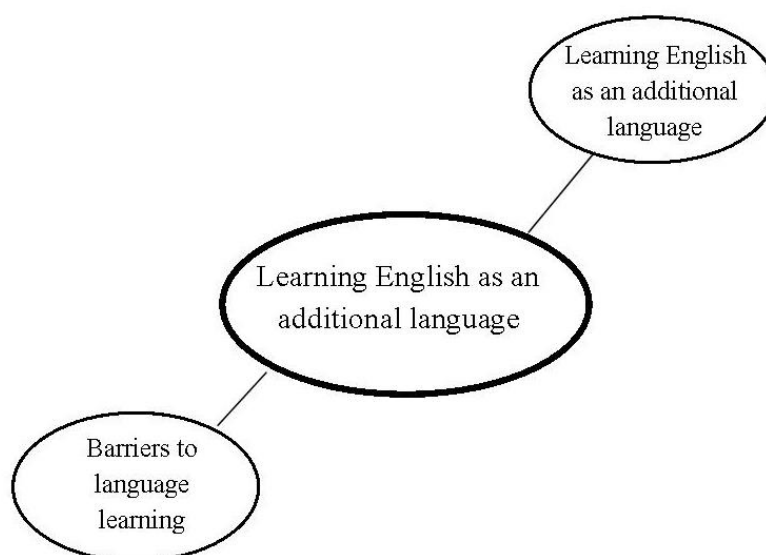
4.8.4 Conclusions

The personal qualities and reflections on challenging situations of participants are highlighted and reflected upon within this theme. The theme captures the way participants see themselves and the image they attempt to convey. In addition, the negative feelings and reflections which appear to underpin the young people's sense of disconnection and challenge in school are also considered.

4.9 Candidate Theme Seven: Learning English as an additional language

This theme explores the importance that knowledge of English and learning English played in participants' experience of school. All participants used a translator as part of their interviews and responded to all questions using their home languages, which could suggest that participants are not feeling confident or comfortable in using English to discuss complex topics. The theme draws upon the social and academic experiences of participants in learning English and specific factors that acted as a barrier to language learning. Exemplar transcripts show the development of candidate theme seven is illustrated in Appendices 22-25.

Figure 4.7: Thematic map for candidate theme seven: Learning English as an additional language



4.9.1 Sub-ordinate theme one: Learning English as an additional language

Three participants raised the importance of having good English skills in school. A common strategy used to support language development appeared to be the use of interleaved learning. This required the use of the first language to supplement developing English.

In my English class I've got another Slovak student [pause] a girl and she helps me but even the teacher if I don't understand what he has said the first time he tries to change the sentence and say it in different words (Jakub, 10.240-243)

[pause] err yes [pause] it was they gave us sheets with a dual language when it was in Czech and English (Adela, 2.45-46)

Jakub and Natalia further discuss the impact of not speaking English fluently on their ability to form friendships and communicate effectively with peers.

If they can't explain it to me they ask for another person to come in to explain it to me or they ask an Asian to explain it to me with little words and also with signals to sort of physical show me what it could be (Jakub, 8.186-189)

I don't have any friends in here apart from Sarah but even with her it's hard to talk to erm (Natalia, 1.15-17)

This seemed to have greater ramifications for Natalia as she was unable to tell adults about when she felt peers were bullying her.

Interviewer: *Good [pause] and when things haven't gone well like with this girl have you been able to tell a teacher about what's gone on*

Natalia: *Erm no because I can't speak English well (Natalia, 5.119-121)*

The researcher interpreted Natalia's experiences as having left her feeling excluded from school life, whereas Jakub's peers appeared to attempt to support his language development. Where Jakub and Natalia did experience difficulties in understanding English, they independently utilised different strategies to support their learning.

If I do not understand anything I just say I'm sorry I can't understand you (Jakub, 8.184)

I don't necessarily like to ask for help I don't want to go there but if I have to ask somebody from Slovakia or Poland [pause] somebody I can actually understand and if they can't explain it to me then I will go to somebody else (Jakub, 8.193-196)

when I go home I go on google translate I teach myself (Natalia, 8.179-180)

Jakub and Natalia also indicate picking up some of the basic functional uses of English within the daily school routine.

With the basics it was erm [pause] things like what am I supposed to do [pause] can I go to the toilet [pause] I do not understand [pause] and then it was a bit harder things like what was the question or [pause] I'm not really sure what I am doing (Jakub, 5.121-124)

Things like sit down [pause] what are you doing [pause] when the teachers say these things to me now I know [pause] yeah (Natalia, 8.182-183)

Jakub also reflected on the progress that he had made in his language learning. Understanding key words in sentences seemed to have helped him to pick up the general concept of discussions.

Sometimes a word is enough if I understand one word in the sentence then I sort of make it out what they could have said as in their full sentence (Jakub, 8.179-181)

When evaluating what was helpful to support their language learning, Jakub, Natalia and Adela (see above quote in *section 4.9.1*) identified different levels of practical support at school and home.

In my opinion this school needs a Slovak teacher who would actually be able to help students like me if they don't understand anything or need any help (Jakub, 14.328-330)

Every Saturday and yesterday I sleep at my cousins house so they teach me there as well (Natalia, 10.246-247)

4.9.2 Sub-ordinate theme two: Barriers to language learning

Jakub identified two primary barriers to his incidental language learning. The first of these was talking to peers who had accents he found difficult to understand or when they spoke quickly.

Yes it does happen sometimes because mainly when the English students talk to me they speak really fast so sometimes I don't understand sometimes it happens with the Asian students and they speak really fast with quite an accent (Jakub, 8.174-177)

The second factor Jakub identified as a barrier to language learning was the presence of the requirement to learn additional languages. He found it difficult to learn German when adults taught it using English, a language that he identified as being an area for academic development (see *section 4.10.1*).

I go now to all mainstream lessons apart from German because I struggle even with German back home but I could never grasp it (Jakub, 8.218-219)

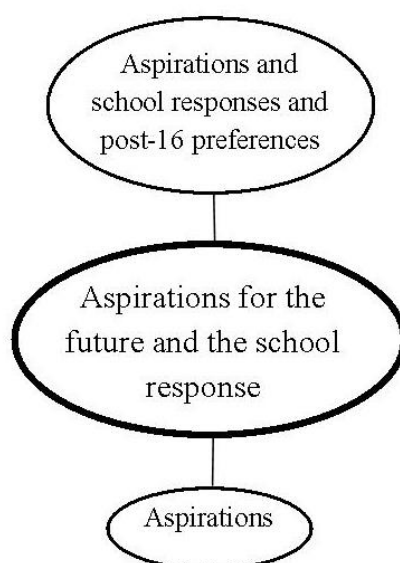
4.9.3 Conclusions

This theme explored what participants found helpful to and hindered their language development. Helpful experiences included peer and family support, interleaved learning and knowledge of basic, everyday English. Irrespective of measures in place to promote language learning, participants identified that their lack of English impacted on their friendships. This appeared to be further hindered by accents or fast-paced speech. Findings also highlighted difficulties experienced in teaching new-to-English pupils a third language.

4.10 Candidate Theme Eight: Aspirations for the future and the school response

This theme covers and explores participants' long-term aspirations. All participants had considered possible careers following compulsory schooling, yet most did not say whether they had communicated their views to schools. Where a participant had communicated his views, the second sub-ordinate theme examines the school response to improve outcomes in adulthood based upon aspirations. Exemplar transcripts show the development of candidate theme eight is illustrated in Appendices 22-25.

Figure 4.8: Thematic map for candidate theme eight: Aspirations for the future and the school response



4.10.1 Sub-ordinate theme one: Aspirations

Jakub, Adela and Natalia had all considered careers they wished to pursue in adulthood. Adela and Natalia expressed a preference for working in the hair and beauty industry.

I'd like to do hair and beauty (Adela, 9.219)

I'd like to be a hairdresser or hair artist (Natalia, 11.252)

Whilst Natalia did not discuss this any further, Adela identified that she needed to develop her English skills to be able to achieve her goal.

Err yeah I'd like to improve my English err so I can go to college and then go to hair and beauty school (Adela, 10.227-228)

Jakub expressed a preference for becoming a lawyer, stating that he had considered this as part of his schooling in Slovakia.

I was thinking about it already even back home I would love to study Law because even back home I was on my way there I had really great grades for Law [pause] I could have got into a good school (Jakub, 12.290-293)

However, similar to Adela, Jakub identified that he would need to improve his English skills.

I will need good language to study Law (Jakub, 13.306-307)

Adela and Jakub adopted different approaches to build upon their English. Adela indicates that she is beginning to develop her language skills independently. Jakub, however, wished to seek additional academic support from adults that he perceived as being more experienced.

Well I try to practice at home (Adela, 4.93)

I think it would be much better because they would already done their education so they would know the system so they would be able to tell us how it is and what's next and what steps to take towards certain things and they could maybe offer lessons after school so if not just in school maybe after school to see me in my house and give me extra English lessons (Jakub, 14.332-335)

4.10.2 Sub-ordinate theme two: Aspirations and school responses to post-16 preferences

This sub-ordinate theme differs from the one present above. Benes was the only participant receiving support from his school to work towards his preferred career. Therefore, it felt important to distinguish his responses from those in other accounts.

Benes had also considered his aspirations for the future.

I have two dream jobs one is a mechanic or also maybe something like a farmer to maybe cut wheat or things like that (Benes, 13.299-300).

Benes also describes the school response to his aspirations through the development of relevant language skills in attempt to improve his outcomes and life chances in adulthood.

We keep recapping everything we keep putting everything on the board and we keep talking about everything about mechanics and we do activities (Benes, 13.305-306)

Benes indicates feelings of confidence in his pre-existing knowledge of mechanics, yet he continued to report finding the school's language provision useful as it appeared to interleave his existing knowledge with new knowledge, so that he was able to understand more about his chosen career using English.

Some of it helps [pause] I actually knew a lot about cars before but I didn't know it in English but this really helped me to understand it in English and learn the words like gas pedal and speedometer and things like that (Benes, 13.308-311)

Benes also demonstrated an awareness of the learning required to fulfil his aspiration and how he can achieve this via next steps.

I still need to learn (Benes, 5.113)

Yes I need to get to college and I need to do some courses there (Benes, 13.314)

4.10.3 Conclusions

This theme explored a range of career aspirations that participants hope to pursue after school. Three out of the four participants appeared to have clarity over the first steps towards achieving their goals. However, only one account discussed the additional provision put in place to support the development of knowledge and language skills linked to their desired career.

5. Discussion

5.1 Introduction

The aim of the current research was to gain an in depth understanding of the experiences of school for newly arrived Czech and Slovak young people accessing mainstream secondary schools in the UK. Within the context of the current LA, the view was held that newly arrived young people, in particular those of Czech and Slovak origin, were less likely to engage fully and positively with school. This was carried out using semi-structured interviews with four participants and analysed using TA. UK policy (Equality Act, 2010) highlights race as a protected characteristic, which encompasses individuals originating from other countries and that are of different nationalities and details that care should be taken to avoid discrimination or favouritism of one race over another. However, a systematic literature review indicated a lack of research into the experiences of newly arrived young people when transitioning in to UK education. It was hoped that the current research was able to contribute to the existing literature base and develop the understanding and knowledge of relevant professionals working to implement policy alongside newly arrived Czech and Slovak young people.

This chapter aims to discuss the eight candidate themes that were raised in the previous chapter in relation to the research question: What are the experiences of school for newly arrived Czech and Slovak young people? Candidate themes will be presented systematically, and findings related back to policy, theory and literature, as suggested by Smith (2011). The critique of the current research will be followed by discussion of the potential implications for stakeholders (e.g., the LA, schools and EPs) and areas for future research.

5.2 Candidate theme one: Family context and its links to school and the wider community

The family context was identified as a key factor in supporting school inclusion of newly arrived Czech and Slovak young people. According to Bronfenbrenner's (1986) ecological systems theory, the family is the first unit that children and young people feel part of which, in turn, impacts on their psychological and social development. Moving to the UK impacted on the family structure by altering the micro- and meso-systems

(e.g., extended family and neighbourhood; Bronfenbrenner, 1986). In most cases, participants had moved to the LA because their extended families, such as grandparents, aunties and cousins, already lived in the area. Jakub, Adela and Natalia's accounts reflected strong connections within the family network by suggesting that older members of the family wanted to keep school-aged children near one another by attending the same schools. It was Benes that reported developing closer bonds with other Slovak young people in his local area. Benes appeared to be immersed within the local Slovak community, which is further reflected in his school friendships.

Jakub and Natalia imply their parents' priority is the happiness of their children. Jakub presents as having a strong relationship with his mother who offers him guidance and emotional support when he experiences school challenge. Jakub describes how discussion with his mother enables him to identify appropriate ways to respond to conflict. However, Natalia's father facilitates communication with school when she experiences conflict, suggesting that Natalia tells her parents about her school experiences. Due to family changes and her father now being in employment, Natalia can no longer access the level of support she had previously.

Bronfenbrenner's (1986) ecological systems theory displays interactions between various systems. Participants reported that their parents spoke little or no English and had relied on the support of extended family to translate discussions with school. Language barriers are reported within research as a contributing factor to poor communication between home and school (Hamilton, 2013c). Bennet, Deluca and Bruns (1994) demonstrated that working with parents is best practice in school and facilitates positive working relationships. In respect of all participants, there appeared to be very little communication between the two systems. Frustrations of these experiences were amplified where participants had increased negative experiences at school. Adela and Benes discussed the challenges their parents had experienced when attempting to contact school, which emphasises the potential to lessen positive relationships between home and school (Hamilton, 2013c). Adela reported that lack of communication from school led her parents to become concerned for her safety when she did not return home from school one night as she had received an afterschool detention. Hamilton (2013c) found that where parents and schools do not collaborate there is a reduction of parental willingness to work with schools. Findings of this research indicate that schools may be

unwilling to communicate with parents, raising questions around their awareness of best practice when working with the families of newly arrived young people.

5.3 Candidate theme two: The impact of educational provision and relationships with school adults

The experiences of mainstream provision varied amongst participants who each attended a different school. Hastings (2012) found that receiving help from others was essential for newly arrived pupils to succeed. In the current study, participants reported that support from various sources, including electronic, visual and practical, was important. Jakub and Adela received support in lessons where their home language was used as a tool to develop their new language. This type of provision was used to support Adela when she first began school and continued to be implemented once she joined mainstream lessons. With the context embedded (Cummins, 2000), Jakub and Adela were able to establish the expectations of the classroom and complete tasks set. Moreover, peers who shared newly arrived young people's home languages were asked in class to provide translations where necessary. As participants became less reliant on peer translations learning input was increasingly delivered by teachers.

Moskal (2014) found that teachers did not always offer support to newly arrived pupils. Natalia identified that she consistently did not understand academic expectations. She reported not understanding how to complete tasks and, as with Adela and Jakub, did not have peers in classes who could translate expectations to her. A lack of understanding has been linked to poorer educational attainment for newly arrived pupils (Moskal, 2014) and, as Benes and Natalia did not receive appropriate support this may further act as an agent to enhance their disaffection with learning and does not reflect an inclusive learning environment. Hamilton (2013a, 2013b) reflected these findings within the research; arguing that language barriers prevent teachers from assessing individual need and putting in place appropriate provision. Therefore, they are not considering a holistic view of pupils needs as recommended by Cartmell and Bond (2015).

Jakub's experiences appeared to be more positive than other participants. Jakub discussed how he felt comfortable in school now he had become familiar with routines and participating in them. This indicated higher levels of self-esteem (Haslam et al., 2009). In Maslow's (1943) terms, Jakub's psychological needs are being met so that he can feel motivated to work towards achieving a sense of self-actualisation.

All participants discussed their interactions with school staff. Hattie (2009) highlighted that teacher relationships can impact positively on school experiences, yet this was not apparent across cases. Whilst Jakub reported positive experiences with staff, Adela did not appear to feel as if this was significant to her education. Benes' earlier conflicts with peers were mediated by one teacher who engaged in parental working, attempting to minimise and resolve disagreements. Benes suggested that, during this time, he felt supported. Once this staff member left school, Benes was left without adult support and reported feeling as if adults are unwilling to intervene.

Even one of the teachers told us to be aware of the other Asian students and he actually told us to watch out because he knows that they're after us [pause] and he also said that he won't do anything about it he doesn't know who started it and [pause] to just get on with it (Benes, 7.155-159)

It is identified as a teacher's responsibility to protect and safeguard children and young people in schools. Benes' statement (above) indicates that there is a lack of trust and safety in his school environment. Furthermore, Natalia explicitly states "*I don't trust the teachers [pause] no*" (6. 126). Crease (2010) would argue that teachers in this instance may not be fulfilling their professional duty to transform their practices and understand challenge in schools. Natalia's disaffection with her school may have contributed to her focus on attending another secondary school with her cousins. Her experiences in school suggested that she neither felt safe nor included in her environment and perceived she could experience success elsewhere.

5.4 Candidate theme three: Gaining access to and adjusting to new-to-English provision

Prior to this research taking place, the LA had identified ongoing difficulties that schools experienced in maintaining the attendance rates of newly arrived Czech and Slovak young people. Two participants suggested their families had felt some restriction when obtaining a school place upon arrival in the UK. From showing awareness of these restrictions, it is possible that newly arrived young people may be expressing frustrations with their school placement. This may impact on their thoughts and perceptions of UK schools prior to their start date.

The new-to-English provision of participant's schools differed significantly in both appropriateness and duration. This highlights that there is a lack of guidance from which schools could offer an induction process consistent with good practice. Moskal (2014) and Hamilton (2013a, 2013b) highlighted that a low level of English is viewed as the most significant challenge presented by newly arrived young people when they first begin UK schools. This is viewed as impacting on their ability to engage with education (Moskal, 2014). New-to-English provision ranged from none, to emotional support, to a day of learning the alphabet, to a month's intensive support of language learning. Adela accessed the intensive provision whereby key staff supplied worksheets that described tasks using her home language and English. Cummins' (2000) framework supports this approach to language learning but further suggests that teachers are susceptible to not providing work that is challenging enough to progress EAL learners. Benes and Natalia's accounts contrast with this view and state that their schoolwork became too difficult too quickly and that they were completing the same work as English-speaking peers, leading Benes to abscond from school when he perceived experiencing failure. Hastings (2012) and Hek (2005) emphasise that receiving help from teachers is valuable when newly arrived young people first begin school, yet this support needs to be appropriate to meet pupils' needs. Whilst research suggests that teacher may be prone to having low expectations for EAL learners (Cartmell and Bond, 2015), findings from this study contrast this view. As teachers do not provide differentiated work for newly arrived pupils, it highlights concerns over whether they are taking into account the holistic needs of pupils (Cartmell and Bond, 2015) or whether they lack the training and expertise to do so (Gill, 2008; Cullen, Gregory and Noto, 2010).

Jakub was the only participant who reflected on his experiences of acculturation, highlighting key differences between his education in Slovakia and in the UK which he felt he had adjusted to. For Jakub, it felt as if it was important for him to fit into his new culture and make friends with peers originating from other ethnic backgrounds and from the UK. Jakub presented as feeling secure in his environment from an early stage, which contrasts the experiences of other participants who, after spending a few months at school, still experienced poor school inclusion. Hamilton (2013b) would argue that Jakub's sense of inclusion was prioritised upon his transition into school and the emphasis on supporting his emotional needs during his first few days was pivotal.

Guidance that is available to schools highlights the need for the social, emotional and mental health needs of newly arrived young people to be prioritised (DfCSF, 2007), and research reinforces that the transition process can promote feelings of loss and isolation that need to be addressed (Hamilton, 2013b). Whereas, Iqbal, Neal and Vincent (2017) would argue that the school's ethos celebrated and welcomed diversity which would primarily enhance inclusion.

5.5 Candidate theme four: Experiencing and managing peer conflict

Experience of bullying was identified as a key area for discussion in participants' accounts. Participants experienced bullying in various degrees and included both verbal and physical altercations. Bullying is not associated with social inclusion and can impact significantly on school experiences. Ryan et al. (2010) identified that pupils originating from Eastern Europe, such as the Czech and Slovak young people included in the present study, are at a greater risk of being victims of bullying and racism.

Participants highlight cultural tensions between European students and those originating from Asian countries, demonstrating an awareness of cultural identity (Iqbal, Neal and Vincent, 2017). The demographic in the LA consisted of a higher than average population of people originating from Pakistan, accounting for 20.3% of the LA's population. Therefore, it is possible that participants are referring to peers originating from Pakistan when they discuss their "*Asian*" peers. Interestingly, participants only refer to being bullied by peers from other ethnic minorities, rather than white British peers. Within participants' accounts, a narrative of "*us*" and "*them*" is created, suggesting that participants experience high levels of disassociation from peers they perceive as bullies. Where this sense of disassociation occurs, Gaultier and Green (2015) argue that newly arrived young people could become socially vulnerable and are at further risk of becoming increasingly separated from all peers. Hamilton (2013a) identified that where higher populations of BME pupils exist within schools, they are at an increased risk of becoming segregated from the wider school population. This may be the case for Benes and Adela, who most commonly identify with their Czech and Slovak peers (discussed further in candidate theme five). However, Natalia's narrative contradicts this view and, as one of the few Slovak pupils in school, she had not formed a successful peer group and appeared isolated from all but one peer within school.

Incidents of bullying were raised frequently throughout interviews. Natalia was kicked off her chair on her first day of school. Adela was targeted by three female peers and feels safer walking around school with friends rather than alone. Jakub expressed concerns about his peers when they looked at him and laughed. Yet it was Benes that expressed the gravest concern that peers carried knives in school. The ethical and professional responsibilities that stemmed from this will be discussed in *sections 5.10 and 5.12*. Adela and Natalia had adopted a direct approach to managing bullying due to no adult response when complaints were made.

They asked who was it [pause] who were those students and then we told them they didn't do anything so nothing's been changed (Adela, 8.184-186)

Benes had also taken steps to avoid conflict where he perceived it would be at its highest. He admitted to absconding from school when he thought there may be a fight with his peers. Maslow's (1943) hierarchy of needs would suggest that Benes' most basic safety needs are not being met in school. Therefore, as a self-preserving measure he is removing himself from this environment. A lack of safety in school will, according to Maslow (1943), prevent Benes from achieving some of the higher-level psychological needs, such as experiencing academic and social success.

5.6 Candidate theme five: Establishing and feeling part of a peer group

Baumeister and Leary (1995) argued that humans are driven to form relationships with others in their environments. Developing friendships has shown to be pivotal in establishing a sense of belonging in school for all children and young people (Prilleltensky and Prilleltensky, 2006; Roffey, 2013; Ryan et al., 2010) and is of no exception in the findings of this research.

Natalia experienced the most challenge in establishing a peer group; having formed only one key friendship in school. Whereas, Adela and Benes had established peer groups with those sharing their home language which is identified as a factor in promoting inclusion (Hastings, 2012; Stanley, 2001; Hek and Sales, 2002; Ryan et al., 2010). However, Hamilton (2013a) argues that peers that do so are more likely to experience cultural segregation in school. In Natalia's account she identified that having a lack of peers sharing her home language resulted in segregation from all but one of her peers. Hamilton (2013b) and Moskal (2014) identify language as being a primary factor supporting newly arrived pupils in developing friendships. This may support

explanations as to why Natalia experienced significant challenge with establishing friendships with peers.

Through forming a peer group with others of the same cultural origins, Adela and Benes partially maintained aspects of their own cultural identity within school. Evans and Liu (2018) highlighted that integrating into a new culture threatens the security of an existing cultural identity. A method of forming a new identity is through learning a new language which, in turn, has shown to improve overall feelings of inclusion and friendships (Evans and Liu, 2018; Hamilton, 2013b). This may help to explain Jakub's sense of belonging after becoming friends with a range of peers speaking English and his home language.

5.7 Candidate theme six: Personal qualities and reflections on school situations

Adela, Natalia and Benes reflected personal qualities that enabled them to deal with the hardships they experienced in school. Jakub is the only participant that did not reflect on this; possibly due to the overall positive experiences he had in school and the sense of belonging he had established. The way in which participants presented their accounts was reflective of their own experiences and the sense of identity developed since they had begun attending their new schools. Whilst similarities between accounts are identified, it is noteworthy that experiences are very different.

Participants demonstrated their vulnerable positions in school considering the conflicts and challenges they had experienced as reflected in other candidate themes. Research highlights that school staff may not understand these challenges or have an awareness of participants' pre-existing cultural identities (Gaulter and Green, 2015). Gaulter and Green (2015) emphasise that acknowledging the cultural identities of newly arrived young people can impact positive on experiences of school inclusion. Participants expressed that they did not feel valued by adults, conveyed through the lack of adult response to participants' challenges in school. Natalia's sense of isolation in school was evident in her perceptions towards school change.

There's nothing they can do (Natalia, 4.82)

This may help to explain why Natalia places considerable emphasis on her hopes to move to the school her cousins attend (identified in candidate theme two). Benes

mirrors Natalia's sense of isolation after persisting to report his difficulties to school adults which he perceived to have resulted in little response or change. Participants' accounts do not reflect their basic safety needs or psychological needs as being met (Maslow, 1943). Henceforth, it is necessary for newly arrived young people to establish a sense of inclusion before they can feel accomplished and successful in school.

In her account, Adela conveys a sense of independence in her actions. At times, Adela's independence leads her to act in ways that contradict school rules. Whereas, on other occasions, her independence reflects her negative experiences with school, stating that she can experience success without the support of school.

5.8 Candidate theme seven: Learning English as an additional language

Participants referred to the complexities of learning English as an additional language. Research around newly arrived pupils conveys the challenges associated with forming friendships when language acts as a barrier to communicating with others (Hamilton, 2013b; Moskal, 2014; Sales, Ryan, Rodrigues and D'Angela, 2008) and can further impact on their educational attainment (Hamilton, 2013a). Both aspects of language learning were reflected within participants' accounts.

To promote learning experiences, Cummins (2000) suggests that language learning becomes a more fluid process when a combination of the old and new languages are used. Jakub and Adela both report this as an effective strategy as part of their educational provision. However, Jakub identified a range of strategies he can independently put in place when he does not understand his peers' and teachers' attempts to communicate with him. Strategies include directly telling his peers he does not understand or by picking up on key words and phrases to comprehend the meaning of full sentences. Similarly, Jakub's peers have adapted their own strategies to enhance his understanding of English, such as using gestural prompts. Jakub's independence in language learning predominantly appears to support his social understanding of English which is reflected in Cummins' (2000) theoretical framework. Understanding social language in an embedded context, such as the playground, provides a constructive environment in which newly arrived pupils can begin to understand English.

Where newly arrived young people do not have proficient skills in understanding and speaking English, it is important for schools to recognise the challenges they experience. Participants identified that it may be difficult to understand others that speak quickly or in an unfamiliar accent. There are further links to the curriculum as it may be difficult for newly arrived young people to access learning in which they are expected to learn a third language through explanations given in a second language. For example, Jakub's first language is Slovak and, whilst beginning to learn English he was unable to access lessons whereby he was learning German taught by a native speaking English teacher. Moreover, participants highlighted that school staff should acknowledge that, where pupils cannot speak English, they may struggle to communicate any challenges they experience.

Jakub, Adela and Natalia valued learning English and acknowledged the benefits this would equip them with (as discussed within candidate theme eight). Participants identified that learning English would help them in their future and had taken steps to develop their social understanding of language. Natalia's cousins taught her English in their spare time and both Jakub and Natalia had used online translation service. Sales, Ryan, Rodriguez and D'Angelo (2008) raised the importance of specific vocabulary such as this to enhance learning experiences.

5.9 Candidate theme eight: Aspirations for the future and the school response

Participants gave the impression that they aspired to actively participate in society once they had completed compulsory education, suggesting that they were able to think about their futures. They demonstrated consideration towards future careers and steps that were required to achieve their aspirations. However, schools had taken little action to support participants in working towards this and was only apparent in one account.

Tereshchenko and Archer (2014) found that proficiency in speaking English was a significant barrier to obtaining employment following education for formerly newly arrived pupils. Jakub and Adela identified that, to gain employment, they would be required to develop their English skills. Jakub perceived that education support should be available to meet this need, however, Adela demonstrated a level of independence in her responses, stating that she tries to "*practice at home*" (4.93). Benes' school had put in place an intervention to develop his vocabulary in relation to his aspirations:

“I actually knew a lot about cars before but I didn’t know it in English but this really helped me to understand it in English and learn the words like gas pedal and speedometer and things like that” (Benes, 13.308-311).

Focussing interventions on language development enables newly arrived young people to enhance their language capacity where the context is embedded (Cummins, 2000) and is purposeful for their progression (Tereshchenko and Archer, 2014). Whilst participants demonstrated an awareness of how to achieve their chosen careers, it was Jakub that expressed the strongest work ethic, seeking to access higher education in the UK. Adela, Natalia and Benes all sought employment that, whilst requiring training following compulsory education, would have been achievable within 1-2 years.

5.10 Researcher Reflexivity

5.10.1 Reflexivity and Developing the Research Idea

It is acknowledged that the researcher’s previously limited experiences with cultural diversity may have led to an additional interest in this area of research for reasons pertaining to personal and professional development. The researcher was made aware of the perceived difficulties that the LA held over the educational attainment of Czech and Slovak young people, which resulted in an informal search of the literature base and discussions with other educational professionals.

The LA expressed an interest in exploring the experiences of newly arrived Czech and Slovak young people due to a perceived longstanding disaffection with learning in this group. A review of existing literature conveyed that newly arrived pupils originating from Eastern Europe did not experience a sense of inclusion with either the social or academic confounds of school (Ryan et al., 2010; Stand et al., 2015). The researcher acknowledged the position and findings of previous research and attempted to offer an interpretation that was representative of participants’ accounts and not influenced by existing literature. Furthermore, once sub-ordinate and candidate themes had been developed, the researcher reflected on questions outlined in the interview schedule. This process enabled the researcher to identify whether themes had been influenced by the interview schedule or whether the flexible nature of semi-structured interviews had captured a range of experiences unique to participants. It is perceived that the latter is the most plausible explanation of interpretation and theme development.

5.10.2 Reflexivity and Inclusion

The current research originally began with a focus on ‘inclusion’ over other possible conceptualisations, such as ‘belonging’ or ‘school experiences’, drawing upon existing literature (Biggart, O’Hare and Vincent, 2013; Cartmell and Bond, 2015; Goodenow, 1993; Hamilton, 2013a, 2013b). This section of the thesis will explore the reasons behind changes to this original decision and how the thesis came to focus on school experiences of belonging. There will be further discussion around the consequences and limitations of focusing on inclusion and how other conceptualisations, such as that of ‘belonging’ may have linked to the concerns identified by stakeholders as set out in Chapter 1.

5.10.2.1 Inclusion and the Literature

The current research initially made the decision to explore experiences of inclusion for Czech and Slovak newly arrived young people in secondary mainstream education. There is a significant amount of literature that surrounds school inclusion (Gaulter and Green, 2015), which coincided with research that explores similar concepts, such as school belonging (Biggart, O’Hare and Vincent, 2013; Cartmell and Bond, 2015; Goodenow, 1993) or school experiences (Hamilton, 2013a, 2013b). The researcher’s initial focus upon inclusion appeared to be in line with stakeholder interest and was constructed within a solution focused format, which adhered to ethical guidelines and boundaries agreed (see *section 3.6*). Additionally, the researcher aimed to explore the under-researched voice of newly arrived young people using positively framed language and subsequent terminology, which would enable identification of their positive experience and, it is hoped, promote positive change.

The systematic literature review (*section 2.7*), explored the question: What does the literature say about newly arrived Czech and Slovak young people’s experiences of school in UK secondary schools? Within the database search criteria, the researcher focused on the search term ‘*Incl**’ to encompass inclusion and, via snowballing techniques (Wohlin, 2014), highlighted 9 studies. Of these, only one specifically explored inclusive experiences of participants (Gaulter and Green, 2015). Therefore, literature focussing on other associated terms such as belonging and school experiences were also considered and searched for. When reviewing the definition of terms within individual papers, the researcher felt that, as the definitions appeared closely associated,

including papers using these terms would broaden the research included within the systematic literature review and create greater breadth and depth of understanding of how the newly arrived pupil voice had previously been obtained and explored. For example, Cartmell and Bonds (2015) definition of school belonging is closely aligned with Booth et al.'s (2002, p.3) definition of inclusion, both referring to the development of relationships and experiencing success (Faircloth and Hamm, 2005). Furthermore, a sense of belonging in school has been found to be associated with a sense of inclusion, high self-esteem, academic motivation and success (Goodenow, 1993; Kia-Keating and Ellis, 2007). Therefore, to encompass the broad range of terminology, inclusion was initially the focus of this research.

5.10.2.2 Consequences and Limitations of Researching Inclusion

When reflecting upon the interview process, an explicit exploration of participant's own understanding of inclusion was omitted. It is therefore difficult to be entirely confident about the construct of inclusion being discussed during the interviews. Additionally, existing literature does not possess a universal definition of inclusion (Ainscow et al., 2006; Hall et al., 2004; Jordan, 2001; Farrell et al., 2007) and, as has been outlined above, it often overlaps with other constructs such as school belonging. This makes the concept fluid and difficult to define, meaning that individuals may possess different definitions of inclusion based upon their previous knowledge and experiences. With this in mind, the researcher acknowledges that exploring inclusion within qualitative research designs, such as this, may include subjectivity within the interpretation of findings.

Applying Booth et al.'s (2002) definition of inclusion to the research using phrases such as '*active engagement*', '*accepted*', and '*valued*' further emphasises the previously discussed point in that exploration of inclusion within research is highly subjective. Feeling as if one is '*actively engaged*', '*accepted*' and '*valued*' will have different meaning to individuals based on a variety of factors that could be identified under Bronfenbrenner's (1979) ecological systems theory. Furthermore, with the absence of a definition of exclusion perceived to be the opposite of inclusion, within the interviews, meant there is no polar construct from which to fully support conclusions drawn about experiences of inclusion.

Contextual information about the schools within which the research took place would have further aided understanding of inclusion in context. Within existing literature, context has been shown to play an important part in inclusive educational experiences (Cartmell and Bond, 2015; Hamilton, 2013a; Iqbal, Neal and Vincent, 2017; Thomas, 2013). Iqbal, Neal and Vincent (2017), for example, found that where schools had a highly diverse population, pupils were more likely to be exposed to in-group discrimination and segregation of some other cultures. Therefore, information such as pupil population and demographics may have helped to further contextualise participant experiences of (inclusion in) school.

Bronfenbrenner's (1979) ecological systems theory defines the importance of collaboration between the internal (e.g., school) and external (e.g., home) systems (LaRoque, Kleiman and Darling, 2011; Colombo, 2006; Epstein, 1994). However, in the present study, the absence of participant discussion around their wider support network and collaboration, reflected in candidate theme one; family context and its links to school and the wider community (see *section 4.3*), raises questions around whether participants had a functioning and recognisable support system. Interestingly, the absence of discussion around parental involvement, or the wider support network, has previously been identified as the '*missing link*' in the school experiences of newly arrived children and young people (LaRoque, Kleiman and Darling, 2011, p.115).

5.10.2.3 Exploring 'Belonging' in Relation to the Current Research

This section predominantly looks at how the concept of '*belonging*' is perhaps a more appropriate concept that overlaps more closely with the interests of key stakeholders but is part of '*school experiences*' or '*experiences of school*' under an umbrella term, considering various associated conceptualisations. Following discussions with the key stakeholders in the LA the agreed focus of the present study was to explore the experiences of newly arrived pupils from the Czech Republic and Slovakia. The purpose of this was to develop an understanding of what was going on for pupils from these communities, as schools were increasingly seeking additional service advice to support them in their work. There was growing number of concerns around poor school attendance, challenging behaviour and teenage pregnancies within the growing Czech and Slovak newly arrived population in secondary mainstream schools in the locality. On reflection, focusing on a concept such as belonging, over other conceptualisations

such as '*inclusion*' or '*experiences of school*', would have linked more closely with the concerns expressed by stakeholders as the initial research discussion (see *section 1.2*) identified that the research population experienced associated challenges with being a part of the school community.

A focus on belonging, based upon the framework described by Faircloth and Hamm, (2005), may also have helped to establish the wider systems influencing participants inclusion and sense of belonging, and allowed exploration of both positive and negative experiences. Faircloth and Hamm's (2005) framework explores interactions between the various systems that support belonging, and may have facilitated exploration of participants' perceptions of their school experiences and behaviour, as possible mediators to their sense of belonging in school.

5.10.2.4 Summary

The present study's focus on inclusion as belonging over other conceptualisations stemmed from discussion with stakeholders around ensuring that the research findings and implications would benefit practice in the support of a vulnerable population within the LA. School inclusion appeared, at the time, to be an appropriate focus as its definition encompassed social and academic engagement (Devine and Kelly, 2006; Nilsson Folke, 2016; O'Neill et al., 2005; Parsons et al., 2004; Ryan et al., 2010). However, on reflection, the exploration of the experiences of this newly arrived population may have been achieved more effectively by drawing on other concepts, such as belonging or school experiences. Belonging has been identified as impacting significantly on learning (Combs, 1982; Goodenow, 1993) and is widely researched. Sense of belonging has also been evidenced as influencing social and academic outcomes for children and young people (Cartmell and Bond, 2015).

The interview schedule used as part of this study did not seek participants' definitions of inclusion, and therefore it is unclear if their responses reflected inclusive experiences. On reflection, investigating newly arrived pupil's sense of belonging may have linked more closely with the initial concerns identified by stakeholders as the difficulties reported included that pupils felt as if they did not 'belong' in school and identified more strongly with peers from their own cultural backgrounds outside of school. As a result, Chapters 3, 4 and 5 of the thesis focus on investigating experiences of school in

general rather than focusing on any specific concepts such as inclusion and belonging in order to avoid the possibility of misinterpretation of the data and subsequent findings.

5.10.3 Reflexivity and Data Collection

The researcher held two hypotheses around how participants would perceive her. The first of these is that of a qualified female representative of the LA. The second is that of a young person who empathises and understands participant experiences given the researcher's age and recent experiences with education. The researcher felt that both perceptions may have impacted on the depth and honesty of the responses given by participants.

When conducting interviews, the researcher felt challenged when participants recalled experiences that could have impacted on their safety. An example of this is Benes' disclosure that his peers carried knives in school. The researcher had an ethical and professional responsibility to ensure this was managed appropriately. Ethical guidelines outlined in Chapter 3 state that when safeguarding issues are identified during interviews, the researcher will demonstrate a professional and appropriate level of concern whilst maintaining transparency and follow the safeguarding policy of the school. After interviews, the researcher and translator, who consistently interpreted during the research, engaged in follow-up discussions to reflect on their practices and initial reflections of the accounts provided. The researcher was further able to reflect on practice and well-being as part of research and placement supervision.

5.11 Consideration of methodological issues

The researcher considered a range of methodological approaches and felt that TA was the most effective methodology in addressing the principal research question. With all methodologies, there are limitations to this approach and the strengths identified within the TA approach can also be viewed as its limitations. The current study provided an in-depth account of the experiences of school for four newly arrived Czech and Slovak young people in secondary mainstream education. To date, very few studies have sought to explore the experiences of school for newly arrived pupils and, as identified in the systematic literature review (*section 2.6*), none specifically explore these experiences for children and young people originating from the Czech Republic or Slovakia. The study sought to broaden professional awareness and understanding of the

experiences that children and young people have in schools in order to identify factors important to developing an inclusive learning experience.

The researcher carried out this study as a novel TA researcher, engaging in the interview and analysis process for the first time, which acted as a learning experience as the analysis progressed. This was an advantage for the researcher, developing practice and closely following procedures outlined by Braun and Clarke (2006). Due to the researcher's level of experience in conducting TA research, procedures were followed closely to facilitate understanding and enhance the quality of interpretations. However, as the process was unfamiliar, there may have been implications for the fluency of data analysis.

The researcher also considered her own biases in relation to the conclusions drawn and aimed to be reflexive in her approach. Therefore, it is acknowledged that the researcher's previous experiences, beliefs and values may have influenced the interpretation of the findings.

Questions that made up the interview schedule were carefully constructed to ensure they answered the research question. The strategies utilised to construct the questions consisted of considering aspects of the school experience and engaging in supervisory contact to evolve the schedule until the final version was developed. A pilot study was then carried out to appraise questions that made up the interview schedule. Although the pilot had no implications for the interview schedule, it benefitted the practice of the researcher and joint working processes between the researcher and translator. It is believed that, by carrying out the pilot interview, the quality of subsequent interviews was improved.

Prior to the research, it was anticipated that participants may not have English language skills proficient enough to answer questions comprehensively in English, therefore, it was vital to make adjustments which ensured that participants could share their views adequately. Therefore, a professional translator interpreted for both the researcher and participants. The semi-structured interview schedules were used to guide discussion, yet the flexibility of the design enabled discussion to move towards topics that were pertinent to individual accounts. There is an awareness that some richness and detail of accounts may have been lost during interpretation, which may have impacted the overall quality. Despite the limitations of exploring the pupil voice, research has shown that it

is an integral part of improving practice and enhancing well-being and participation of children and young people in matters that affect them (Fielding and Ruddock, 2006).

The findings of the research were developed under the critical realist approach. The researcher endeavoured to maintain openness and rigour when analysing and presenting findings (Yardley, 2008), and whilst it is recognised as a strength of TA, it can, in turn, also introduce biases. As the researcher had undertaken a dual role within this research, as researcher and interviewer, it is a recognised limitation that the researcher influenced participants' responses and, in turn, limit the trustworthiness of the research. There is potential for participants to display social desirability bias during interviews due to a power imbalance and unfamiliarity of the situation. To enhance the trustworthiness of the findings, attempts were made to minimise any power imbalances through relationship building activities between the participant, researcher and translator prior to interviews. However, to adhere to ethical practices, this may have been compromised by formal procedures that preceded the interview, such as pupil assent forms, verbal consent and debrief procedures, voice recording and being taken from lessons to participate in the research.

This research was carried out in one LA and consisted of one interview per participant. Therefore, this research does not attempt to suggest that findings are representative of a wider population, indicating limited transferability. The findings are specific to the LA in which the research was carried out, yet readers of this thesis should remain mindful in using the findings of this research that the participant sample consisted of only four young people: it may not be fully representative of the population of over 2000 newly arrived Czech and Slovak young people within this LA.

Participant inclusion criteria detailed that participants should not have SEND nor have been exposed to significant trauma. Although this decision was made following the consideration of ethical guidelines, this limits the wider application of the findings within the confounds of the typically developing newly arrived Czech and Slovak population. Additionally, the sample of participants was identified by school SENDCo's, with the rationale that they had access to school data rather than by the researcher. Although all participants met the inclusion criteria, there was potential for SENDCo's to select one participant over another for the research. Further limitations of the sample include that it exclusively focused on the Key Stage 3 (11-14 years) age

range and Czech and Slovak nationalities and restricted to a small sample of the populations within each participating school.

Although the unique contributions to research and practice are described, there are areas that would benefit from further exploration to address the identified unmet needs of participants, such as the lack of a consistent approach to new-to-English provision or developing experiences of belonging. Whilst the findings from TA research are not easily transferable to the wider population, findings from this sample of pupils suggest that the Czech and Slovak newly arrived population may be socially and academically vulnerable in mainstream secondary education. This requires further exploration to identify what steps can be taken to address what can be done in schools and elsewhere to respond to these vulnerabilities and enhance resilience.

5.12 Possible implications for practice

The aim of this section is to illustrate the possible implications for practice for stakeholders that have been identified and explored in the findings and discussion chapters.

The eight candidate themes have been highlighted by four newly arrived Czech and Slovak young people discussing their experiences of school. This research also highlights difficulties that may occur on a wider level, e.g., within the family, school and community context, as further barriers to inclusion in school. Implications for practice should be considered with caution due to the limitations of the current study, as discussed in *section 5.10*, and in particular to the small participant sample size from which conclusions were drawn and these recommendations were made.

5.12.1 Possible implications for Local Authorities

The intention of this research was to give newly arrived Czech and Slovak young people a voice. By giving these young people a voice, their experiences can be identified, monitored and improved. Building awareness and understanding of the pupil voice and the experiences of school of the four newly arrived participants sampled aimed to help support the identification of good practice within the LA and highlight areas for improvement which could enhance the educational experience of the newly arrived population in the locality.

Candidate theme four, '*experiencing and managing peer conflict*', discussed experiences of bullying for all participants. Whilst the severity of the bullying varied amongst participants, the participants' accounts of the adult response to reports of bullying appeared consistent in that they did not feel the conflict had been resolved. It is possible that this suggests there may be a wider issue of newly arrived young people experiences bullying in schools within the LA which warrants further exploration and research. Therefore, it would be important for the LA to investigate whether there is a wider problem beyond those sampled, as well as considering providing further guidance to schools to ensure appropriate responses to bullying are made, which ensures the safety and wellbeing of not only newly arrived young people, but all pupils is maintained.

As a first step, it is the researcher's intention to share the key findings of the research with relevant stakeholders, such as the New Communities and Travellers (NCT) team, and wider teams within the LA that work with Czech and Slovak young people, such as Children Missing in Education (CME) service. Furthermore, it will be important to raise awareness of issues of bullying toward newly arrived young people amongst those responsible for policy development to support the LA to reflect on, and develop, its policy and protocols with regard to the support and safety of newly arrived pupils. To achieve this, the researcher intends to prepare a short presentation of some the concerns expressed by newly arrived pupils about their school experiences highlighted within the candidate themes, with particular reference to candidate theme 4 '*experiencing and managing peer conflict*'.

The researcher acknowledges there appear to be immediate actions required in schools prior to a LA response to investigating and addressing issues of peer conflict experienced by newly arrived pupils (discussed further in *section 5.13*). These could consist of the following:

- Raising school awareness of the key findings of this research to promote school awareness of evidence-based practice based on supporting the transition process into schools for newly arrived pupils (Cartmell and Bond, 2015).
- Explore and clarify whether schools are following anti-bullying policies and procedures and if not, advising them to seek additional guidance and support via the relevant LA teams to support them in doing so. Whilst there are limited

statutory policies on how to support newly arrived pupils, the Equality Act (2010) clearly identifies both race and culture as protected characteristics and should therefore have equal opportunities within school environments.

- Providing training and education to school senior leadership, including Head Teachers, around bullying, racism and community cohesion. Gill (2008), Cullen, Gregory and Noto (2010) identify that teacher training does not equip new teachers with the skills to provide inclusive education for all and it is of paramount importance to train teacher in how to do so.

Findings identified that schools had limited communication with parents, which has a perceived link to poor relationships with families. Participants reported that their families spoke little or no English, reducing their opportunities to communicate, both positively and negatively, with schools. The LA should consider this as an opportunity to facilitate communication between families and schools, particularly as some LA teams have access to translation services. This will give families and schools a better understanding of each other's expectations and boundaries and will provide a means to build an effective working relationship.

5.12.2 Possible implications for schools

Whilst there is a broad policy statement (DfCSF, 2007; DfE, 2018; Equality Act, 2010), there is no framework or specific guidance for schools and LA's on the support that should be offered to newly arrived young people. The experiences of young people in the present study indicated a lack of an induction programme for newly arrived pupils in school, which left them feeling isolated. It further highlighted a need for schools to take a more proactive approach in supporting the needs of newly arrived young people. Moreover, the school response to supporting the post-16 aspirations of newly arrived young people was minimal. Raising aspirations and attainment of this population is essential, yet requires collaborative work between parent, teachers and pupils to develop an approach towards success.

As discussed within the implications for the LA, schools should consider a more immediate response to the persistent bullying reported in the findings. To achieve this, findings will be disseminated to schools via the LA in order to raise awareness of the research findings and issues pertaining to the experiences of school of children and young people that are newly arrived to the UK. This should equip schools with new

information about the experiences of newly arrived pupils and provide opportunity for them to reflect on the wider implications this may have for school practice. The use of psychological frameworks, such as the Cummins (2000) quadrant continuum framework (detailed in *section 2.3.3.2*), might also be helpful to schools as a framework to identify newly arrived pupil's language fluency to support social skills and to facilitate and negotiate friendships.

Friendships appeared to be an integral and important part of supporting newly arrived young people's school experiences. Most often, participants formed friendships with peers that shared their home language, making it easier to communicate with them over English-speaking peers. Without peers who share the home language, newly arrived young people appear at risk of isolation in school. It is therefore important that, irrespective of their level of English, schools work to facilitate friendships between newly arrived young people and their peers. Strategies that might support this include the implementation of a buddy system (Devine and Kelly, 2006) and matching pupils by age or home language (Hastings, 2001; Stanley, 2001; Hek and Sales, 2002; Ryan et al., 2010), or by implementing a mentoring system (Messiou and Azaola, 2018), whereby newly arrived young people are supported by an older pupil who can speak their home language.

Where issues of peer conflict have led to concerns of absconding and safety, the school response should address their ethical and professional responsibility to safeguard pupils. Following on from the suggestions made from previous research, induction protocols should address the needs of newly arrived young people by offering a secure base to develop feelings of safety and security (Department for Children, Schools and Families, 2007). Schools could also offer a consistent adult who has an awareness of the pupil's needs and can support their social and academic inclusion in schools (Cartmell and Bond, 2015; Gould, 2017). Where possible, staff members should be able to speak the home language of pupils, yet it is acknowledged that this may not be feasible in most cases. It is anticipated that by offering a more inclusive induction for newly arrived young people, school staff will develop more effective relationships with pupils facilitating a trusting and secure environment.

Schools are well placed to deliver psychoeducation to all pupils to enhance understanding and tolerance of cultural diversity and appreciation of what different

cultures contribute to the wider community. Through education and staff modelling, an accepting and inclusive attitude, both socially and educationally, could be cultivated, Schools could support pupils to adopt a more accepting and positive attitude towards newly arrived pupils thereby hopefully promoting friendship and reducing occurrences of conflict (Ryan et al., 2010; Goulter and Green, 2015).

Schools anecdotally reported to the researcher that newly arrived pupils had often lived in the UK for a number of months prior to obtaining a school place. During this time, pupils had limited exposure to the English language and had not become immersed within English culture or society. Therefore, to support transition, schools could work with newly arrived pupils at an early stage to educate them on the culture of their new school, community and country to develop their awareness of the types of experiences they could expect as a pupil in UK secondary schools (Hamilton, 2013a; Iqbal, Neal and Vincent, 2017). It is also the responsibility of schools to promote community cohesion and support their existing staff and pupils to accept and welcome all individuals of all nationalities and cultures into their own culture. To do so, schools should provide education to build awareness of cultural differences and promote acceptance. Through providing psychoeducation to existing and newly arrived pupils, schools will hopefully enhance understanding and acceptance across and between communities within the LA context (Demie and Lewis, 2018).

5.12.3 Possible implications for Educational Psychologists

The research highlights that EPs, within their regular practice, should take the pupil voice into account as this may help develop professional understanding around experiences of social and academic inclusion. The individual context of the school and family should also be considered within EP practice to ensure clarity. A strength of this research is the depth and detailed insight it gives into Czech and Slovak newly arrived young people's experiences of school. The research further highlights how EPs should approach professional involvement with newly arrived pupils. Due to differences in language, school staff may not have access to translated paperwork informing them of the young person's background information, or previously educational experiences, which may impact on the quality of information they provide to EPs. Furthermore, whilst none of the participants were identified as having SEND, planning meetings with

school SENDCo's provides time for EPs to specifically ask about newly arrived young people to the school, discuss positive practice and highlight areas of vulnerability.

The first step to enhance awareness of this research is to disseminate its findings to the EPS. At the time of writing the researcher, who has a dual role within the LA as a TEP, is engaging in discussion with the PEP to establish a suitable time during a team meeting to present findings to EP colleagues. It is hoped that, when disseminating findings, discussion between colleagues will help identify next steps from the research as a service. The researcher anticipates that EP colleagues may draw upon a systemic understanding and approach to develop training packages or guidance to enable schools to put good practice in place.

The variability within approaches that schools took to support newly arrived young people highlights the need for EPs to become more actively involved in developing and implementing these processes. Delivering training to school staff may help to develop their understanding of working with young people that are learning a new language and going through a process of acculturation. This would further aid in supporting school understanding of difficulties in communicating due to language differences and cultural adjustment. There could also be a role for the EP to support the micro-system (Bronfenbrenner, 1979), e.g., school staff, to explore what is currently in place to support the inclusion of newly arrived young people and what can be done to improve it. This may be undertaken as a supervisory role to develop the skills of staff.

5.13 Future research

The aim of the current study was to gain a deeper understanding of experiences of school for Czech and Slovak newly arrived young people in secondary mainstream education. This research further set out to emphasise the importance in carrying out research with young people and the need for it due to identified gaps in research.

Whilst the findings of this research offer an understanding of the experiences of a small sample of newly arrived Czech and Slovak pupil participants, further questions have been raised which could be explored prior to the LA issuing an informed response to experiences of peer conflict. Participant responses would suggest that some instances of bullying occur between BME pupils. This seems to raise further questions around issues of possible perceived inequality amongst some BME pupils within the LA as raised by stakeholders (see *section 1.2*), which requires additional exploration. It may be useful

for the LA to consider an exploration of school cultures around bullying to explore whether there may be a wider issue of underlying tensions between BME pupils that needs to be addressed.

Limitations of qualitative research include poor generalisability of findings due to the restricted sample size. Therefore, future research could consider the experiences of newly arrived Czech and Slovak young people across different age ranges and in different locations within the UK. This research was conducted in a deprived area of the UK, therefore, similar research in areas with different demographics to that of the current LA may find different uses of implementing policy or different attitudes of parents, teachers and peers from the perception of young people. Further considerations for context could include accounting for the demographics of the family and school based on the advice of previous research findings (Hamilton, 2013a).

Future research could also consider other methods of data collection that were not appropriate for the present research, including mixed-methods or Action Research. Alternative methodologies would enable future research to carry out deeper explorations into experiences of school, which could encompass perspectives of parents, teachers and young people are triangulated to establish whether a shared vision for pupils is held. This could extend to an Appreciative Inquiry of approaches undertaken to support the transition and inclusion of newly arrived pupils in schools. This would help to determine effective school processes and build on existing strengths and resources at the level of the micro-system (Bronfenbrenner, 1979).

Candidate theme four, '*experiencing and managing peer conflict*', was pertinent to the accounts of all participants, discussing themselves as being the victim of bullying behaviour from BME peers. Given the impact reported in participants' accounts, it would be important to carry out further research to develop understanding of, and address, the bullying experienced and the factors that may be contributing to tension. As discussed within the professional implications of this research, LA and school action is vital in response to these findings.

Findings of this research are pertinent in relation to the current socio-political climate as the UK has reached the decision to leave the EU. At the time of writing, uncertainty overhangs the long-term societal outcomes for families that have migrated from Europe to the UK. Research exploring the impact that this may have had for European pupils in

UK schools may lead to better professional understanding around whether changes to inclusion in schools has occurred and whether school responses have adapted to support all pupils.

6. Conclusions

This thesis has offered an account of the experiences of school of four newly arrived Czech and Slovak young people following their transition into mainstream education in the UK. The research has focussed on capturing the varying experiences of these participants across four schools within one LA. Findings of the research identified eight candidate themes in relation to participants' experiences using Thematic Analysis: *'family context and its links to school and the wider community'*, *'the impact of educational provision and relationships with school adults'*, *'gaining access to and adjusting to new-to-English provision'*, *'experiencing and managing peer conflict'*, *'establishing and feeling part of a peer group'*, *'establishing and feeling part of a peer group'*, *'learning English as an additional language'* and *'aspirations for the future and the school response'*. Whilst all participants identified establishing positive peer relationships as important to their inclusion, a key finding from this research was the extent to which they felt disconnected from peers and the frequency and severity of bullying they experienced. These experiences appeared to have led to a sense of disaffection with school and concerns about absconding and safety. This study further identified gaps in respect of policy and practice in both the school context and at a LA and national level. The findings are due to be disseminated to the LA in which this research was conducted, with the intention of communicating implications for practice to support professional development. It is hoped that this research contributes to the literature base of exploring and promoting experiences of school for newly arrived young people.

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Appendices

Appendix 1: Gough's (2007) Weight of Evidence framework criteria applied to the systematic literature review searches

	A – Quality of Research	B – Appropriateness of the Evidence	C – Relevance to the Research Question	D – Overall Judgement
High	<p>Research purpose is clearly defined</p> <p>Clearly defined sample and procedure</p> <p>Clear link on how results led to conclusions</p>	Phenomenological method, such as IPA	<p>UK based</p> <p>Includes voice of Eastern European young people on inclusion in secondary schools</p> <p>Time context specific, published following implementation of Equality Act (2010)</p>	<p>Overall assessment rating given which assesses the extent to which research contributes to existing literature. Rated using High, Medium or Low.</p>
Medium	<p>Research purpose is partially clear</p> <p>Some participant characteristics are described</p>	Qualitative methods, such as interview (structured or semi-structured) or observational data	<p>European research</p> <p>Includes voice of BME young people on inclusion in primary and secondary schools</p>	

	<p>Less detail on procedure</p> <p>Partially clear link on how results led to conclusions</p>			
Low	<p>Research purpose is unclear</p> <p>Poor description of participant sample, procedures and links on how results led to conclusions</p>	Quantitative data (with data gathering methods such as surveys)	<p>World-wide research</p> <p>Includes views of wider context, e.g., parents and school teachers around Eastern European young people's inclusion in primary and secondary schools</p>	

Appendix 2: Keyword summary of studies identified from systematic literature review

Database searched	Date	Keywords employed	Number of hits
PsycINFO	January 2019	(Eastern Europe*) and (school*) and (experience*) and (child* or pupil* or young people) and (incl*)	163 Following initial screening 4 articles remained
Scopus	January 2019	(Eastern Europe*) and (school*) and (experience*) and (child* or pupil* or young people) and (incl*)	4 Following initial screening 1 remained
Web of knowledge	January 2019	(Eastern Europe*) and (school*) and (experience*) and (child* or pupil* or young people) and (incl*)	3 Following initial screening 0 remained
Google scholar	January 2019	(Eastern Europe*) and (school*) and (experience*) and (child* or pupil* or young people) and (incl*)	19,400 Following reduction of articles and initial screening 3 remained
Snowballing (review of references from other articles)	May 2019		2 further papers were contributed to the systematic literature review

Appendix 3: Summary of studies identified for the systematic literature review

Citation	Design	Participants	Data collection and analysis	Findings	Critique
Biggart, O'Hare and Connolly (2013) A need to belong? The prevalence of experiences of belonging and exclusion in school among minority ethnic children living in the 'White hinterlands'.	Quantitative Explores experiences of belonging/exclusion.	111 BME children aged 7-12 years Irish traveller, Chinese/ Asian/ European migrant children	Survey data using pre-validated measures Exploratory factor analysis	EU migrant children reported lower sense of belonging in school, felt excluded and participated less in extra-curricular school activities compared to native peers.	<u>Strengths</u> : large sample, suggests implications and further research (e.g., language competencies, first or second-generation migrant) <u>Limitations</u> : Caution with generalisability due to purposive sampling methods. Combination of multiple ethnic groups for analysis may cloud findings
Cartmell and Bond (2015) What does belonging mean for young people who are International New Arrivals?	Qualitative Explored development of belonging using pupil voice	5 International Newly Arrived (INA) pupils living in UK for less than 12 months from 2 secondary schools	Semi structured interviews (using translator) Thematic analysis	Schools play a role in promoting inclusion for INA pupils. Belonging incorporates aspects such as: identity, acculturation, and enculturation. Holistic needs should be considered. Promoting belonging is emphasised through combining use of home language and English.	<u>Strengths</u> : Use of interpreters to ensure voices were captured. Detailed analysis process. Interview schedule provided. <u>Limitations</u> : No researcher reflection on possible researcher/ cultural biases. Participant voices may not be representative of wider population due to purposive sampling (e.g., no SEN).

<p>Evans and Liu (2018)</p> <p>The unfamiliar and the indeterminate: Language, identity and social integration in the school experience (in relation to language, identity and social integration) of newly arrived migrant children in England.</p>	<p>Mixed methods. Explored newly arrived school experiences.</p>	<p>106 semi-structured interviews across 4 schools: (37 pupils, 10 parents, 32 school staff reported)</p> <p>Bulgarian, Latvian, Lithuanian, Polish, Portuguese, Slovakian, and Urdu.</p>	<p>Interpreters used where necessary for semi-structured interviews</p> <p>Parent survey/interviews</p> <p>Pupil interviews</p> <p>Teacher interviews</p> <p>School admission reports</p> <p>School progress reports</p> <p>Teacher assessment grades</p> <p>Thematic analysis of interviews</p>	<p>Pupils reported feeling scared/excluded in an environment where they did not understand the language spoken. Feelings that their identity is under threat. New language is viewed as developing new identity, whereas old language serves as a means to maintaining former identity. Pupils reported reduced understanding of social environment. Pupils reported that parents did not like them speaking their home language in school. Pupils used their language as a way of establishing friendships (teaching one another words). Bilingual pupils had an increased interest in languages.</p>	<p><u>Strengths:</u> Use of interpreters to ensure voices were captured. Range of staff taking part with varying roles.</p> <p><u>Limitations:</u> Unclear analysis of quantitative data. Unclear procedures of interviews or questionnaires (including example questions). Partially clear participant characteristics (e.g., no specific age range or inclusion criteria). Little exploration of staff views in analysis/discussion. Combination of multiple ethnic groups for analysis may cloud findings.</p>	<p><u>Strengths:</u> Captured pupil voice using child-friendly</p>
<p>Gaulter and Green</p>	<p>Qualitative. Explored primary</p>	<p>8 primary school staff (3 teachers, 4 TAs and</p>	<p>Action research. 3 cycles of data</p>	<p>Staff indicated improvement in their</p>		<p><u>Strengths:</u> Captured pupil voice using child-friendly</p>

(2015) Promoting the inclusion of migrant children in a UK school.	school promotion of inclusion	1 SENDCo) 5 children (Slovakian origin between 7-11 years who had lived in UK between 1-4 years).	collection: Information gathered through staff meeting (recorded, transcribed and analysed). 3 cycles of data collection: Data from children using visual methods (e.g., drawing or poster making) and conversations. Analysed via thematic analysis.	perceptions of Slovakian culture, views on segregation, self-efficacy, and ways in which they could promote inclusion of Slovakian children. Children valued coming to school. Balanced: perceived they could achieve success but also feel vulnerable.	methods. Range of staff taking part with varying roles. Follow up interview with SENDCo to explore her views on findings (dissemination of research). <u>Limitations:</u> No further research identified. No information on how research was explained to children (lacks clarity and has possible ethical implications)
Hamilton (2013a) Including migrant worker children in the learning and social context of the rural primary school.	Longitudinal, qualitative study. Identifying experiences of children and parents from Eastern Europe, teachers and professionals.	14 primary schools 100 participants: School 1: 40 children, 14 teachers Other schools: 10 children, 23 teachers, 8 EAL teachers, 9 parents and 6 community practitioners.	Interviews Observations Analysis of LA documentation Questionnaire (open-ended) Grounded Theory approach.	Integration into schools can be done without school awareness of learning needs, well-being or heritage. If larger numbers of a BME culture exist in a school, they are at risk of becoming segregated from the wider school population. Where there are fewer BME pupils in	<u>Strengths:</u> large sample size produces more generalisable findings. Consideration of researcher's position within research context. Highlights examples of good practice for replication. <u>Limitations:</u> Unclear procedures of interviews or questionnaires (including

		<p>Demographics of children sample: Aged 3-11 years (22 males, 18 female), Polish (28), Lithuanian (5), Slovakian (1), Estonian (1), Romanian (1), Bulgarian (1)</p>		<p>school, outcomes tend to be better. Language barriers impact on education and teacher abilities to implement effective education. Teachers often misrecognise EAL as SEN which can be demeaning for BME pupils.</p>	<p>example questions).</p>
<p>Hamilton (2013b) It's not all about academic achievement: supporting the social and emotional needs of migrant worker children</p>	<p>Longitudinal, qualitative study. Identifying experiences of children and parents from Eastern Europe, teachers and professionals.</p>	<p>14 primary schools 100 participants: School 1: 40 children, 14 teachers Other schools: 10 children, 23 teachers, 8 EAL teachers, 9 parents and 6 community practitioners.</p> <p>Demographics of children sample: Aged 3-11 years (22 males, 18 female), Polish (28), Lithuanian (5), Slovakian (1), Estonian (1),</p>	<p>Interviews Observations Analysis of LA documentation Questionnaire (open-ended) Grounded Theory approach.</p>	<p>35/40 children reported that they were happy at school despite challenges. Identified missing their home countries and feeling loss. 28/40 children felt scared/anxious about developing new friendships and not having a proficient level of English. Children whose families did not move over to the UK at the same time indicated greater social and family disruption.</p>	<p><u>Strengths</u>: large sample size produces more generalisable findings. Consideration of researcher's position within research context. Highlights examples of good practice for replication.</p> <p><u>Limitations</u>: Unclear procedures of interviews or questionnaires (including example questions).</p>

Iqbal, Neal and Vincent (2017) Children's friendships in super-diverse localities: Encounters with social and ethnic difference.	Qualitative. Explores primary school friendships in diverse educational settings.	Romanian (1), Bulgarian (1) 43 individual and paired semi-structured interviews. 78 children aged 8-9 years from 3 schools White British (19), white other including European (11), Black (26), South/East Asian (7), Turkish (5), Mixed (8), Arab (2)	Semi-structured interviews	Children expressed awareness of cultural diversity and felt it to be important. Children appreciated cultural differences and seemingly embraced learning about the culture of their peers. Demonstrated some in-group discrimination and segregation of cultures. Demonstrated an awareness of class differences but did not deter friendships.	<u>Strengths:</u> Explores dynamics within a unique context <u>Limitations:</u> No explanation of how research was communicated to young people. Unclear procedures for recruitment, interviews/interview schedule, analysis. No further research identified. No researcher reflection on possible researcher/ cultural biases.
Moskal (2016) Polish migrant youth in Scottish schools: conflicted identity and family capital.	Qualitative. Explores Polish young people's experiences of transition	17 Polish young people aged 12-17 years and their parents	Narrative interviews Observations at home and school	Reasons for family move included better education and job opportunities. Varying adjustment shown to new environment. Feelings of isolation and loneliness. Lack of English skills impacted on levels of socialisation.	<u>Strengths:</u> Use of a translator enabled those with limited English skills to express views. Researches a growing population that is under-researched. <u>Limitations:</u> No explanation of how research was communicated to young

Thomas (2013) Beyond the culture of exclusion: using Critical Race Theory to examine the perceptions of British 'minority ethnic' and Eastern European 'immigrant' young people in English schools.	Qualitative. Explored experiences and perceptions of Eastern European young people	11 Eastern European pupils (aged 12-16) in 2 schools	Focus group Observations Pupil diaries Photo-elicitation Open-ended interviews	Participants viewed speaking English as a way of fitting in with peers and shedding migrant status. Raises issues that different groups of young people have different needs and treating all children the same is not always appropriate.	<p>Socialising had become a way of rebelling against culture and families for some participants.</p> <p>Participants viewed</p> <p>speaking English as a way of fitting in with peers and shedding migrant status.</p> <p>Raises issues that different groups of young people have different needs and treating all children the same is not always appropriate.</p>	<p>people.</p> <p>No details on analysis process.</p> <p>No interview schedule provided although there are some details of discussion topics.</p> <p>Findings and discussion combined limiting distinction between views and interpretations.</p> <p><u>Strengths:</u> Researcher reflections on positioning within research.</p> <p>Quotes included in research making explicit links to conclusions drawn.</p> <p><u>Limitations:</u> unclear recruitment process</p> <p>Unclear data analysis process</p> <p>Findings are not explicit.</p>
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Appendix 4: Email to Head Teachers to invite expressions of interest in the research

Dear [insert name],

My name is Cheryl King and I am a Trainee Educational Psychologist currently working for the Educational Psychology Service in [insert local authority name].

As part of my professional doctoral training programme, I am required to carry out a research project. I am contacting you today to inform you of the research project and ask whether you would be willing to discuss this further. Your school has been identified by the New Communities and Travellers Team within the local authority as having a number of pupils on roll that may be eligible to contribute to, and participate in, this research. The aim of my research is to begin to develop an understanding of the views of Czech and Slovak newly arrived pupils in relation to inclusion in education and use this to inform the practice of professional that work with this population.

The research project involves exploring experiences of Czech and Slovak newly arrived pupils in Key Stage 3 that are on roll in a mainstream school. This would involve having a confidential discussion with pupils led by a semi-structured interview format. The exception of safeguarding issues will be the only circumstance in which school will be made aware of the discussion. The length of individual interviews will be dependent on the responses given by participants. All interviews will be carried out by myself and a translator, who will be DBS checked, bound by confidentiality and trained in the LA safeguarding and child protection policies and procedures. Data obtained as part of the research project will be stored confidentially, in line with the Data Protection Act, and neither schools or participants will be identifiable as part of the final research report.

I appreciate that this email, whilst giving a flavour of the research, does not inform you of the full outline or procedure. If you feel that you may be interested in participating, please respond to the email prior to [insert date]. Alternatively, if you would like more information, I will be happy to arrange to discuss this in more detail at a time convenient for you. Please feel free to use the contact information below to get in touch.

Kind regards,

[insert email signature, including email and telephone details]

Appendix 5: Information sheet for parents



What are the experiences of school for newly arrived Czech and Slovak young people in UK mainstream secondary schools?

Insert Ethics Approval Number or Taught Project Archive Number: S1073

Researchers: **Cheryl King / lpxcpk@nottingham.ac.uk**

Supervisor: **Nick Durbin / lpzdur@nottingham.ac.uk**

This is an invitation to take part in a research study on investigating the experiences of school for newly arrived Czech and Slovak young people.

Before you decide if you wish to take part, it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully.

If you agree for your child to participate, they will take part in an interview whereby they will be asked questions around their experiences in school. These types of questions will be around what happened for them to obtain a place in school, what happened during their first few weeks in school and what happens in school now. A voice recorder will be used during interviews to record your child's responses. All data will be kept confidential and will only be used by the researcher. Voice recordings are needed to ensure that records are accurate and a true representation of what is said during interviews and used to support the outcomes of the research.

An interview will last approximately 1-2 hours and will take place during school time. The researcher will endeavour to work with the school to address any concerns you or your child may have and minimise any disruption to the school day.

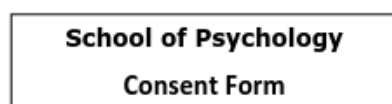
Participation in this study is totally voluntary and your child are under no obligation to take part. Your child is free to withdraw at any point before or during the study. All data collected will be kept confidential and used for research purposes only. It will be stored securely in compliance with the Data Protection Act.

If you have any questions or concerns please don't hesitate to ask now. We can also be contacted after your participation at the above address.

If you have any comments or complaints about the study, please contact:

Stephen Jackson (Chair of Ethics Committee) stephen.jackson@nottingham.ac.uk

Appendix 6: Parental consent forms



What are the experiences of school for newly arrived Czech and Slovak young people in UK mainstream secondary schools?

Ethics Approval Number or Taught Project Archive Number: S1073

Researcher(s): **Cheryl King lpxcpk@nottingham.ac.uk**

Supervisor(s): **Nick Durbin lpzdur@nottingham.ac.uk**

The participants parent or guardian should answer these questions independently:

- ☐ Have you and your child read and understood the Information Sheet? YES/NO
 - ☐ Have you and your child had the opportunity to ask questions about the study?
YES/NO
 - ☐ Have all your and your child's questions been answered satisfactorily? YES/NO
 - ☐ Do you and your child understand that he/she is free to withdraw from the study?
YES/NO (at any time and without giving a reason)
 - ☐ Do you and your child give permission for voice recording to occur during the research (please note this will not be shared with any other individual)? YES/NO
 - ☐ I give permission for my child's data from this study to be shared with other researchers provided that mine and my child's anonymity is completely protected.
YES/NO
 - ☐ Do you and your child agree for them to take part in the study? YES/NO
- “This study has been explained to me to my satisfaction, and I agree for my child to take part. I understand that he/she is free to withdraw at any time.”

Child's Name: Child's Date of Birth:

Child's School: Child's Gender:

Signature of the Participants Parent or Guardian:

Date:

Name (in block capitals)

I have explained the study to the above participant and he/she has agreed to take part.

Signature of researcher:

Date:

Appendix 7: Participant assent forms

School of Psychology
Consent Form



What are the experiences of school for newly arrived Czech and Slovak young people in UK mainstream secondary schools?

Ethics Approval Number or Taught Project Archive Number: S1073

Researcher(s): **Cheryl King** lpxcpk@nottingham.ac.uk

Supervisor(s): **Nick Durbin** lpzdur@nottingham.ac.uk

You should read through and answer these questions independently:

- ☐ Have you read and understood the Information Sheet? YES/NO
- ☐ Have you had the opportunity to ask questions about the study? YES/NO
- ☐ Have all your questions been answered satisfactorily? YES/NO
- ☐ Do you understand that you are free to withdraw from the study? YES/NO (at any time and without giving a reason)
- ☐ Do you give permission for voice recording to occur (this will not be shared with any other person)? YES/NO
- ☐ I give permission for my data from this study to be shared with other researchers provided that my anonymity is completely protected. YES/NO
 - ☐ Do you agree for them to take part in the study? YES/NO

“This study has been explained to me to my satisfaction, and I agree to take part. I understand that I am free to withdraw at any time.”

Signature of the Participant:

Date:

Name (in block capitals)

I have explained the study to the above participant and he/she has agreed to take part.

Signature of researcher:

Date:

Appendix 8: Interview Schedule

Research Question: What are the experiences of school of newly arrived Czech and Slovak young people in UK mainstream secondary schools?

Sequence of discussion topics

- Prior experiences of UK school
- Getting a place now
- First day
- First week
- Developing English skills
- Experiences of a typical day
- Friendships/relationships
- Support for long-term aspirations

Questions

Is there a time that you may have lived in the UK before?

No possible prompts due to nature of closed question

Can you tell me about what happened during your time at school then? (if appropriate)

Possible prompts: What do you remember about this? How long were you here for? Do you remember any important people/friends at school? Do you remember doing any reading/writing/schoolwork at home?

You have recently moved (back) to the UK, can you tell me about what happened for you to get a place in this school?

Possible prompts: people, family (e.g., parental preference or sibling placements), agencies, processes, preferences, neighbours or family friends?

Can you describe what happened on your first day at school?

Possible prompts: What happened in the morning of your first day? How did you get to school? Who did you meet? What activities did you do? How were you told about what would be happening? What happened during break and lunch times? What did you tell your family about school when you got home?

Can you describe what happened during the rest of your first week at school?

Possible prompts: Tell me more about what happened then. Who did you meet? What activities did you do? How were you told about what would be happening? What happened during break and lunch times? What did you tell your family about school when you got home?

Can you tell me about what people in school have done to help you develop your skills in English speaking?

Possible prompts: How well could you speak English when you started at this school? Can you tell me about any opportunities you had in school to speak Czech/Slovak to others when you started school? Can you tell me about what helped you to develop English? How well can you speak English now?

Please can you describe what happens on a typical day for you in school now?

Possible prompts: What does your timetable look like? Tell me more about what happened then. What activities do you do? How were you told about what will be happening? What happens during break and lunch times? What do you tell your family about school when you got home? Do teachers ask you to answer questions in class? Do you feel that you understand most of what happens during lessons? Language spoken in lessons? Can you tell me about any support you get from adults in school?

What do people at home say about school?

Possible prompts: How do your family say that school can help you in the future? What changes have your family noticed since you have started school? Who in school do you family say can help you the most? And how?

Could you tell me about any friends you have made whilst being at school?

Possible prompts: Male/female? Same age? Languages spoken? Shared interests? Shared activities? Contact outside of school?

Can you tell me about what you might like to do in the future? What have school done to help support you to achieve this?

Possible prompts: Tell me about why you might like to ...? Tell me about any lessons or support you might get that can help you achieve this? Tell me about any adults or

friends in school that might also want this future for you? How have you been able to tell school that this is what you want your future to look like?

Appendix 9: Verbal consent script

I want to make sure that you are completely aware of what will be happening during our time together today.

My name is Cheryl and I am a Trainee Educational Psychologist, and this is [insert translators name] who will be interpreting what we talk about. I am here today because I am interested in listening to what young people have experienced in education, particularly those that are new to education in the UK because they have lived in the Czech Republic/Slovakia. I believe that by listening to what has happened to you in school, professionals can begin to gain a better understanding of how best to support you.

I will be asking you some questions about school. Nothing of what you say will be shared with anyone else by either myself or [insert name of translator]. The only reason why we might need to tell another adult is if I feel that you are being hurt, are you might hurt yourself or someone else. I would like it if you could answer all the questions as best as you can, but if there are any questions you do not want to answer, you can say “*I do not want to answer this*”.

If you agree to carry on, I will turn on this voice recorder (show them) so that when I need to remember what you have said, I will have it right here. This will help me to understand more about what you have said and will not be heard by anyone except me.

I don't want you to feel pressured into taking part and if you don't want to now or at any point all you have to do is let me know. Then we can delete your voice recording and you can go back to lessons.

Are you happy with everything that I have said?

Do you have any questions about what I have said? [Time for answering questions]

I will now turn the voice recorder on.

Appendix 10: Verbal debrief script

I would like to thank you for taking part in this interview and let you know that the voice recorder has been switched off.

It is hoped that by taking part in this interview, progress will be made towards professional understanding of the viewpoints of newly arrived Czech/Slovak young people. Learning from your experiences may help to improve:

- Schools awareness of what can support Czech/Slovak young people in school.
- You to know that what you have to say is important and that people do want to listen.
- Understanding of the experiences of Czech/Slovak newly arrived young people and use this to inform future research and local authority, Educational Psychology and school practice.

The interview will be kept confidential and used for research purposes only. It will be stored safely and only I will listen to what has been said.

If you have any further queries or concerns please don't hesitate to ask either your Head Teacher, or [insert name of identified pastoral support].

Appendix 11: Debrief form for parents



What are the perceptions and experiences of school for newly arrived Czech/Slovak young people in UK mainstream secondary schools?

Ethics Approval Number or Taught Project Archive Number: S1073

Researchers: **Cheryl King / lpxcpk@nottingham.ac.uk**

Supervisor: **Nick Durbin / lpzdur@nottingham.ac.uk**

Your child has participated in a research study on investigating the experiences of school in mainstream secondary schools for newly arrived pupils from the Czech Republic/Slovakia.

This has involved participating in an interview discussing experiences about what has happened for your child in school.

It is hoped that by taking part in this research, progress will be made towards professional understanding of the viewpoints of newly arrived Czech/Slovak young people. Learning from your child's experiences may help to improve:

- Schools awareness of practice that has facilitated transitions and inclusion.
- Participants may feel empowered or positive having discussed school experiences.
- Understanding of the experiences of Czech/Slovak newly arrived young people and use this to inform future research and local authority, Educational Psychology and school practice.

All data collected will be kept confidential and used for research purposes only. It will be stored in compliance with the Data Protection Act.

If you have any further queries or concerns please don't hesitate to ask either Cheryl King (details started above), the school's Head Teacher, or [insert name of identified pastoral support].

If you have any complaints about the study, please contact:

Stephen Jackson (Chair of Ethics Committee) stephen.jackson@nottingham.ac.uk

Appendix 12: Ethical approval letter



School of Psychology
The University of Nottingham
University Park
Nottingham
NG7 2RD

tel: +44 (0)115 846 7400 or (0)115 951 4344

SJ/tp

Ref: S1073
Thursday 12th April 2018

Dear Cheryl and Nick,

Ethics Committee Review

Thank you for submitting an account of your proposed research **"What are the experiences of inclusion for newly arrived Eastern European Young people?"**

That proposal has now been reviewed and we are pleased to tell you it has met with the Committee's approval.

However:

Please note the following comments from our reviewers;

Reviewer One:

- I am satisfied with the ethics application and I recommend that this application be approved as-is

Reviewer Two:

- The description of the 'Possible identification of participants' (Point 28 within Ethics form) indicates that it is not possible to identify participants. This point is normally therefore deleted rather than procedures described. Can you clarify whether it is possible to identify participants under any circumstances?
- P12 and p14. Consent forms. Points 5 and 6 contradict each other and should be amended. If it is stated that the data will not be shared with any other individual it is strange then to ask for consent to share the data with other researchers. This point also contradicts information provided within the information sheet. Specifically on p10, paragraph 3, it is stated that data will only be used by the researcher. This is also stated in the verbal script provided on p16 and in the verbal debrief on p21. It is suggested that these statements are removed or a caveat is added. In addition, it is stated that the recordings will be destroyed on completion of the research project, it is suggested that a caveat is added indicating that this is the case unless permission has been gained to use the data in further research.
- Grammatical issues:
- P8 Access letter to schools. Final paragraph, second sentence, suggest ' Alternatively' is removed from the beginning.
- P10. Parent recruitment letter. Fifth paragraph, should read, '...your child is under no obligation...'



The University of
Nottingham

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- In the same paragraph, '...and confidentially' should be removed as this contradicts the idea the data will be held anonymously. If it is anonymous it precludes the need to be confidential.
- P23 Written debrief. The point that Participants may feel empowered does not grammatically followed on from the statement preceding the list, i.e. '...will help to improve.' It is suggested that this is rephrased so as to fit with this and the rest of the listed points.

Final responsibility for ethical conduct of your research rests with you or your supervisor. The Codes of Practice setting out these responsibilities have been published by the British Psychological Society and the University Research Ethics Committee. If you have any concerns whatever during the conduct of your research then you should consult those Codes of Practice. The Committee should be informed immediately should any participant complaints or adverse events arise during the study.

Independently of the Ethics Committee procedures, supervisors also have responsibilities for the risk assessment of projects as detailed in the safety pages of the University web site. Ethics Committee approval does not alter, replace, or remove those responsibilities, nor does it certify that they have been met.

Yours sincerely

*Professor Stephen Jackson
Chair, Ethics Committee*

Appendix 13: Extracts of raw data from Jakub's interview

- 246 I: You also mentioned that there is a Slovak girl in your lesson that helps
247 you [pause] can you tell me more about how you help each
248 other with your learning
- 249 J: Yeah [pause] so she mainly helps me in English but then sometimes I
250 help her with Maths because what the British do here in
251 secondary school we already did it in Year 5 back home
252 [smiles] so I was about 10 and in primary school so [pause] it's
253 a bit [shrugs]
- 254 I: So you find Maths really easy
- 255 J: Yes [pause] sometimes it is even different from styles of teaching of
256 Maths [pause] even though we have done it in primary school
257 and do it in secondary school here it's a very different teaching
258 style [pause] they do everything differently
- 259 I: Can you tell me a bit more about that
- 260 J: Sometimes it's also really different to [pause] I feel like half of it is very
261 similar to what we get taught in Slovakia but half of it is very
262 different and I feel like they [pause] they try to make
263 everything difficult for the students and it doesn't have to be
264 [pause] they try to make everything take the longer way
265 instead of actually teaching it the shorter way
- 266 I: Does this mean that you feel the style of teaching in Slovakia is easier
- 267 J: Yes [pause] the only struggle here is sometimes with the English so I'm
268 really good at Maths but the English gives me a bit of trouble
269 [pause] so that's the main thing [pause] I am trying to actually
270 learn everything it's just that the English makes it a bit harder

271 I: Mmm [pause] I'm wondering if this contributed to you not attending the
272 German lessons here [pause] could you tell me what you know
273 about how this decision was made

274 J: I only went to one just before the summer holidays in July then everyone
275 was giving out sweets and we were sharing sweets so I went in
276 there and then I went to the first lesson back and it was just
277 awful [laughs]

278 I: Can you tell me more about that

279 J: German was always really hard for me [pause] I could never remember
280 whereas with English [pause] I remembered [pause] something
281 of course because when I am here now I still remember a few
282 things that I have learnt back at home but [pause] every time I
283 did German it was like a huge tongue twister I could [pause] I
284 could never [pause] I tried my best but it was like breaking my
285 tongue and then [pause] I was just really hard to remember I
286 could only remember one thing that I have ever learnt and that
287 was from the first lesson and that was about it

288 I: Thank you [pause] I'm wondering if you could tell me a bit about what
289 you might like to do in the future [pause] after school

290 J: I was thinking about it already even back home I would love to study
291 Law because even back home I was on my way there I had
292 really great grades for Law [pause] I could have got into a
293 good school so [pause] I'm not really sure over here because I
294 don't really have proper grades in here like in Slovakia but

Appendix 14: Extracts of raw data from Adela's interview

- 51 A: Yes [pause] so the first day I came it was err during breaks and lunch
52 breaks
- 53 I: And how did you communicate with them
- 54 A: Err the students I only sorta made friends with were the children that
55 spoke Czech and Slovak and similar and with some of them
56 who also spoke English [pause] erm yeah
- 57 I: Tell me more about how you made friends with them
- 58 A: I introduced myself to other students and so did my brother but his
59 English was bit better and err now he's actually in Year 11 and
60 he's going to go to college next year
- 61 I: And how did you go and find other students to talk to
- 62 A: They were in my year group
- 63 I: So after these first few weeks where you and your brother were taught
64 separately [pause] can you tell me about what happened next
- 65 A: Then we got put into mainstream lessons
- 66 I: Okay and what happened there
- 67 A: Not much has changed but it was a bit harder
- 68 I: Did you still have those sheets with Czech and English on them
- 69 A: Once I got back into mainstream err lessons the only subjects I got given
70 dual language work was in English and the rest of the subjects
71 were all in English
- 72 I: And did that make it difficult for you to understand what was going on in
73 lessons
- 74 A: Yes it was harder but I also had err [pause] a friend who's Slovak so she
75 was helping me a bit which was really good

76 I: Okay and was this a friend that you had met in school or knew
77 beforehand
78 A: I knew her way longer than before I actually started this school
79 I: Did she help you make friends in your first few weeks here
80 A: Yes
81 I: Ah that's really nice [pause] did you know any other pupils before you
82 started here
83 A: Yeah I knew quite a lot of people
84 I: And can you tell me more about this
85 A: I felt quite settled because a lot of people I knew were actually helping
86 me and we are all in Year 9
87 I: Are these friends also in your lessons
88 A: [pause] Yes and if I don't understand anything the teacher says they can
89 interpret it for me so then I know what to do
90 I: And how do you find recording your work in English
91 A: It's quite hard [pause] I can only write a little bit
92 I: Mmm
93 A: Well I try to practice at home
94 I: Do you feel this has helped you to improve since when you first started
95 here
96 A: It has improved a lot
97 I: Good [pause] are you happy with this
98 A: Yes
99 I: Good [pause] can you tell me a bit more about other students in school
100 and how you have got along with them

Appendix 15: Extracts of raw data from Natalia's interview

- 51 I: So did you find it quite easy
- 52 N: Yeah
- 53 I: Yeah [pause] and what kind of writing did you do
- 54 N: We were just copying everything from the board
- 55 I: Do you remember what it was about
- 56 N: [shakes head] Too long ago
- 57 I: [laughs] So [pause] when your maths teacher saw that you could do the
- 58 maths questions easily [pause] did you get set anything more
- 59 difficult
- 60 N: Yeah they gave me harder work
- 61 I: Good and can you tell me about what you do in maths now
- 62 N: The same thing that we did on the first day
- 63 I: The same thing [pause] and on your first day were you in the classroom
- 64 with all the other children during your lessons
- 65 N: Yeah straightaway I was with everyone else
- 66 I: Can you tell me a bit about what that was like for you
- 67 N: There's a teacher that speaks Hungarian in here so sometimes she helps
- 68 me
- 69 I: Aaah what's that teachers name
- 70 N: I can't remember
- 71 I: Okay [pause] how often do they help you
- 72 N: She explains things for me and she doesn't help often but she reads for
- 73 me too whilst I write answers
- 74 I: When you write your answers what language do you write in
- 75 N: English

76 I: Do you understand what you're writing

77 N: [laughs] I copy everything from the board and I never understand what

78 I'm writing

79 I: Is that the same for all of your lessons

80 N: [nods]

81 I: What do you think teachers could do to help you understand a little better

82 N: There's nothing they can do my brother is going to college next year so

83 I'm going to be here all alone and I just want to go to the same

84 school as my cousins

85 I: Why do you think it would be better at your cousins' school

86 N: Because my cousins are there they could help me with everything

87 I: Okay [pause] can you tell me about what you did during break and lunch

88 times when you first started here

89 N: I was sat down and Sarah came over to me and she tried to talk to me but

90 I said I could not speak English so she said okay

91 I: Have you and Sarah been friends ever since

92 N: Yeah [pause] Sarah actually helps me in my lessons

93 I: Can you tell me about what she does

94 N: If I go to different lessons she always goes with me and tells the teachers

95 that I can't read and write in English so she tells them that I

96 need help

97 I: Does Sarah help you get to all of your lessons or do you know your way

98 around school by yourself?

99 N: She always takes me around the school and shows me where to go

100 [pause] she always helps me to go with her

Appendix 16: Extracts of raw data from Benes' interview

- 250 I: So before you came into this room there was something that happened
251 with a teacher who seemed cross with you [pause] could you
252 tell me what happened there
- 253 B: [laughs] We were skiving the first lesson somehow we got found I don't
254 know how they found us because usually they can't but when
255 we got found we started to run away [pause] but I said it's
256 pointless er then we had to jump back over the fence because
257 they told us that you were here so I said "boys lets go back
258 because it's pointless [pause] she didn't come here for no
259 reason so we need to go because it would be a waster of time if
260 she would come and I wouldn't go
- 261 I: So you made what teachers felt was the right choice and came into school
- 262 B: [laughs] My friend actually said to stop listening to the teacher because
263 he could by lying that you were here so [pause] I also said that
264 er you sent a letter to my house and I said I need to do it
265 because Thursday you would be here
- 266 I: So the lunch bell has gone now but are you okay to keep talking for
267 another few minutes
- 268 B: [nods]
- 269 I: Thank you [pause] so when you go home what do you tell your family
270 about school
- 271 B: My mum [pause] it's actually getting on mum's nerves now she's really
272 angry because the other day we were being chased around the
273 school and I'd fallen and ripped my trousers and I was covered
274 in mud so mum didn't like it

275 I: Does mum speak any English

276 B: [shakes head]

277 I: So is there anyone in school that mum can talk to about what's going on

278 B: Mr Holubova

279 I: Does mum ever get the chance to speak to him

280 B: Mum always tries to ring but she is always told that they will ring back

281 but nobody ever does

282 I: Yeah so even though there is someone in school she can speak in Slovak

283 to nobody ever gets back in touch

284 B: [nods]

285 I: What does mum say to you about that

286 B: She's very angry about it but also school only ever rings her when I'm

287 not in school they don't ring any other time

288 I: Like the times where mum tries to call school because things aren't going

289 right for you

290 B: Er yeah but sometimes now mum asks my sister the school because she

291 can speak English and she always [pause] tries to sort it out

292 I: Does your sister ever manage to speak with anyone

293 B: Yeah my sister has better luck than when mum rings er she tells them

294 that mum can't speak English and that she wants to speak to

295 Mr Holubova and they always tell her that he will ring her

296 back in five or ten minutes but [pause] never happens

297 I: Hm thank you so have you had any thoughts about what you might like to

298 do after school

Appendix 17: Extracts of initial notes and initial codes from Jakub's interview

Initial Codes	Transcript	Exploratory comments
<p>Connections with others already living in the UK</p> <p>Family experiences</p> <p>Cultural clashes</p> <p>Bullying</p> <p>Self-reflection</p>	<p>I: So you have recently moved here [pause] can you tell me about what happened to get a place in school</p> <p>J: So before we moved to UK we had an auntie and she had loads of different contacts so we got here and she actually told us to go to this school because this school [pause] wasn't as problematic as other schools in the area so we got told to go to this school because it was a really good school</p> <p>I: Mmm and what do you mean by the other schools being problematic</p> <p>J: Erm [pause] so [pause] regarding the problematic schools auntie said that in the other schools there's lots of Asian students and they always seem to [pause] bully the EU students and they always seem to try to get into fights and I know myself that [pause] I would easily get into fights especially with my age</p> <p>I: Can you tell me about what happened on the</p>	<p>Some of Jakub's extended family already lived in the UK/current LA prior to his families' move showing that he has pre-existing connections with the UK. What are the prior experiences of Jakub's family of the UK education system and inclusion? Auntie has contacts which leads to the assumption that auntie is well connected, perhaps with higher status or is in a position of power? "<i>Problematic</i>" provides the assumption that the family may have had negative experiences of education.</p> <p>Jakub demonstrates an awareness of potentially pre-existing differences in cultural expectations and roles within school systems based on information from his family. The assumption made here is that one minority culture discriminates against another minority culture.</p> <p>Jakub shows self-awareness in relation to his personality and possible responses to bullies. Age is perceived to be an issue; what is Jakub's awareness of teenage behaviour and development? What are Jakub's previous experiences with bullies/of bullying? Jakub puts across the notion that he thinks rationally about complex</p>

Appendix 18: Extracts of initial notes and initial codes from Adela's interview

Initial Codes	Transcript	Exploratory comments
<p>Extended family living in UK prior to move</p> <p>Family support</p> <p>School placement issues</p>	<p>I: You recently moved to the UK [pause] can you tell me about what happened for you to get a place here at school</p> <p>A: We have family here but it's not a direct family it's more like a second third [pause] something [pause] who happen to have friends err the friend is called Renata and she actually got us a place here</p> <p>I: Can you tell me what Renata did to help your family get you into this school</p> <p>A: We had received a letter and then she err just helped us fill out forms in the school</p> <p>I: Can you tell me about why you chose this school over another school</p> <p>A: I don't know [pause] we just wanted this school [shrugs and pauses] I can't remember the name of the school we was trying to get into but because there was no places in the other schools this was the school that we got allocated</p>	<p>Adela's family have pre-existing connections within the local community via family and friends.</p> <p>Acceptance of support available from family friends. What support was required to fill out the forms? Was this language-based? What are parents' levels of English or education? Is there an imbalance of power within the relationship?</p> <p>Contrast in view when Adela says that she wanted her current school but can't remember the name of the school that she wanted.</p> <p>Difficulties in accessing school at the initial point of contact. Presents as being a local authority issues around number of places within schools.</p>

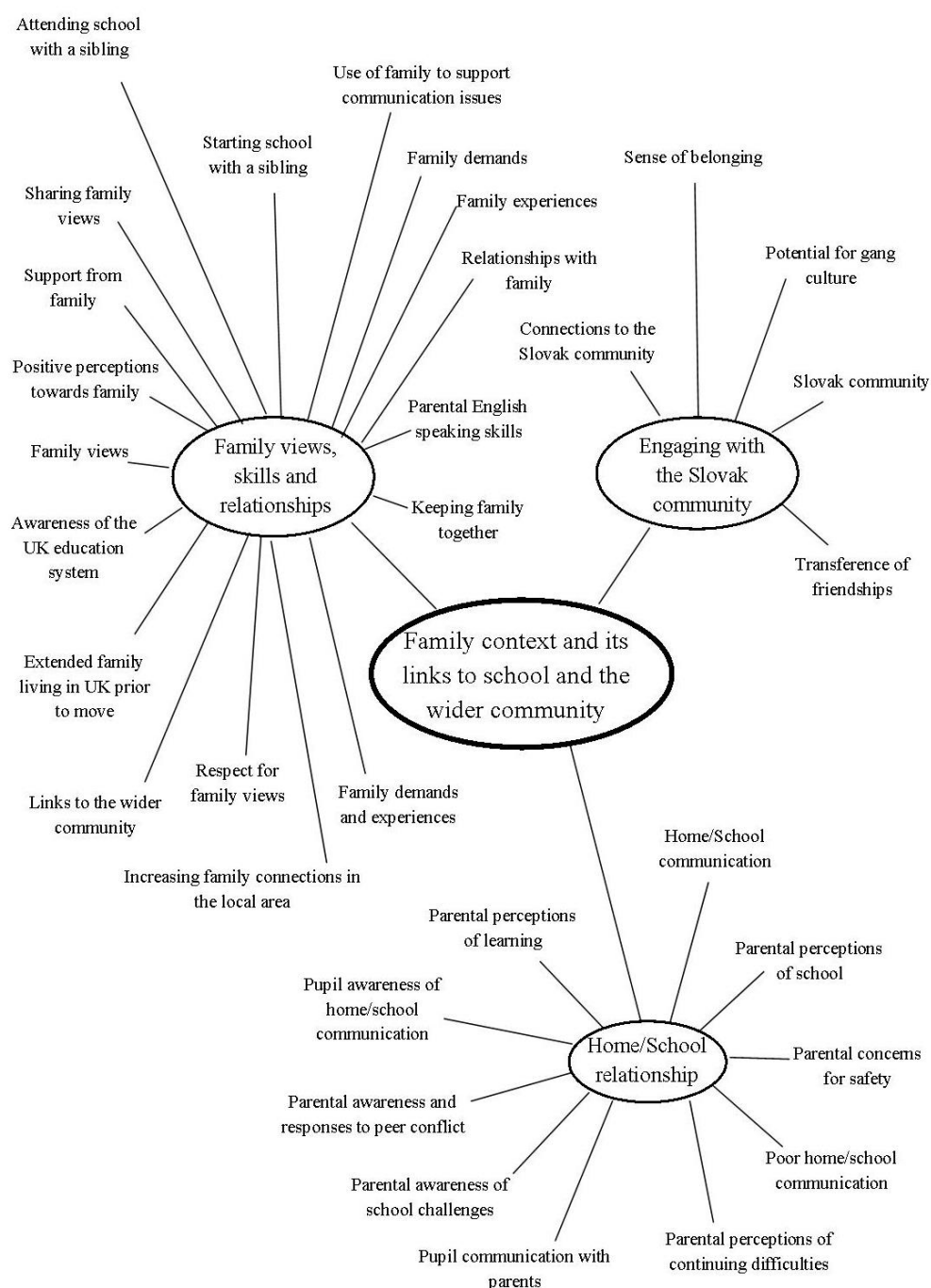
Appendix 19: Extracts of initial notes and initial codes from Natalia's interview

Initial Codes	Transcript	Exploratory comments
<p>Difficulties in obtaining a school place</p> <p>Family views</p> <p>Awareness of the UK education system</p> <p>Keeping family together</p> <p>Family views</p> <p>Sense of isolation</p>	<p>I: You moved to the UK recently, can you tell me about what happened for you to get a place in this school</p> <p>N: Yeah we came on 27th June but I don't remember what mum and dad did</p> <p>I: Can you remember why you came to this school over any other schools</p> <p>N: It was the only school that had a place for me [pause] erm [pause] Grandma said that she wanted me to go to the same school as my cousins go to which is a primary school but they told me that because I am 11 I can't go to that school and that I have to go to this school and my cousins will probably come here when she finishes primary school</p> <p>I: So you'll be able to show your cousin around this school</p> <p>N: My family definitely don't want her to come to this school because even I don't like this</p>	<p>Natalia has lived in the UK for 5 months at the time of the interview.</p> <p>Natalia had difficulties obtaining a school place and, according to data obtained prior to interview, had only attended school for just over a month. Possible difficulties LA-wide in acquiring a school place. Natalia has other family living in the UK. It seems as if wider family views are important to Natalia's parents as they tried to get her a place elsewhere. However, family views around the UK education system may not be clear as family tried to get Natalia a place in a primary school. Have these experiences developed family awareness of UK education system?</p> <p>Younger family expected to move up to Natalia's secondary school. Suggests that family are happy with the provision.</p> <p>Family views are clear in Natalia's response: to what extent has she been informed/aware of adult conversations around educational provision?</p>

Appendix 20: Extracts of initial notes and initial codes from Benes' interview

Initial Codes	Transcript	Exploratory comments
Finding a school place	<p>I: You started school here not that ago could you tell me what you remember happened for you to get a place here</p> <p>B: Mum was the one who sorted it out and this lady came to our house and then she took us to the school</p>	Parental responsibility to arrange schooling. Then Benes refers to a lady who had some involvement, but it appears as if he has little understanding of this. What was her role/purpose?
LA issues in finding a school place	<p>I: Okay do you know why it was this school</p> <p>B: There wasn't a place in any of the other schools so I had to come here</p>	Identified issue of no places elsewhere for Benes. Did his mother want him to attend a different school?
Connections to the Slovak community	<p>I: Mm [pause] did you know anyone in this school before you started coming here</p> <p>B: I knew most of the Slovak students in here</p>	Implies that there is a big Slovak-based community within school.
Transference of friendships	<p>I: How did you know them</p> <p>B: I met Marek and his brother for the first time in [pause] we met outside</p>	Developing friendships outside of school and able to continue them within school.
Slovak community	<p>I: Outside school</p> <p>B: Yeah around my area</p> <p>I: I see so you live near each other</p> <p>B: [nods]</p> <p>I: And were you friends with them before you started here</p> <p>B: [smiles and nods]</p> <p>I: Good so can you remember what happened on your first day of school</p>	Benes engages with other Slovak-speakers in his free time.

Appendix 21: Example of an initial thematic map showing Candidate theme one with sub-ordinate themes and initial codes



Appendix 22: Tables of emergent and sub-ordinate themes for Jakub's presented according to candidate themes

Candidate Theme One: Family context and its links to the school and wider community

Sub-ordinate Theme One: Family views, skills and relationships

Initial Codes	Quote	Line number
Family views	I: Is your mum pleased with how you are getting on in school J: Yes mum is really happy because there is a lot of Slovak children in this country that do not attend schools for a while and she knows that a lot of them have problems in Slovakia as well and she is really happy because I am used to the school now [pause] I have settled in and have loads of new friends so she is really happy about that	160-166
	J: They do try to bully us sometimes but I just ignore them because even my mum tells me that I easily react so I try not to react when they try to laugh at me or pick on me	133-135
Extended family already living in the UK	J: So before we moved to UK we had an auntie and she had loads of different contacts so we got here and she actually told us to go to this school because this school [pause] wasn't as problematic as other schools in the area so we got told to go to this school because it was a really good school	4-8
Relationships with family	J: I do tell her I talk to my mum a lot she always asks how school's going I always tell her everything	155-156
Family experiences	J: this school [pause] wasn't as problematic as other schools in the area so we got told to go to this school because it was a really good school	6-8
	I: Yes and who was the first person you met here J: I got [pause] err two cousins in here so they were the first people I sorta met here so I started talking to them straight away	37-43

	<p>I: Do they come to the inclusion area or are they mainly in the rest of the school</p> <p>J: They always have regular mainstream lessons.</p> <p>I: Mhmm</p> <p>J: Because they are here for a long time</p>	
Support from family	<p>I: Did you use lunchtimes to meet with your cousins</p> <p>J: Yes I met with my [pause] both of my cousins and we went to eat together</p> <p>I: And were they able to help you if you weren't too sure of anything</p> <p>J: Mhmm [pause] yes it was either them who helped me to find my lessons or even the teacher sometimes</p>	73-78
Respect for family views	<p>I: What does your mum say back to you</p> <p>J: Yeah she keeps telling me to stay away from these guys and to keep calm and be good and [laughs] don't get into any trouble</p> <p>I: Is your mum pleased with how you are getting on in school</p> <p>J: Yes mum is really happy</p>	157-161

Candidate Theme Two: The impact of educational provision and relationships with school adults

Sub-ordinate Theme One: Mainstream provision

Initial Codes	Quote	Line number
Resources	<p>I: And if there were times where you found things difficult to understand what was happened [pause] what did you do</p> <p>J: Err [pause] when there was nobody who could speak Slovak around I would go on the computer and go on Google translate or there was a chance the teacher would ask different students to come up from their lessons and just translate and help me out</p>	62-67
	<p>J: we didn't do anything then the teacher gave me a few books to take home and go through them at home and a lot of the things were quite stupid</p>	80-83

	<p>I: Good [pause] err so you said you had some books sent home in the first few weeks can you tell me about these books and what you had to do</p> <p>J: It was [pause] err [pause] more of a word books and questionnaires rather than proper books [pause] they were things I had to fill in</p> <p>I: And were these in English or Slovak</p> <p>J: English</p> <p>I: You mentioned they were quite stupid [pause] could you tell me a bit more about that</p> <p>J: [laughs] it was because I didn't understand English as well and at home was much different than [pause] the teaching style was much different than home so I didn't get it quite</p>	90-102
Additional support from teachers	J: sometimes if I don't understand something the teacher translate everything for me	212-213
	J: she helps me but even the teacher if I don't understand what he has said the first time he tries to change the sentence and say it in different words or [pause] sometimes do it physically so I actually understand	240-244
Independent study	<p>I: Tell me about what you do instead of German</p> <p>J: I come here [referring to the room in which the interview took place] and I am here with the teacher and she gives me different workbooks so if I need to do something I just do it here and fill in some work [pause] err or if I have to print something out or copy I do it here as well</p>	222-227
Positive learning experiences	<p>I: Can you tell me about what your favourite lessons are so far</p> <p>J: My most favourite one is PE definitely that's my heart I love PE [pause] then it would be Maths Science and erm RE they're alright [pause] everything is pretty much alright</p>	228-231
School-based routines	J: So I go to school in the morning [pause] I get in I go straight to form and sign myself in [pause] I walk out of the form then I go to my lessons [pause] sometimes if I don't understand	210-215

	something the teacher translate everything for me [pause] and err it's just a normal day err I'm alright [pause] kinda used to this school [pause] it's it's not really new school to me anymore	
Internal locus of control	J: German was always really hard for me [pause] I could never remember whereas with English [pause] I remembered [pause] something of course because when I am here now I still remember a few things that I have learnt back at home but [pause] every time I did German it was like a huge tongue twister I could [pause] I could never [pause] I tried my best but it was like breaking my tongue and then [pause] I was just really hard to remember	279-285

Candidate Theme Three: Gaining access to and adjusting to new-to-English provision

Sub-ordinate Theme Three: Acculturation

Initial Codes	Quote	Line number
Acculturation	J: the teaching style was much different than home so I didn't get it quite	101-102
	J: I feel like half of it is very similar to what we get taught in Slovakia but half of it is very different and I feel like they [pause] they try to make everything difficult for the students and it doesn't have to be	260-263
	J: Probably both to help me with the language maybe to study some extra language somewhere after school because I will need good language to study Law	305-307
Within cultural differences	J: Yes mum is really happy because there is a lot of Slovak children in this country that do not attend schools for a while and she knows that a lot of them have problems in Slovakia as well and she is really happy	161-164
	J: everything is pretty much alright [pause] but when I go to English it's a bit of a struggle but it's alright because the	231-237

Implications for non-English speakers	teachers are very helpful and then they tend to adjust for me and they tend to help me out with a lot of stuff and translate everything for me and just give me that little bit of help if I need it [pause] so most of the lessons are alright apart from German and a bit of English	
	J: I will need good language to study Law	306
Cultural clashes	J: Erm [pause] so [pause] regarding the problematic schools auntie said that in the other schools there's lots of Asian students and they always seem to [pause] bully the EU students and they always seem to try to get into fights	10-13
Cultural differences	J: It was a bit strange because I wasn't used to wearing uniforms because back home we don't wear uniforms so it was bit weird but [pause] I managed	34-36
Differences of education systems	J: Yes [pause] sometimes it is even different from styles of teaching of Maths [pause] even though we have done it in primary school and do it in secondary school here it's a very different teaching style [pause] they do everything differently	225-258
Understanding of the UK education system	J: I'm not really sure over here because I don't really have proper grades in here like in Slovakia but [pause]	293-295
	J: I would like to study here because it's much easier to actually get into really good school in here rather than in Slovakia because [pause] it's much harder there you have to pay	299-302

Candidate Theme Four: Experiencing and managing peer conflict

Sub-ordinate Theme One: Experiencing and managing peer conflict

Initial Codes	Quote	Line number
Bullying	J: in the other schools there's lots of Asian students and they always seem to [pause] bully the EU students and they always seem to try to get into fights	11-13

	<p>I: Good [pause] I wondered how you find different students in the school as you mentioned earlier that your auntie told you to come to this school because there would be less bullying by Asian students</p> <p>J: They do try to bully us sometimes but I just ignore them because even my mum tells me that I easily react so I try not to react when they try to laugh at me or pick on me</p> <p>I: What things do they do to try and get a reaction from you</p> <p>J: Sometimes they actually speak in their own language and I know that they are talking about me because they keep looking at me or sometimes they try to stand in my way purposely so I would have to sort of hit them while trying to walk past then they would try to sort of start on me</p> <p>I: Has there been a time where you haven't been able to walk past</p> <p>J: So [pause] it never got physical because I am trying to keep calm and I don't want to get into trouble [pause] knowing myself if somebody were for example punch me and it would hurt I would fight back I wouldn't just let it go but I try not to because I'm trying to be good and I know that if I would show them that sometimes I get scared it would actually use it in their advantage and they would keep on trying to whereas if I show them that it doesn't bother me they should stop</p>	130-151
Previous experiences with peers	J: if they don't have sympathetic face or don't seem like they would be willing to help I don't go there because there is no point [laughs]	197-199
Fear	J: if I would show them that sometimes I get scared it would actually use it in their advantage	148-150
Awareness of consequences	<p>I: Has there been a time where you haven't been able to walk past</p> <p>J: So [pause] it never got physical because I am trying to keep calm and I don't want to get into trouble [pause] knowing myself if somebody were for example punch me and it would hurt I would fight</p>	143-148

	back I wouldn't just let it go but I try not to because I'm trying to be good	
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Candidate Theme Five: Establishing and feeling part of a peer group

Sub-ordinate Theme One: Friendships

Initial Codes	Quote	Line number
Developing relationships	<p>I: Tell me more about your first day here</p> <p>J: So we sat in this room for a bit and another student came called Adrian and then we were walking round the whole school getting to know each other as well as talking but the teacher was showing us all around the school which lessons were which</p>	44-48
Relationship building	<p>I: I see erm [pause] and what happened after you had been round school</p> <p>J: We came into this room and we sat down with the teacher and then we started talking about [pause] how I am how was it back home and those sorts of things</p>	58-61
	<p>J: there was a chance the teacher would ask different students to come up from their lessons and just translate and help me out</p>	65-67
Peer relationships	<p>I: Okay [pause] so how you think that your English skills have developed since you have started school here</p> <p>J: I feel like it has definitely improved because I feel more confident and [pause] erm I can even speak to my English friends now quite well so I have got a lot of friends now.</p>	103-107
	<p>I: You mentioned that some people have helped you out during lunch and break times as well as helping you to learn English [pause] can you tell me more about this</p> <p>J: So my Slovak friends tried to speak more in English just to test me and teach me better and then [pause] they actually taught me the real basics outside</p>	110-115
	<p>J: we not that friendly yet and I also don't want to be that friendly because it's not really good</p>	170-171

	J: If they can't explain it to me they ask for another person to come in to explain it to me	186-187
	J: I have to ask somebody from Slovakia or Poland [pause] somebody I can actually understand and if they can't explain it to me then I will go to somebody else like somebody [pause] somebody English or somebody Asian	193-197
	J: In my English class I've got another Slovak student [pause] a girl and she helps me	240-241
	I: You also mentioned that there is a Slovak girl in your lesson that helps you [pause] can you tell me more about how you help each other with your learning J: Yeah [pause] so she mainly helps me in English but then sometimes I help her with Maths	246-250
Finding commonalities	J: We came into this room and we sat down with the teacher and then we started talking about [pause] how I am how was it back home and those sorts of things	59-61
	I: Mhmm [pause] erm have you had any opportunities to use your English and speak it outside of school J: When we actually go and play football outside that's where I speak English the most it is where I have actually managed to make the most friends though playing football	125-129
	J: when it comes to box I sometimes just play pretend with friends outside	205-206
Social desirability	I: Good [pause] and do you get to see any of your new friends outside of school J: Err I do not see them on the weekends or the evenings because um [pause] we not that friendly yet and I also don't want to be that friendly because it's not really good	167-171

Sub-ordinate Theme Two: Sense of belonging

Initial Codes	Quote	Line number
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Developing a sense of belonging	I: Tell me more about your first day here J: So we sat in this room for a bit and another student came called Adrian and then we were walking round the whole school getting to know each other as well as talking but the teacher was showing us all around the school which lessons were which	44-48
	I: The other student that came with you [pause] was this someone who spoke Slovak J: Yes he speaks Slovak [pause] so I was able to speak to him in Slovak	55-57
	J: I only went to one just before the summer holidays in July then everyone was giving out sweets and we were sharing sweets so I went in there	274-276
	J: they tend to help me out with a lot of stuff and translate everything for me and just give me that little bit of help if I need it	234-236
Sense of belonging	J: his English is so good [pause] his English is better than his Slovak so he is teaching me a lot we also used to go outside and people would teach me things outside	86-88
	J: So my Slovak friends tried to speak more in English just to test me and teach me better and then [pause] they actually taught me the real basics outside	113-115
	J: I am used to the school now [pause] I have settled in and have loads of new friends	164-165
	J: I'm alright [pause] kinda used to this school [pause] it's it's not really new school to me anymore	214-215

Candidate Theme Seven: Learning English as an additional language

Sub-ordinate Theme One: Learning English as an additional language

Initial Codes	Quote	Line number
Developing language skills	J: erm I can even speak to my English friends now quite well so I have got a lot of friends now.	106-107

Language learning	J: Just a bit because I knew a bit of English because I studied English back home	53-54
	J: Yes [pause] the only struggle here is sometimes with the English so I'm really good at Maths but the English gives me a bit of trouble	267-268
	J: In my opinion this school needs a Slovak teacher who would actually be able to help students like me if they don't understand anything or need any help	328-330
Basic language skills	<p>I: And what basic English has been the most helpful for you to learn</p> <p>J: For example if err something like when teachers ask me questions or when I am trying to tell the teacher something</p> <p>I: What kinds of things have you really needed help with when you've been trying to communicate with teachers</p> <p>J: With the basics it was erm [pause] things like what am I supposed to do [pause] can I go to the toilet [pause] I do not understand [pause] and then it was a bit harder things like what was the question or [pause] I'm not really sure what I am doing</p>	116-124
Strategies to develop language learning	<p>I: Can you tell me a bit more about what teachers do to translate work to help you understand more</p> <p>J: In my English class I've got another Slovak student [pause] a girl and she helps me but even the teacher if I don't understand what he has said the first time he tries to change the sentence and say it in different words or [pause] sometimes do it physically so I actually understand and he's very helpful he always tries his best to explain everything to me</p>	238-245
Verbal and non-verbal communication	<p>I: And how do your friends respond to that</p> <p>J: If they can't explain it to me they ask for another person to come in to explain it to me or they ask an Asian to explain it to me with little words and also with signals to sort of physical show me what it could be</p>	185-189
Using first language to	J: In my English class I've got another Slovak student [pause] a girl and she	240-243

support second language development	helps me but even the teacher if I don't understand what he has said the first time he tries to change the sentence and say it in different words	
Independence	I: Can you tell me more about this J: I don't necessarily like to ask for help I don't want to go there but if I have to ask somebody from Slovakia or Poland [pause] somebody I can actually understand and if they can't explain it to me then I will go to somebody else	192-196
Initiative	J: sometimes a word is enough if I understand one word in the sentence then I sort of make it out what they could have said as in their full sentence	179-181
Coping Mechanisms	J: If I do not understand anything I just say I'm sorry I can't understand you	184

Sub-ordinate Theme Two: Barriers to language learning

Initial Codes	Quote	Line number
Barriers to understanding language	J: English yeah [pause] she only spoke in English I: And what was that like for you to understand J: Just a bit because I knew a bit of English because I studied English back home	51-54
	I: I see [pause] and do you have any difficulties in communicating with your friends J: Yes it does happen sometimes because mainly when the English students talk to me they speak really fast so sometimes I don't understand sometimes it happens with the Asian students and they speak really fast with quite an accent	172-177
Confusion with language learning	J: I am trying to actually learn everything it's just that the English makes it a bit harder	269-270
Difficulties with language learning	I: And how long was it before you began attending lessons with the rest of the pupils? J: I go now to all mainstream lessons apart from German because I struggle even	216-219

	with German back home but I could never grasp it	
Unsuccessful language support	<p>I: Can you tell me a bit more about what teachers do to translate work to help you understand more</p> <p>J: In my English class I've got another Slovak student [pause] a girl and she helps me but even the teacher if I don't understand what he has said the first time he tries to change the sentence and say it in different words or [pause] sometimes do it physically so I actually understand and he's very helpful he always tries his best to explain everything to me</p>	238-245

Candidate Theme Eight: Aspirations for the future and the school response

Sub-ordinate Theme One: Aspirations

Initial Codes	Quote	Line number
Aspirations	<p>I: Thank you [pause] I'm wondering if you could tell me a bit about what you might like to do in the future [pause] after school</p> <p>J: I was thinking about it already even back home I would love to study Law because even back home I was on my way there I had really great grades for Law [pause] I could have got into a good school</p>	288-293
	J: I will need good language to study Law	306
	<p>I: Are school aware that you want to study Law?</p> <p>J: I haven't said it to anyone quite yet because I'm not sure [pause] I don't want to say just yet because my English isn't as good but [pause] I also would like to help people so maybe like [pause] a doctor</p>	308-312
Expectations	<p>I: Can you tell me more about what a Slovak teacher in this school might do</p> <p>J: I think it would be much better because they would already done their education so they would know the system so they</p>	311

	would be able to tell us how it is and what's next and what steps to take towards certain things and they could maybe offer lessons after school so if not just in school maybe after school to see me in my house and give me extra English lessons	
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Appendix 23: Tables of emergent and sub-ordinate themes for Adela presented according to candidate themes

Candidate Theme One: Family context and its links to the school and wider community

Sub-ordinate Theme One: Family views, skills and relationships

Initial Codes	Quote	Line number
Family support	A: the friend is called Renata and she actually got us a place here I: Can you tell me what Renata did to help your family get you into this school A: We had received a letter and then she err just helped us fill out forms in the school	6-11
	A: we've got a brother-in-law that helps us with translation so [pause] when we first reported it he came here to interpret for my parents about the bullying	180-182
	I: Have you ever been able to tell teachers that this is what you would find helpful A: I told my brother-in-law and err [pause] he said it to the school	192-194
Positive perceptions towards family	I: How would you feel about more of your family coming to this school too A: If they were here it would be much better because I would be with them	120-121
Family demands and experiences	A: I asked one of the teachers if I could go home and they said no unless my parents would pick me up but they couldn't because my dad was in Sheffield err [pause] at the court and my mum was looking after my little sister	200-204
Starting school with a sibling	I: So you and your brother started school at the same time A: Yes	29-30
Increasing family connection in the local area	A: Yes [pause] erm my mum's sister is coming to live in Bradford soon [pause] she is the eldest and has children as well that are supposed to come to this school [pause] their English is really good because they used to live in Sheffield but now want to come here I: So they will be coming to this school with you	113-119

	A: Yes they are supposed to come in today to sign the forms	
Links to the wider community	I: Okay and was this a friend that you had met in school or knew beforehand A: I knew her way longer than before I actually started this school I: Did she help you make friends in your first few weeks here A: Yes I: Ah that's really nice [pause] did you know any other pupils before you started here A: Yeah I knew quite a lot of people	76-83
Extended family living in UK prior to move	A: We have family here but it's not a direct family it's more like a second third [pause] something [pause] who happen to have friends	4-6

Sub-ordinate Theme Two: Home/School communication

Initial Codes	Quote	Line number
Parental perceptions of learning	I: We spoke a little bit before about your mum and dad [pause] can you tell me what they say about school A: They're happy with my learning	177-179
Parental perceptions of continuing difficulties	A: [pause] but other than that they feel like nothing is getting dealt with	179-180
Parental concerns for safety	A: my parents didn't know what was going on and they thought that those three girls had beaten me up	150-152
Home/school communication	A: for example on Monday I had to stay one hour after school and my parents started [pause] started to get really worried because the school didn't even tell them that I would be staying after school	147-150
Parental awareness of school challenges	I: So when you go home what do you tell your mum and dad about school A: Sometimes when I walk home from school and my parents can see on my face that I am sad or acting a bit weird they ask me what's up	142-145

Candidate Theme Two: The impact of educational provision and relationships with school adults

Sub-ordinate Theme One: Mainstream provision

Initial Codes	Quote	Line number
Developing positive adult relationships	A: The teachers are alright	168
Peer support for academic learning	A: Yes it was harder but I also had err [pause] a friend who's Slovak so she was helping me a bit which was really good	74-75
	I: Are these friends also in your lessons A: [pause] Yes and if I don't understand anything the teacher says they can interpret it for me so then I know what to do	87-89
Reduction of support strategies	I: Did you still have those sheets with Czech and English on them A: Once I got back into mainstream err lessons the only subjects I got given dual language work was in English and the rest of the subjects were all in English	68-71
Barriers to understanding	I: And did that make it difficult for you to understand what was going on in lessons A: Yes it was harder	72-74
Change in academic demands	I: Okay and what happened there A: Not much has changed but it was a bit harder	66-67
Integration into wider school context	I: So after these first few weeks where you and your brother were taught separately [pause] can you tell me about what happened next A: Then we got put into mainstream lessons	63-65

Candidate Theme Three: Gaining access to and adjusting to new-to-English provision

Sub-ordinate Theme One: New-to-English provision

Initial Codes	Quote	Line number
Consistent use of support strategies	I: And this happened for more than just your Maths lessons	45-47

	A: Yeah for the other lessons as well	
Core curriculum as priority	I: Ah I see [pause] the two teachers first helped you with Maths [pause] can you tell me about what you moved onto afterwards A: First it was Maths and then Science and then English	40-42
Learning basic skills	I: Okay [pause] can you tell me more about what you learnt during this time A: The first thing we got given was some really easy sheets with Maths just so we can learn some basic Maths I: And this was all stuff you knew from your schooling in the Czech Republic A: Yes	31-36
Intensive support	A: err they were teaching us English for three or four weeks I: When you say teaching us [pause] can you tell me who else was learning with you A: It was just me and my brother	24-28
New to English provision	I: That's fine [pause] can you tell me about what happened on your first day here A: There's two staff who help children like me [pause] one of them is Polish the other one is Indian [pause] err they were teaching us English for three or four weeks	21-25

Sub-ordinate Theme Two: Difficulties in obtaining a school place

Initial Codes	Quote	Line number
School placement issues	A: I can't remember the name of the school we was trying to get into but because there was no places in the other schools this was the school that we got allocated	13-16

Candidate Theme Four: Experiencing and managing peer conflict

Sub-ordinate Theme One: Experiencing and managing peer conflict

Initial Codes	Quote	Line number
Managing bullying	I: And what do they do then A: They just went	134-135

	<p>I: Has they led to you dealing with it yourself by saying things back to them</p> <p>A: [nods]</p> <p>I: What do you feel school could have done about the bullying</p> <p>A: I would like them to tell the students who try to bully me to calm down and act normal</p>	187-191
Repeated experiences of bullying	<p>A: now there's three girls that keep provoking me especially in PE they just keep doing it all the time</p>	145-147
	<p>A: they asked who was it [pause] who were those students and then we told them they didn't do anything so nothing's been changed</p>	184-186
Positive reinforcement for managing bullying	<p>I: Okay [pause] did doing that make you change how you acted next time they said these things to you</p> <p>A: I felt more confident to tell them to leave me alone</p> <p>I: Yeah [pause] and has this helped you to feel more confident generally in school</p> <p>A: Yes</p>	136-141
	<p>A: and then they just go quiet [pause] I don't let them win so if they swear at me I swear at them [pause] I don't just let them do it to me all the time</p>	158-160
Retaliating to bullying	<p>I: And what do you say back to them</p> <p>A: I just say have you got a problem with me if you got something you want to say</p>	156-158
Peers' use of negative language	<p>A: They say things to me like fuck off and fuck you [pause] they keep telling me I'm stupid</p>	154-155
Anticipates that others will experience bullying	<p>I: Is there anything that you would tell them not to do</p> <p>A: Err [pause] for example it would be my cousin and if somebody else would try to start on them or tell them something I would tell my cousin to just ignore them and not pay any attention to the person</p>	124-128
Reduction of bullying	<p>I: How often does this happen</p> <p>A: It used to happen a lot since I came in but it's not as bad now</p>	106-107
Safety in numbers	<p>I: Did anything happen for this to not be as bad now</p> <p>A: It was only when I used to be alone that they would actually to bother me but</p>	108-113

	<p>when they see me with friends they stopped</p> <p>I: Mhmm [pause] so did this make you try to stay with your friends more in school</p> <p>A: Yes</p>	
Bullying by peers from different cultures	<p>I: Good [pause] can you tell me a bit more about other students in school and how you have got along with them</p> <p>A: Alright [pause] a lot of the Asian students got problems with me</p>	99-101
Negative verbal and gestural communication	<p>I: Can you tell me more about these problems</p> <p>A: So [pause] sometimes they stop us and they stare and laugh at us [pause] sometimes they swear at us and call us wusses and er [pause] similar things</p>	102-105

Candidate Theme Five: Establishing an feeling part of a peer group

Sub-ordinate Theme One: Friendships

Initial Codes	Quote	Line number
Sense of belonging	<p>A: I felt quite settled because a lot of people I knew were actually helping me and we are all in Year 9</p>	85-86
Developing same-aged peer relationships	<p>I: And how did you go and find other students to talk to</p> <p>A: They were in my year group</p>	61-62
Peer relationships with peers that share home language	<p>I: And how did you communicate with them</p> <p>A: Err the students I only sorta made friends with were the children that spoke Czech and Slovak and similar and with some of them who also spoke English [pause] erm yeah</p> <p>I: Tell me more about how you made friends with them</p> <p>A: I introduced myself to other students</p>	53-58
Integrating with peers during breaks	<p>I: And during this time can you tell me about any opportunities you had to meet other students</p> <p>A: Yes [pause] so the first day I came it was err during breaks and lunch breaks</p>	49-52

Candidate Theme Six: Personal qualities and reflections on school situations

Sub-ordinate Theme One: Self –image

Initial Codes	Quote	Line number
Independence	I: Do you think there is anything right now that they could be doing that would be helpful in this way A: I can do it myself	222-224
Presents self as a positive role model	A: I would tell my cousin to just ignore them and not pay any attention to the person I: Is this what you do A: Yes	126-130
Adopting a nurturing role	I: And how would you help them to settle in A: I would help them to introduce themselves to people around here	122-123
Confidence	I: Tell me more about how you made friends with them A: I introduced myself to other students and so did my brother but his English was bit better	57-59

Sub-ordinate Theme Two: Negative feelings

Initial Codes	Quote	Line number
Punishment	A: I was supposed to stay after school then on Friday but that didn't happen and then on Monday that's when they made me stay	206-208
Feeling resistant	I: So [pause] you mentioned earlier than your parents were worried when you didn't come home [pause] can you tell me a little bit more about this and perhaps why you had to stay behind A: I was off school for a week because I was poorly then the school made me come in on Thursday but I still wasn't feeling very well	195-199
Helplessness	A: yeah [pause] so when they told me I couldn't go home from school I just went home because I couldn't do anything else	214-215

Limited choices	A: because I knew that nobody could pick me up I ran away from school	204-205
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Candidate Theme Seven: Learning English as an additional language

Sub-ordinate Theme One: Learning English as an additional language

Initial Codes	Quote	Line number
Interleaved learning to support second language development	I: And can you tell me about how these sheets helped you to learn English skills A: It was bilingual [pause] there was English and Czech on the sheet	37-39
Language acts as a barrier to success	A: if I could speak really good English I could do it all myself I: Mhm [pause] so your next step is to learn better English A: Err yeah I'd like to improve my English	224-227
Learning English as an additional language	I: Is there anything that the teachers did that was helpful for you to learn English A: [pause] err yes [pause] it was they gave us sheets with a dual language when it was in Czech and English	43-46

Candidate Theme Eight: Aspirations for the future and the school response

Sub-ordinate Theme One: Aspirations

Initial Codes	Quotes	Line number
Aspirations	I: Mhm [pause] so your next step is to learn better English A: Err yeah I'd like to improve my English err so I can go to college and then go to hair and beauty school	226-228
Career Goals	I: That sounds like it was tough to deal with [pause] erm I'm wondering if you could tell me if you've had any thoughts about what you want to go when you've left school A: I'd like to do hair and beauty I: Yeah and how do you think school can support you to achieve this	216-221

	A: I don't know	
Independent Learning	I: Mmm A: Well I try to practice at home	92-93
Progress with learning	I: Do you feel this has helped you to improve since when you first started here A: It has improved a lot I: Good [pause] are you happy with this A: Yes	91-98

Appendix 24: Tables of emergent and sub-ordinate themes for Natalia presented according to candidate themes

Candidate Theme One: Family context and its links to the school and wider community

Sub-ordinate Theme One: Family views, skills and relationships

Initial Codes	Quote	Line number
Family views	N: Grandma said that she wanted me to go to the same school as my cousins	8-9
	I: So you'll be able to show your cousin around this school N: My family definitely don't want her to come to this school	13-14
	I: What do they say about the teachers there N: They're good teachers I: Do you feel they'll be more trustworthy than the ones here N: Yes because all the teachers I would have got even my cousins say they like them and they trust them	235-239
Awareness of UK education system	N: same school as my cousins go to which is a primary school but they told me that because I am 11 I can't go to that school and that I have to go to this school	8-11
Keeping family together	N: my cousins will probably come here when she finishes primary school	11-12
Attending school with a sibling	I: Do you have any other friends or family that come here already N: I've got an older brother here I: What year is he in N: I'm not sure but he's 16	24-27
Family demands	N: but now he can't because he's working and he doesn't have time and my mum can't go either because she is looking after the little ones I: So you have little brothers and sisters at home N: Yes I have a little brother and a little sister	168-172
Parental English-speaking skills	I: Do mum and dad speak any English N: Mum speaks nothing but dad does a tiny bit	163-164

Sub-ordinate Theme Two: Home/School communication

Initial Codes	Quote	Line number
Pupil communication with parents	I: When you go home Natalia what do you tell mum and dad about school N: I just say it was alright	148-149
	I: Why don't mum and dad like this school N: Because I told my parents that everybody starts on me and it's sometimes a really big girl and that boy as well and they were really surprised and shocked that a boy started on me and a really big girl I: That doesn't sound like that's something that your mum and dad want for you N: No	155-162
Parental perceptions of school	I: Just alright [pause] and what do mum and dad say to you about this school N: Err they know what I want to go to another school and they keep asking me if I want to go and I say yes [pause] they don't like this school	155-159
Pupil awareness of home/school communication	I: Mmm [pause] and what did the teachers do N: I don't know what else happened because I had to go back to my lesson because I missed out a lot and erm I just overheard bits from what they said	204-207
	I: And you understood all of what you've told me N: Yeah my dad told me a bit of what was said and then I had to run to the class because I missed out again	211-213
Home/school communication	I: Mhm did your dad have this conversation with the teacher that speaks Hungarian N: No my dad spoke to some English teacher	208-210

Candidate Theme Two: The impact of educational provision and relationships with school adults

Sub-ordinate Theme One: Mainstream provision

Initial Codes	Quote	Line number
Core curriculum	I: Did you do any learning N: Maths and we were writing as well	45-46
Interleaved learning	I: What kind of things were you doing in Maths N: We were just doing basic stuff like 100 plus 100 and [pause] yeah I: Is that the kind of stuff that you knew already N: [nods] I: So did you find it quite easy N: Yeah	47-52
Copying text	I: Yeah [pause] and what kind of writing did you do N: We were just copying everything from the board	53-54
Increased academic expectations	I: [laughs] So [pause] when your maths teacher saw that you could do the maths questions easily [pause] did you get set anything more difficult N: Yeah they gave me harder work	57-60
Unclear academic expectations	I: Good and can you tell me about what you do in maths now N: The same thing that we did on the first day	61-62
Lack of new to English provision	I: The same thing [pause] and on your first day were you in the classroom with all the other children during your lessons N: Yeah straightaway I was with everyone else	63-65
Access to adults that speak the home language	I: Can you tell me a bit about what that was like for you N: There's a teacher that speaks Hungarian in here so sometimes she helps me	66-68
Inconsistent academic support	I: Okay [pause] how often do they help you N: She explains things for me and she doesn't help often but she reads for me too whilst I write answers	71-73
Quality of educational differentiation	I: Do you understand what you're writing N: [laughs] I copy everything from the board and I never understand what I'm writing	76-78
Lack of understanding	I: A little [pause] and who has helped you to learn that little bit	176-179

	N: I don't really learn much in lessons because I don't understand what is going on I don't understand anything that the teachers say to me or anything I'm reading and writing	
Peer support	I: Have you and Sarah been friends ever since N: Yeah [pause] Sarah actually helps me in my lessons	91-92
	I: So do you and Sarah in all of your lessons together N: All of them are together I: And do you get to sit together N: [nods]	144-147

Sub-ordinate Theme Two: Adult/pupil relationships

Initial Codes	Quote	Line number
Positive first day experiences	I: Have you been able to have any conversation with teachers N: The first day everybody was really nice but after that nobody is really nice to me anymore [pause] none of the teachers	133-135
No trust in adults	I: Does this make you feel as if the adults here won't help you with any problems you do have N: I don't trust the teachers [pause] no I: Are there any teachers here that you can trust N: Only the teacher than can speak Hungarian because she is really good in maths I: Is there anything else that teachers have done for you to feel as if you can't trust them N: No	134-132
Poor adult relationships	I: Aaah what's that teachers name N: I can't remember	69-70
Adult responses to negative peer behaviour	N: because there was one teacher when this happened and she didn't do anything she didn't say anything	121-123

Sub-ordinate Theme Three: Preferred educational provision

Initial Codes	Quote	Line number
Preferred future	N: I also got another three cousins who go to a different secondary school so I want to go there because I would have people there	17-19
	N: I just want to go to the same school as my cousins	83-84
	N: but if I was in the other school I would be happy because I would have people to talk to I would have friends and be able to talk about things friends talk about but I've got nobody and because I can't speak English I can't make other friends and [pause] if I was at this other school it would be even closer to my house	226-231
	I: And do you think school can help you with this N: Not here but at the other school I can because my cousins want to become hairdressers and they're getting help to do it I: Ah what kind of help are they getting N: They haven't told me	253-257
Family taking steps for change	N: erm my parents went to look round another school with me and they have been told they don't have any places but now my cousins have said that now they actually have places in Year 7 and Year 11 so I could go there with my brother and erm	220-224
Preference for peers sharing home language	N: there are lot of people from Slovakia and Hungary so I could talk to them I: Mhmm [pause] do you think school would be better for you if you had people here that could speak languages that you do N: Yes	19-23
Sense of dependency	I: Why do you think it would be better at your cousins' school N: Because my cousins are there they could help me with everything	85-86
Option for feeling included elsewhere	I: What do your cousins at the other school say about it N: They say it's a good school [pause] they're happy there and they want me to be there too	232-234

Candidate Theme Four: Experiencing and managing peer conflict

Sub-ordinate Theme One: Experiencing and managing peer conflict

Initial Codes	Quote	Line number
Negative verbal language from peers	I: What kind of things did he say to provoke you? N: He was telling me horrible things in English [pause] he was erm [pause] he was calling me naughty things in English and calling my parents naughty thing in English and saying he would do naughty things to my mum	32-36
	I: Okay [pause] you told me about your first day when a boy kicked your chair [pause] have any other things like this happened N: There is a girl that is really tall and really big [pause] when we were in PE she came over and she started saying what what what what is it so I said well what is it and she called me a bitch	109-113
Unprovoked confrontation	N: he provoked me and started on me	30-31
Negative physical behaviour from peers	I: Okay [pause] can you tell me about what happened on your first day here N: On my first day in school I was sat in my chair and this black boy kicked my chair to the point where I actually fell off it	28-30
Verbal retaliation to peers	I: And what did you say back to that N: I said to him to stop saying horrible things about me and my mum but I said it in Slovak but he understood a few things	37-39
Negative interactions with peers ceased	N: so from then he hasn't done it anymore I: Mmm he's not doing it anymore N: No	39-42
	I: Is this girl someone who says things like this to you a lot N: No she's not really nice to me and it's happened twice but since then it's [pause] nothing happen again	114-116
Communicating school challenges to parents	I: [laughs] so I just want to go back to talking about what you mentioned before [pause] when that boy said some horrible	188-191

	things about you and your mum did you tell mum and dad N: [nods]	
Parental responses to school challenges	I: And what did mum and dad say about this N: Erm they said that they would come to the school the next day and tell the teachers to stop this so that the boy would stop saying all of the horrible things to me I: Mhm and dad came in about that didn't he N: [nods] I: What happened there N: My dad said to the teachers that if the boy will start on his little girl again they would take me away from the school and they wouldn't let me go in because its not on that a boy starts on a girl [pause] it's not nice [pause] they would accept it if it would be a girl but because it was a boy it was [pause] well not nice	192-203

Candidate Theme Five: Establishing and feeling part of a peer group

Sub-ordinate Theme One: Friendships

Initial Codes	Quote	Line number
Singular friendship	I: Do you have any other friends in school N: No [pause] just Sarah	107-108
	I: And how do you find speaking with other students N: With Sarah I can sort of talk and she talks to me and she's really nice	136-137
Developing peer relationships	I: Okay [pause] can you tell me about what you did during break and lunch times when you first started here N: I was sat down and Sarah came over to me and she tried to talk to me but I said I could not speak English so she said okay I: Have you and Sarah been friends ever since N: Yeah	87-90
Humour within friendship	I: Ah yeah [pause] has Sarah been able to teach you any words N: [laughs] no	184-187

	<p>I: Have you taught Sarah and Hungarian or Slovak words</p> <p>N: Just little bits like hello [pause] and a few rude ones [laughs]</p>	
Peers providing practical support	<p>I: Can you tell me about what she does</p> <p>N: If I go to different lessons she always goes with me and tells the teachers that I can't read and write in English so she tells them that I need help</p> <p>I: Does Sarah help you get to all of your lessons or do you know your way around school by yourself?</p> <p>N: She always takes me around the school and shows me where to go [pause] she always helps me to go with her</p> <p>I: And what other kinds of things does Sarah do to help you</p> <p>N: Nothing else</p>	93-102

Candidate Theme Six: Personal qualities and reflections on school situations

Sub-ordinate Theme One: Self-image

Initial Codes	Quote	Line number
Poor self-image	<p>N: but with the other students the people are much bigger than me so they don't want to talk to someone small like me [pause] they only want to talk to the big kids</p> <p>I: And do you find that this is the same when you talk to everyone else in Year 7</p> <p>N: Yeah</p>	137-143
Social desirability	<p>I: And can you tell me about how you get along with other students</p> <p>N: I get on fine with them</p>	117-118

Sub-ordinate Theme Two: Negative feelings

Initial Codes	Quote	Line number
Sense of hopelessness	N: It is really bad in school now	220

Sense of isolation	N: even I don't like this school because I've got nobody [pause] I don't have any friends in here apart from Sarah	14-16
	N: my brother is going to college next year so I'm going to be here all alone	82-83
Sense of loneliness	N: but after that nobody is really nice to me anymore [pause] none of the teachers	134-135
	N: I'm very sad because I've got nobody in here there's nothing to do there's nothing in this school	224-226
Perceived inability to change	I: What do you think teachers could do to help you understand a little better N: There's nothing they can do	81-82

Candidate Theme Seven: Learning English as an additional language

Sub-ordinate Theme One: Learning English as an additional language

Initial Codes	Quote	Line number
Language barriers to forming friendships	N: she tried to talk to me but I said I could not speak English so she said okay	89-90
Language barriers	I: Good [pause] and when things haven't gone well like with this girl have you been able to tell a teacher about what's gone on N: Erm no because I can't speak English well	119-121
Communication difficulties due to language	N: I don't have any friends in here apart from Sarah but even with her it's hard to talk to erm	15-17
Independent learning	N: when I go home I go on google translate I teach myself	179-180
Basic language development	I: And what have you learnt so far N: Things like sit down [pause] what are you doing [pause] when the teachers say these things to me now I know [pause] yeah	181-183
Reflections on language development	I: I see [pause] and do you feel like you've learnt a lot of English since you have been here N: Just a little bit	173-177

	I: A little [pause] and who has helped you to learn that little bit N: I don't really learn much in lessons	
Family support with language learning	I: And have your cousins managed to learn good English at the other school N: They both have really good Hungarian and English I: So have they been helping you to learn English N: Every Saturday and yesterday I sleep at my cousins house so they teach me there as well	243-247

Candidate Theme Eight: Aspirations for the future and the school response

Sub-ordinate Theme One: Aspirations

Initial Codes	Quote	Line number
Aspirations for language learning	I: Is learning English important to you N: Yes because I want to be very good at English	248-249
Career aspirations	I: Good [pause] and do you know what you might want to do when you're older N: I'd like to be a hairdresser or hair artist	250-252

Appendix 25: Tables of emergent and sub-ordinate themes for Benes presented according to candidate themes

Candidate Theme One: Family context and its links to the school and wider community

Sub-ordinate Theme One: Family views, skills and relationships

Initial Codes	Quote	Line number
Sharing family views	I: Do the other boys listen to your brother when he talks to them B: No they don't listen to him but he's like me erm sometimes he really wants to fight them but then he's scared that he's going to hurt them too much and he's going to be liable	196-199
Starting school with a sibling	B: My brother was there as well and he could already [pause] he already knew the alphabet	27-28
Use of family to support communication issues	I: Like the times where mum tries to call school because things aren't going right for you B: Er yeah but sometimes now mum asks my sister the school because she can speak English and she always [pause] tries to sort it out	288-291
Parental English speaking skills	I: Does mum speak any English B: [shakes head]	275-276

Sub-ordinate Theme Two: Home/School communication

Initial Codes	Quote	Line number
Parental awareness and responses to peer conflict	I: Thank you [pause] so when you go home what do you tell your family about school B: My mum [pause] it's actually getting on mum's nerves now she's really angry because the other day we were being chased around the school and I'd fallen and ripped my trousers and I was covered in mud so mum didn't like it	269-274
Poor home/school communication	I: Does mum ever get the chance to speak to him	279-287

	<p>B: Mum always tries to ring but she is always told that they will ring back but nobody ever does</p> <p>I: Yeah so even though there is someone in school she can speak in Slovak to nobody ever gets back in touch</p> <p>B: [nods]</p> <p>I: What does mum say to you about that</p> <p>B: She's very angry about it but also school only ever rings her when I'm not in school they don't ring any other time</p>	
Home/school communication	B: she would organise meetings for us and parents sometimes she would even err send the other boys home for behaviour	208-210

Sub-ordinate Theme Three: Engaging with the Slovak community

Initial Codes	Quote	Line number
Connections to the Slovak community	<p>I: Mm [pause] did you know anyone in this school before you started coming here</p> <p>B: I knew most of the Slovak students in here</p>	8-10
Transference of friendships	<p>I: How did you know them</p> <p>B: I met Marek and his brother for the first time in [pause] we met outside</p>	11-12
Slovak community	<p>I: Outside school</p> <p>B: Yeah around my area</p> <p>I: I see so you live near each other</p> <p>B: [nods]</p> <p>I: And were you friends with them before you started here</p> <p>B: [smiles and nods]</p>	13-18
Potential for gang culture	B: Sometimes we try to get all of our friends who are older like 18 or 17 and we want to meet them all after school to have a fight but then I keep saying what's the point because it's only going to get worse at school	239-22
Sense of belonging	<p>I: In what ways did it get better for you</p> <p>B: It got better because I felt like there was other people like me and I wasn't feeling alone because [pause] especially the first time I was in school I felt like I was alone and had nobody but then I found friends</p>	74-78

Candidate Theme Two: The impact of educational provision and relationships with school adults

Sub-ordinate Theme One: Mainstream provision

Initial Codes	Quote	Line number
Difficulty in accessing curriculum	I: What certain things are these B: Reading	98-99
Academic support	B: err he was helping me all the time as well in the lessons most of the things worked but then after a while the teachers seemed to not sort of	41-44
	I: Mmm and can you tell me about what happened with teachers and what they did when you went into their lessons B: They were helping me all the time	79-81
Reduction of academic support	I: And has this stayed the same throughout your time in school B: Erm I don't get any help from the teachers anymore because they say I've been here long enough and that I should be able to do everything on my own [pause] sometimes I [pause] sometimes they say I can come to see them but [pause] I don't want to	82-86
Access to adults speaking home language	I: So what kind of things didn't work well for you B: Mr Holubova [pause] he speaks Czech and Slovak	40-41
Awareness of cultural differences	I: Are you talking here about just you or all the students in your class B: There was four Slovak students in that lesson and the rest were Asians	45-46
Change in teacher treatment	B: but then after a while the teachers seemed to not sort of [sighs] greet me and even the students anymore	43-44
Differential treatment amongst pupils from different nationalities	I: Was there a difference between the way that the teachers treated different students B: They were helping us more than the Asian students	47-49
Lack of communication	I: Had anyone explained to you why you aren't getting that help anymore	112-113

between school and pupils	B: [shakes head]	
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Sub-ordinate Theme Two: Adult/Pupil relationships

Initial Codes	Quote	Line number
Adult awareness of cultural peer conflict	B: even one of the teachers told us to be aware of the other Asian students and he actually told us to watch out because he knows that they're after us [pause] and he also said that he won't do anything about it he doesn't know who started it and [pause] to just get on with it	155-159
Avoiding lessons and refusal to follow adult instruction	I: So before you came into this room there was something that happened with a teacher who seemed cross with you [pause] could you tell me what happened there B: [laughs] We were skiving the first lesson somehow we got found I don't know how they found us because usually they can't but when we got found we started to run away	250-255
Removing adult support figure	but Miss Morgan when she used to work here she used to help us she always used to solve it for us but then after she left nobody does it I: What did Miss Morgan do to help you B: Err she used to always try to solve it sometimes she would sit us all in the same room so we would try to talk it out [pause] she would organise meetings for us and parents sometimes she would even err send the other boys home for behaviour I: And this doesn't happen anymore B: [shakes head] I: How did Miss Morgan leaving affect you and the other Slovak students B: When she left [pause] when she was here it was really good when she left it was really bad [pause] now we can't do anything again so now we can't even go to lunch because they keep bumping into us when we go to the canteen they just keep starting on us	203-217

Lack of adult response to peer conflict	<p>I: Is that the only things they say to you</p> <p>B: Sometimes they chase after us all over the school [pause] sometimes they even swear or shout at us in front of the teachers and they never do anything</p> <p>I: Are they swearing in English at you</p> <p>B: [nods]</p> <p>I: So the teachers do understand what they are saying</p> <p>B: [nods]</p> <p>I: How do the teachers respond to this</p> <p>B: Ignore</p>	143-152
Lack of trust in adults	<p>I: So you made what teachers felt was the right choice and came into school</p> <p>B: [laughs] My friend actually said to stop listening to the teacher because he could be lying that you were here</p>	261-263

Candidate Theme Three: Gaining access to and adjusting to new-to-English provision

Sub-ordinate Theme One: New-to-English provision

Initial Codes	Quote	Line number
School induction	B: The first day we were shown round by one of the Polish teachers	58
Visual aids to support orientation	<p>I: And err could you remember your way around</p> <p>B: Err it took me about four days before I got to know my way around and also there was a little help because there are some boards that direct you to different rooms and they have arrows</p> <p>I: Ah that must be helpful</p> <p>B: [nods]</p>	59-64
New-to-English provision	<p>I: Good so can you remember what happened on your first day of school</p> <p>B: Err when we first came here Mrs Hussain took us into a room and we started learning the alphabet</p> <p>I: Did you know the English alphabet already</p> <p>B: I only knew a little bit</p> <p>I: Did Mrs Hussain speak any Slovak to you</p>	20-25

	B: No	
Suitability of new to English provision	I: What other things did you do on your first day B: Reading and colouring I: Can you tell me which bits were helpful for you B: Some things [shrugs]	36-39
Early learning practices for learning literacy skills	B: There were letters placed on the floor and we had to turn them over and that's how we were learning	34-35
Reduced new-to-English provision	I: Okay so can you tell me more about what happened on your first week here B: After the first day I went into normal lessons that I'm in now I: So you had one day of learning the alphabet and then straight into regular classes with everyone else B: [nods]	65-70
Lack of new-to-English provision	B: We only sort of got taught to read on that first day for one day [pause] it wasn't enough	102-103

Sub-ordinate Theme Two: Difficulties in obtaining a school place

Initial Codes	Quote	Line number
Finding a school place	B: Mum was the one who sorted it out and this lady came to our house and then she took us to the school	4-5
LA issues in finding a school place	I: Okay do you know why it was this school B: There wasn't a place in any of the other schools so I had to come here	6-7

Candidate Theme Four: Experiencing and managing peer conflict

Sub-ordinate Theme One: Experiencing and managing peer conflict

Initial Codes	Quote	Line number
Peers directing negative language towards family	I: Mm and do you ever say anything to them when this happens B: Err just last month um we were walking around the school with my friend and one	167-170

	of the boys said “what” to him and then he said that he would shag my mum so I said the same thing to him	
Peers use negative language based on nationality	<p>I: Are there any students that you don’t get along with</p> <p>B: Yeah there are some that when they see us they keep shouting things like “Slovakos” or “Czeckos” [pause] that sort of thing</p>	133-135
Peers use of negative physical behaviour	<p>I: Yeah [pause] so when you say that they chase you around school [pause] do they ever catch up with you</p> <p>B: No it’s just sometimes when we walk around school they walk into us or budge us or push us</p>	163-166
Perceptions of peers	<p>I: Do you know why they do this to you</p> <p>B: Because they’re racist</p>	136-137
Sibling involvement in peer conflict	<p>I: Mm so how do you act instead</p> <p>B: Err I don’t do anything it’s just when my brother finds out he goes to them and tells them why are they starting on me and tries to solve it</p> <p>I: Mm so your brother tries to help you out</p> <p>B: Err no actually he’s just looking out for me because the boys will always try to start on the younger boys as they’re scared of the older boys and they think they’re better for starting on the younger ones so my brother just looks after me and watches out</p> <p>I: So your brother is older</p> <p>B: Year 11</p> <p>I: So he looks after his little brother</p> <p>B: [nods]</p>	183-195
Attempts to avoid peer conflict	<p>I: Is that somewhere that you have been told to go or where you choose to go</p> <p>B: We just go there but we still get the abuse because [pause] they always stand outside of the window showing us their middle finger shouting us “wusses” and that we are hiding there just saying horrible things</p> <p>I: When all you are doing is sitting in a room</p> <p>B: Yeah because we can’t really go to the canteen because we know there will probably end up being a fight so I’d</p>	221-231

	rather just go to that room and go home and just buy some food on the way home and eat there	
Fear of harm	I: So you sometimes go home for lunch B: [laughs] Yeah sometimes when we know that there is going to be a fight and it's really scary and very bad because some of them are also carry knives on them	232-235
Sense of determinism	I: Is there anything that you say back to them B: I don't say anything to them but if they go to hit me I will hit them back because I won't let them beat me	138-140

Candidate Theme Five: Establishing and feeling part of a peer group

Sub-ordinate Theme One: Friendships

Initial Codes	Quote	Line number
Spending time with friends	B: I just waited for my friends and then we went for lunch and breaks I: And where did you spend those times B: The canteen	54-56
Preference for peer speaking home language	I: Can you tell me more about what that was like B: It was a bit hard but then when I out there was other Slovak people in there it got a bit better	71-73
Friendships with English speakers	I: No [pause] do you have any friends in school whose first language is English B: Yes I do [pause] I know some	114-116
Communicating with English speaking friends	I: And how do you find it having a conversation with them B: I talk to them about things that I know how to talk about I: Could you give me an example B: Kind of everything but just not that hard bits I: Okay so the kinds of things that you like doing B: Things like what I'm doing after school and arranging to meet up I: Do you see your English friends outside of school	117-124

	B: Yeah	
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Candidate Theme Six: Personal qualities and reflection on school situations

Sub-ordinate Theme Two: Negative Feelings

Initial Codes	Quote	Line number
Sense of frustration	I: Yeah [pause] are you getting any extra help with learning English B: Erm I've been here for a year and I don't get any help anymore	106-107
Poor sense of value	I: And what's that like for you B: They're only looking out for the other students not us [pause] they only care about them [pause] not us	153-155
Sense of helplessness	I: Have you ever told any of the teachers about what is happening B: Nobody actually does anything anymore we keep reporting it for like three months and nothing gets done we just write it all down but there's no changes	200-203

Sub-ordinate Theme Three: Reflecting on challenging situations

Initial Codes	Quote	Line number
Reflection	I: Who initiates any trouble that happens B: It's always them that initiates it but sometimes we want to initiate it but then we have a think and [pause] we'd rather not	160-162
	B: [shakes head] Sometimes I really think about just having a fight with them but then I can't let myself because I just don't like fighting [pause] I don't want to fight [pause] and sometimes I am scared that I could hurt them too much and that would be on me	172-176
	B: but I said it's pointless er then we had to jump back over the fence because they told us that you were here so I said "boys lets go back because it's pointless [pause]	255-260

	she didn't come here for no reason so we need to go because it would be a waste of time if she would come and I wouldn't go	
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Candidate Theme Eight: Aspirations for the future and the school response

Sub-ordinate Theme Two: Aspirations and school responses to post-16 preferences

Initial Codes	Quote	Line number
Awareness of educational needs	I: No [pause] so what do you think of your English skills at the moment B: I still need to learn	104-105
Career aspirations	I: Hm thank you so have you had any thoughts about what you might like to do after school B: I have two dream jobs one is a mechanic or also maybe something like a farmer to maybe cut wheat or things like that	297-300
Awareness of action to achieve career aspirations	I: Ah okay [pause] do you know what else you need to do when you've left school to be a mechanic B: Yes I need to get to college and I need to do some courses there	312-314
School support for career aspirations	I: Yeah so are school doing anything to help you learn more about those options B: Not really just an hour a week with someone I: And what kind of things happen in this hour B: We keep recapping everything we keep putting everything on the board and we keep talking about everything about mechanics and we do activities	301-306
Interleaved learning to support career aspirations	I: And do you find that helpful B: Some of it helps [pause] I actually knew a lot about cars before but I didn't know it in English but this really helped me to understand it in English and learn the words like gas pedal and speedometer and things like that	307-311