An Exploration of how Secondary Schools Promote a Sense of Belonging with Pupils who are International New Arrivals (INA)

Hannah Cartmell

2013
## Contents

List of Tables ......................................................................................................................... 9  
List of Figures .......................................................................................................................... 12  
List of Abbreviations ............................................................................................................. 13  
Abstract ................................................................................................................................. 14  
Declaration ............................................................................................................................... 15  
Copyright Statement ............................................................................................................. 16  
Acknowledgements .................................................................................................................. 17  
Chapter 1 – Introduction ......................................................................................................... 18  
1.1. Socio-political Context .................................................................................................... 18  
1.2. International New Arrivals (INA) .................................................................................. 19  
1.3. My Involvement in the Research Area .......................................................................... 20  
1.4. The Role of Schools ....................................................................................................... 21  
1.5. Local Context .................................................................................................................. 21  
1.6. Introduction to the Present Study .................................................................................... 22  
1.6.1. Chapter 1: Literature review ...................................................................................... 23  
1.6.2. Chapter 2: Methodology ........................................................................................... 23  
1.6.3. Chapter 3: Results ...................................................................................................... 23  
1.6.4. Chapter 4: Discussion ............................................................................................... 24  
Chapter 2 - Literature Review ............................................................................................... 26  
2.1. Introduction ................................................................................................................... 25  
2.2. International New Arrivals ........................................................................................... 25  
2.3. Migration Processes ....................................................................................................... 27  
2.4. An Ecological Approach ............................................................................................... 35  
2.5. Resilience ....................................................................................................................... 38  
2.6. Sense of Belonging ........................................................................................................ 40  
2.6.1. Definition of belonging ............................................................................................. 40  
2.6.2. The importance of belonging .................................................................................... 41  
2.6.3. Belonging and International New Arrivals ............................................................... 42  
2.6.4. School factors and belonging .................................................................................... 45  
2.7. The Role of Schools ....................................................................................................... 47  
2.8. Current Guidance .......................................................................................................... 53  
2.9. European Perspective ..................................................................................................... 53
2.10. Summary of the Literature Review ................................................................. 55
2.10. Knowledge Gap .......................................................................................... 56
2.11. Aims and Objectives .................................................................................. 57
Chapter 3 - Methodology .................................................................................... 59
3.1. Introduction .................................................................................................. 59
  3.1.1. Rationale .................................................................................................. 59
  3.1.2. Research aims ......................................................................................... 60
  3.1.3. Research questions ................................................................................ 60
3.2. Research Design .......................................................................................... 61
  3.2.1 Introduction .............................................................................................. 61
  3.2.1 Qualitative research ................................................................................ 61
  3.2.2. Ontological and epistemological position ............................................ 63
  3.2.3 Axiology .................................................................................................. 65
  3.2.4. Summary of research principles ......................................................... 66
3.3. Case Study Methodology ............................................................................ 67
  3.3.1. Introduction ............................................................................................ 67
  3.3.1 Case study design of this study ............................................................... 68
    3.3.1.1 Questions ........................................................................................... 70
    3.3.1.2. Propositions ...................................................................................... 70
    3.3.1.3. Units of analysis ............................................................................... 71
    3.3.1.4. Linking data to propositions and criteria for interpreting the findings 72
  3.3.2. Summary of case study design ............................................................... 74
3.4. Evaluative Criteria ...................................................................................... 74
  3.4.1 Introduction ............................................................................................. 74
  3.4.2. Sensitivity to context ............................................................................ 75
  3.4.3. Commitment and rigour ...................................................................... 76
  3.4.4. Transparency and coherence ............................................................... 78
  3.4.4. Impact and importance ........................................................................ 79
  3.4.6 Summary of evaluative criteria ............................................................... 79
3.5. Sampling and Participant Recruitment ...................................................... 79
  3.5.1 Introduction ............................................................................................. 79
  3.5.2 The participating schools ...................................................................... 80
  3.5.3. Semi-structured interviews ................................................................ 82
  3.5.4. Peer focus groups ................................................................................ 83
3.6. Data Gathering Methods .............................................................................................................. 86
3.6.1 Introduction ............................................................................................................................... 86
3.6.2 Gaining INA pupil’s perceptions of Belonging ........................................................................ 87
  3.6.2.1 Alternative methods to measure belonging ........................................................................ 87
  3.6.2.2 Semi-structured interviews ................................................................................................. 88
  3.6.2.3 Pilot study .......................................................................................................................... 89
  3.6.2.4 The use of interpreters ........................................................................................................ 90
3.6.3 Focus groups methodology ........................................................................................................ 91
  3.6.3.1 Staff focus groups ............................................................................................................... 92
  3.6.3.2 Peer focus groups ............................................................................................................... 92
3.6.4 Summary of data gathering methods ...................................................................................... 93
3.7. Data Analysis Methods ................................................................................................................. 93
3.7.1 Introduction ............................................................................................................................... 93
3.7.2 Partial transcription .................................................................................................................. 94
3.7.3 Thematic analysis ...................................................................................................................... 94
3.7.4 Using data analysis software - NVivo 10 ................................................................................ 97
3.7.5 Deductive and inductive coding .............................................................................................. 97
3.8. Critique of Method ....................................................................................................................... 98
3.8.1 Case study design .................................................................................................................... 98
3.8.2 Sampling procedures ............................................................................................................... 99
3.8.3 INA pupils ............................................................................................................................... 100
3.8.4 Qualitative methods and thematic analysis ............................................................................ 100
3.9. Ethical Considerations ................................................................................................................. 102
3.9.1 Introduction ............................................................................................................................... 102
3.9.2 Ethical approval ....................................................................................................................... 102
3.9.3 Using INA pupils as the focus of the study ............................................................................ 102
3.9.4 Protection of participants ........................................................................................................ 103
3.9.5 Informed consent ..................................................................................................................... 104
3.9.6 Confidentiality ........................................................................................................................ 104
3.9.7 Access to research findings and dissemination ....................................................................... 105
3.9.8 Disclosures and debriefing ...................................................................................................... 105
3.9.9 The use of interpreters ............................................................................................................ 106
# 3.10 Summary of Methodology

Chapter 4 - Results

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1. Introduction</td>
<td>108</td>
</tr>
<tr>
<td>4.2. Research Question One (RQ.1): How do school staff, INA pupils and their peers define belonging for INA pupils?</td>
<td>108</td>
</tr>
<tr>
<td>4.2.1. School A</td>
<td>108</td>
</tr>
<tr>
<td>4.2.1.1. Organising theme: positive emotions</td>
<td>109</td>
</tr>
<tr>
<td>4.2.1.2. Organising theme: personal development</td>
<td>110</td>
</tr>
<tr>
<td>4.2.1.3. Organising theme: support from others</td>
<td>113</td>
</tr>
<tr>
<td>4.2.1.4. Organising theme: fitting in</td>
<td>117</td>
</tr>
<tr>
<td>4.2.2. School B</td>
<td>120</td>
</tr>
<tr>
<td>4.2.2.1. Organising theme: positive emotions</td>
<td>120</td>
</tr>
<tr>
<td>4.2.2.2. Organising theme: personal development</td>
<td>123</td>
</tr>
<tr>
<td>4.2.2.3. Organising theme: support from others</td>
<td>125</td>
</tr>
<tr>
<td>4.3. Research Question Two (RQ 2): What current strategies do school staff perceive as promoting a sense of belonging for INA pupils and what challenges do they face?</td>
<td>132</td>
</tr>
<tr>
<td>4.3.1. School A</td>
<td>133</td>
</tr>
<tr>
<td>4.3.1.1. Organising theme: challenges</td>
<td>134</td>
</tr>
<tr>
<td>4.3.1.2. Organising theme: school ethos</td>
<td>137</td>
</tr>
<tr>
<td>4.3.1.3. Organising theme: induction process</td>
<td>140</td>
</tr>
<tr>
<td>4.3.1.4. Organising theme: holistic support</td>
<td>142</td>
</tr>
<tr>
<td>4.3.2. School B</td>
<td>147</td>
</tr>
<tr>
<td>4.3.2.1. Organising theme: challenges</td>
<td>148</td>
</tr>
<tr>
<td>4.3.2.2. Organising theme: school ethos</td>
<td>150</td>
</tr>
<tr>
<td>4.3.2.3. Organising theme: induction process</td>
<td>152</td>
</tr>
<tr>
<td>4.3.2.4. Organising theme: holistic support</td>
<td>153</td>
</tr>
<tr>
<td>4.4. Research Question Three (RQ 3): How are the strategies used to promote a sense of belonging experienced by INA pupils and their peers?</td>
<td>158</td>
</tr>
<tr>
<td>4.4.1.1. Organising theme: interaction with peers</td>
<td>159</td>
</tr>
<tr>
<td>4.4.1.2. Organising theme: interaction with teachers</td>
<td>162</td>
</tr>
<tr>
<td>4.4.1.3. Organising theme: communication</td>
<td>164</td>
</tr>
<tr>
<td>4.4.1.4. Organising theme: adjusting to new environment</td>
<td>166</td>
</tr>
</tbody>
</table>
4.4.1.5. Organising theme: links to family ................................................................. 172
4.4.2. School A: Longer Term Experiences .............................................................. 173
  4.4.2.1. Organising theme: school environment ......................................................... 174
  4.4.2.2. Organising theme: interactions with teachers .............................................. 174
  4.4.2.3. Organising theme: progress ........................................................................ 176
  4.4.2.4. Organising theme: communication .............................................................. 180
  4.4.2.5. Organising theme: interactions with peers ................................................... 182
  4.4.2.6. Organising theme: religious tensions .......................................................... 185
4.4.3. School B: First Day Experiences ..................................................................... 186
  4.4.3.1. Organising theme: interactions with peers ................................................... 187
  4.4.3.2. Organising theme: interaction with teachers ................................................ 189
  4.4.3.3. Organising theme: communication .............................................................. 192
  4.4.3.4. Organising theme: adjusting to new environment ........................................ 195
4.4.4. School B: Longer Term Experiences .............................................................. 200
  4.4.4.1. Organising theme: interactions with peers ................................................... 201
  4.4.4.2. Organising theme: interactions with teachers .............................................. 204
  4.4.4.3. Organising theme: communication .............................................................. 207
  4.4.4.4. Organising theme: school environment ....................................................... 210

Chapter 5 - Discussion ............................................................................................. 211

5.1. Introduction ........................................................................................................ 213

5.2. Research Question One: How do school staff, INA pupils and their peers define belonging for INA pupils? .............................................................. 214
  5.2.1. Cross-case comparisons and conclusions. ....................................................... 214
    5.2.1.1. The role of schools .................................................................................... 215
    5.2.1.2. Language support .................................................................................... 216
    5.2.1.3. Promoting multiculturalism ...................................................................... 217
    5.2.1.4. Positive relationships .............................................................................. 218
    5.2.1.5. Summary ................................................................................................ 219

5.3. Research Question Two: What do secondary schools currently do to promote a sense of belonging with INA pupils and what challenges do they face? .................. 219
  5.3.1 Cross-case comparisons and conclusions. ....................................................... 220
    5.3.1.1. Holistic support ....................................................................................... 221
    5.3.1.2. Clash of cultures ..................................................................................... 223
    5.3.1.3. Multi-cultural school ethos ...................................................................... 224
    5.3.1.4. Valued role of EAL staff ......................................................................... 225
Appendix I – Participant Information and Consent Forms........................................... 296
Appendix J – Example of Student Feedback ................................................................. 311

Word Count: 45,609
List of Tables

Table 3.1: Outline of the Research Design .................................................................61
Table 3.2: Subjective - Objective Dimension (Burrell and Morgan, 1985) .................64
Table 3.3: Participating Schools .............................................................................80
Table 3.4: Inclusion and Exclusion Criteria for INA pupils .....................................82
Table 3.5: INA pupil interviews participants ..........................................................83
Table 3.6: Peer focus group participants .................................................................84
Table 3.7: Staff focus group participants .................................................................85
Table 3.8: Research questions and associated data gathering methods ..................86
Table 3.9: The phases of thematic analysis based on Braun and Clarke (2006) .........94
Table 4.1: RQ 1 - School A organising theme: positive emotions ... .................110
Table 4.2: RQ 1 - School A organising theme: personal development .............111
Table 4.3: RQ 1 - School A basic theme: communication ....................................112
Table 4.4: RQ 1 - School A basic theme: understood as a person .....................113
Table 4.5: RQ 1 - School A organising theme: support from others ..............114
Table 4.6: RQ 1 - School A basic theme: attitude of others .........................115
Table 4.7: RQ 1 - School A basic theme respecting cultural and religious differences ..........................................................116
Table 4.8: RQ 1 - School A organising theme: fitting in .....................................117
Table 4.9: RQ 1 - School A basic theme: friendships ..........................................118
Table 4.10: RQ 1 - School A basic theme: adjusting to new context...............119
Table 4.11: RQ 1 - School B organising theme: positive emotions ...................121
Table 4.12: RQ 1 - School B basic theme: feeling secure .................................122
Table 4.13: RQ 1 - School B basic theme: not feeling different .......................123
Table 4.14: RQ 1 - School B organising theme: personal development ............124
Table 4.15: RQ 1 - School B basic theme: communication ...............................125
Table 4.16: RQ 1 - School B organising theme: support from others ...............126
Table 4.17: RQ 1 - School B basic theme: attitude of others ............................127
Table 4.18: RQ 1 - School B basic theme: respecting cultural differences .......128
Table 4.19: RQ 1 - School B organising theme: fitting in ................................129
Table 4.20: RQ 1 - School B basic theme: friendships .......................................130
Table 4.21: RQ 2 - School A basic theme: emotional and behavioural difficulties ..........................................................................................................................135
Table 4.22: RQ 2 - School A basic theme: language barrier .............................136
Table 4.23: RQ 2 - School A basic theme: clash of cultures ..............................137
Table 4.24: RQ 2 - School A basic theme: inclusion ..........................................138
Table 4.25: RQ 2 - School A basic theme: celebrate cultural diversity ...............138
Table 4.26: RQ 2 - School A basic theme: staff working together .....................140
Table 4.27: RQ 2 - School A organising theme: induction process ....................141
Table 4.28: RQ 2 - School A basic theme: knowledge about INA pupils ...........142
Table 4.29: RQ 2 - School A organising theme: holistic support .....................143
Table 4.30: RQ 2 - School A basic theme: differentiation .................................144
Table 4.31: RQ 2 - School A basic theme: language support ............................145
Table 4.32: RQ 2 - School A basic theme: peer support.................................146
Table 4.33: RQ 2 - School B basic theme: religious differences.......................148
Table 4.34: RQ 2 - School B basic theme: language barrier................................149
Table 4.35: RQ 2 - School B basic theme: clash of cultures.............................150
Table 4.36: RQ 2 - School B basic theme: celebrate cultural diversity.............151
Table 4.37: RQ2 - School B basic theme: staff working together.......................152
Table 4.38: RQ 2 - School B organising theme: induction process.....................152
Table 4.39: RQ 2 - School B: organising theme: holistic support.....................153
Table 4.40: RQ 2 - School B: differentiation..........................................................154
Table 4.41: RQ 2 -School B basic theme: extra-curricular activities..................155
Table 4.42: RQ 2 - School B basic theme: language support............................156
Table 4.43: RQ 2 - School B basic theme: peer support......................................157
Table 4.44: RQ 3 - School A basic theme: negative behaviour..........................160
Table 4.45: RQ 3 - School A basic theme: academic support...........................161
Table 4.46: RQ 3 - School A basic theme: peers are welcoming .......................162
Table 4.47: RQ 3 - School A basic theme: teachers are welcoming...................163
Table 4.48: RQ 3 - School A basic theme: teachers are not welcoming................164
Table 4.49: RQ 3 - School A basic theme: EAL support.....................................165
Table 4.50: RQ 3 - School A basic theme: language barrier...............................166
Table 4.51: RQ 3 - School A basic theme: comparisons with other school experiences..................................................................................................................167
Table 4.52: RQ 3 - School A basic theme: new school systems..........................168
Table 4.53: RQ 3 School A - basic theme: size of school.....................................169
Table 4.54: RQ 3 - School A basic theme: navigating around school................170
Table 4.55: RQ 3 - School A basic theme: diversity within the school................171
Table 4.56: RQ 3 - School A basic theme: technology.......................................172
Table 4.57: RQ3 - School A basic theme: links to family....................................172
Table 4.58: RQ3 - School A organising theme: school environment.................174
Table 4.59: RQ3 - School A Organising theme: interactions with teachers........175
Table 4.60: RQ3 - School A basic theme: teaching strategies..........................176
Table 4.61: RQ3 - School A organising theme: progress...................................177
Table 4.62: RQ 3 - School A basic theme: motivation .......................................178
Table 4.63: RQ 3 - School A basic theme: adapting to school routine................179
Table 4.64: RQ 3 - School A basic theme: learning English..............................180
Table 4.65: RQ3 - School A basic theme: EAL support.....................................181
Table 4.66: RQ 3 - School A basic theme: language barrier...............................182
Table 4.67: RQ 3 - School A basic theme: peers are friendly............................183
Table 4.68: RQ 3 - School A basic theme: making friends.................................184
Table 4.69: RQ 3 - School A basic theme: safety/ bullying.................................184
Table 4.70: RQ 3 - School A organising theme: religious tensions....................185
Table 4.71: RQ 3 - School B basic theme: peers are welcoming.......................188
Table 4.72: RQ 3 - School B basic theme: negative behaviour..........................189
Table 4.73: RQ 3 - School B basic theme: academic support............................190
Table 4.74: RQ 3 - School B basic theme: teachers are welcoming....................191
Table 4.75: RQ 3 - School B basic theme: teachers are disrespectful...............192
Table 4.76: RQ 3 - School B organising theme: EAL support...........................193
Table 4.77: RQ3 - School B basic theme: language barrier.............................194
Table 4.78: RQ3 - School B organising theme: adjusting to new environment..............................................................................................................................196
Table 4.79: RQ 3 - School B basic theme: navigating around school........197
Table 4.80: RQ3 - School B: basic theme: diversity within the school........198
Table 4.81: RQ3 - School B basic theme: technology......................................................199
Table 4.82: RQ3 - School B basic theme: making friends.........................................201
Table 4.83: RQ3 - School B basic theme: peers are friendly.................................202
Table 4.84: RQ3 - School B basic theme: wider opportunities.............................203
Table 4.85: RQ3 - School B basic theme: negative interactions.............................204
Table 4.86: RQ3 - School B basic theme: teachers are supportive.........................205
Table 4.87: RQ3 - School B basic theme: teaching strategies.................................206
Table 4.88: RQ3 - School B basic theme: teachers are unsupportive....................207
Table 4.89: RQ3 - School B basic theme: EAL support..............................................208
Table 4.90: RQ3 - School B basic theme: learning English........................................209
Table 4.91: RQ3 - School B basic theme: language barrier.........................................209
Table 4.92: RQ3 - School B basic theme: welcoming environment......................210
Table 4. 93: RQ3 - School B basic theme: adjusting to new school environment..............................................................................................................................211
Table 4.94: RQ3 - School B basic theme: diversity within school............................212
List of Figures

Figure 2.1: Intercultural strategies in immigrant groups and in the receiving society (Berry, 2001)..................................................................................................................................................30
Figure 2.2: Bronfenbrenner’s (1979) Ecological Model.............................................................................................36
Figure 2.3: Theoretical Model: Dimensions of Belonging and Belonging as a Mediator (Faircloth & Hamm, 2005)...........................................................................................................................................44
Figure 2.4: Components of a school ecology (Waters, Cross & Shaw, 2010)............................................................48
Figure 3.1: Philosophical Framework for Thought and Practice (Ruona and Lynham, 2004)........................................................................................................................................................................66
Figure 3.2: Diagram illustrating the Units of Analysis within this study.................................................................72
Figure 4.1: School A - definition of belonging thematic map.......................................................................................108
Figure 4.2: School B - definition of belonging thematic map.......................................................................................119
Figure 4.3: School A: strategies thematic network map.............................................................................................132
Figure 4.4: School B: strategies thematic network map.............................................................................................146
Figure 4.5: School A first day experiences thematic network map...........................................................................158
Figure 4.6: School A longer term experiences thematic network map.................................................................172
Figure 4.7: School B first day thematic network map...............................................................................................185
Figure 4.8: School B longer term experiences thematic network map.........................................................................199
# List of Abbreviations

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPS</td>
<td>British Psychological Society</td>
</tr>
<tr>
<td>DCSF</td>
<td>Department for Children, Schools and Family</td>
</tr>
<tr>
<td>DfES</td>
<td>Department for Education and Skills</td>
</tr>
<tr>
<td>EAL</td>
<td>English as an Additional Language</td>
</tr>
<tr>
<td>EP</td>
<td>Educational Psychologist</td>
</tr>
<tr>
<td>EPS</td>
<td>Educational Psychology Service</td>
</tr>
<tr>
<td>HPC</td>
<td>Health Professions Council</td>
</tr>
<tr>
<td>INA</td>
<td>International New Arrivals</td>
</tr>
<tr>
<td>SENCo</td>
<td>Special Educational Needs Coordinator</td>
</tr>
</tbody>
</table>
Abstract

The University of Manchester:
Doctorate in Educational and Child Psychology

Hannah Cartmell

2013

“An exploration of how Secondary Schools promote a sense of belonging with Pupils who are International New Arrivals (INA)”

A ‘sense of belonging’ has been found to have positive effects for all children in school. However, it may be difficult to promote with INA pupils who face cultural, language and systemic barriers. To date, there has been little attempt at investigating the factors in school that can promote a sense of belonging for these pupils. This research attempts to fill some of the gaps in the research that have been identified. Unlike the other research that does exist in this field, the current study focuses on the experience of secondary school aged pupils specifically in UK schools.

Two secondary schools were identified to take part in the research through purposive sampling. One a mixed school and the other an all-boys school, both schools have experience of supporting INA pupils. Young people in Year 8-10 were selected as the focus of this research to avoid exam and transition periods. In total 5 INA pupils, 11 peers and 13 staff members contributed to the research. A case study design was used that involved 5 semi-structured interviews, 2 peer focus groups and 2 staff focus groups. The data were partially transcribed and thematic analysis was used to highlight key themes.

The findings revealed that ‘belonging’ is a complex, dynamic construct which may also have different cultural connotations. There are many shared themes in relation to conceptualizing belonging and the strategies that are used by the two schools. These findings have wide implications for schools’ practice in relation to supporting INA pupils to foster a sense of belonging and acculturate to their new home.
Declaration

I declare that no portion of the work referred to in this thesis has been submitted in support of an application for another degree or qualification of this or any other university or institute of learning.
Copyright Statement

i. The author of this thesis (including any appendices and/or schedules to this thesis) owns certain copyright or related rights in it (the “Copyright”) and s/he has given The University of Manchester certain rights to use such Copyright, including for administrative purposes.

ii. Copies of this thesis, either in full or in extracts and whether in hard or electronic copy, may be made only in accordance with the Copyright, Designs and Patents Act 1988 (as amended) and regulations issued under it or, where appropriate, in accordance with licensing agreements which the University has from time to time. This page must form part of any such copies made.

iii. The ownership of certain Copyright, patents, designs, trade marks and other intellectual property (the “Intellectual Property”) and any reproductions of copyright works in the thesis, for example graphs and tables (“Reproductions”), which may be described in this thesis, may not be owned by the author and may be owned by third parties. Such Intellectual Property and Reproductions cannot and must not be made available for use without the prior written permission of the owner(s) of the relevant Intellectual Property and/or Reproductions.

iv. Further information on the conditions under which disclosure, publication and commercialisation of this thesis, the Copyright and any Intellectual Property and/or Reproductions described in it may take place is available in the University IP Policy (see http://www.campus.manchester.ac.uk/medialibrary/policies/intellectual-property.pdf), in any relevant Thesis restriction declarations deposited in the University Library, The University’s regulations (see http://www.manchester.ac.uk/library/aboutus/regulations) and in The University’s policy on presentation of Theses.
Acknowledgements

“We build too many walls and not enough bridges”

Sir Isaac Newton

I would like to thank my family for their continuous support throughout this process. Especially my Mum and Dad who provided me with a ‘secure base’ and maintained their faith in me throughout the challenges of the last three years. They will probably be as relieved as I am when this is completed.

I am also hugely grateful to my fantastic friends and colleagues. I am very lucky to know such a great bunch of people whose dog-walking, home-cooked dinners, crafting, long chats, keep-fit classes and so much more have helped to keep me going.

A special thanks also goes to the two schools that took part in this research and in particular the two people that made all of this possible by sharing my enthusiasm and making everything run smoothly. I really would not have been able to do all of this without them.

Last but definitely not least, I would like to thank Caroline Bond for all of the invaluable advice, reassurance and cups of coffee she provided throughout the research process.
Chapter One: Introduction

1.1. Socio-political Context

When embarking on this research study data collected by the Office for National Statistics (Long Term International Migration, UK area 1991-2010) showed that there were 591,000 international migrants into the United Kingdom, this included those that were/had; a job in the UK, looking for work, moving to join relatives, studying in the UK and others that did not state a reason. Immigration is often framed negatively in the UK; “The immigration debate in the UK has always been conducted on the assumption that immigration is a problem, not an opportunity” (Robinson, 2006, p.387) and this is reflected in how immigration policy is reported; “Immigration fears of the young as almost three-quarters say it is a problem” (Doyle, 2011, February 22). Immigration is also often linked in with debates regarding racism in the UK; an example of this was evident through the media coverage surrounding the murder of a man from India who was studying in the UK, “Persuade us Britain is not racist, say family of murdered Indian student” (Gupta, 2011, December 31)

Since the 1960s British Governments have adopted a two-pronged strategy regarding the impact of migration; on one hand they have introduced policies to promote equality of opportunity and condemn overt racial discrimination, while on the other they have adopted increasingly strict policies to limit the population belonging to ethnic minorities through immigration controls (Robinson, 2006) Since starting this research immigration has become increasingly enmeshed with political debate and responses to the current economic climate. Right-wing political parties have profited from un-rest among the UK population amid job losses and benefit cuts. They have been able to manipulate the current economic context to portray immigration as a ‘threat’. 
Debates regarding immigration have intensified in recent months due to announcements by the Government regarding tougher immigration policies, including blocking access to National Health Service (NHS) and council housing for those from outside the European Union (EU). This is in parallel to relaxing entry rules for Romanian and Bulgarian immigrants at the end of 2013. Recent developments have caused some to fear the impact this may have and has sparked renewed hostility towards immigrants. “The debate over immigration in Britain has taken a worrying turn and is fuelling stereotypes and hostility towards migrants” (Travis & Malik, 2013, March 29). On one side of the argument, people are calling for a halt on immigration during times of economic hardship whilst on other it is argued that Britain cannot cope without the contribution to the economy by migrant workers, “Halting immigration 'would cost UK £18bn in five years'” (Merrick, 2013, March 31).

1.2. International New Arrivals (INA)

The focus of this research is young people who are International New Arrivals (INA). ‘International New Arrivals’ is a broad term that encompasses both forced migrants (those that are forced to leave their country of origin and are seeking refuge in the UK) and voluntary migrants (those that leave their country of origin voluntarily to seek work in the UK).

The education of INA is grounded in international and national law and legislation. The United Nations Convention on the Rights of the Child (UNCRC) states that access to an education is a fundamental and universal right with every child having the right to an education regardless of their nation, gender, race or social class (United Nations, 1989) this also includes children whose immigration status is still being determined. The Race Relations (Amendment) Act (2000) states that schools have a ‘general duty’ to; eliminate unlawful racial discrimination, promote equality of opportunity between persons of
different racial groups and promote good relations between persons of different racial
groups. Government guidance has also been published regarding how best to support
New Arrivals in schools, the ‘New Arrivals Excellence Programme Guidance’
(Department for Children, Schools and Families (DCSF), 2007) outlines what schools
can do to assess and meet the needs of INA. In recent years many schools have worked
to implement this legislation whilst rising to the challenges of increased immigration.

1.3. My Involvement in the Research Area

Prior to starting the Doctorate in Child and Educational Psychology I worked for an
Educational Psychology Service (EPS) in a very diverse and multicultural city where
large numbers of International New Arrivals were attending local schools. As a response
to this a development group within the EPS developed a training package for schools.
The training was based on psychological theory and research and aimed to explore the
experience of new arrivals within a resiliency framework. I had experience of delivering
the training to various settings and evaluating its impact. Responses to the training were
positive but there were some common themes that emerged from the feedback that
indicated that although school staff now had a greater understanding of the psychological
theory regarding this group, they still wanted greater practical resources regarding what
to do. I was keen to build on this and develop the next step, to translate psychological
theory regarding the risk and protective factors that can impact on this group into what
schools can do to support INA. Informed by research regarding risk and protective
factors I decided to focus on the construct of belonging and what schools can do to
promote a sense of belonging.
1.4. The Role of Schools

Supporting INA in schools is not a recent phenomenon. Rutter (2006a) in the book ‘Refugee Children in the UK’ describes the introduction of Eastern European Jewish children into East London schools as far back as 1900. Research has shown that schools may play a pivotal role in supporting refugees and INA more generally to successfully integrate into the UK. “It is no exaggeration to say that refugee children’s well-being depends to a major degree on their school experiences, successes and failures.” (Hek, 2005a, p.29). School is considered to be a significant factor in helping refugee children and their families to start settling in to a new life and become included in a new community (Macaskill, 2002). However, there has been limited research that has explored the school experiences for INA pupils. Reynolds (2008) highlights that “a good understanding of the impacts and experiences of migrant children in UK schools is critical because there are large numbers of them and because schools have an important role in forming community cohesion” (p.2). Despite the important role that schools have in supporting the integration of INA not only in school but also in the wider community, in 2010 the Government decided that schools no longer have a legal duty to promote community cohesion; “Community cohesion slips off Ofsted's agenda” (Shepherd, 2010, October 20). Such a decision may impact on how schools seek to include INA in their school community.

1.5. Local Context

The context of my current fieldwork placement and where this research will be conducted is an urban, inner city service. Many International New Arrivals have been accommodated in the area since changes in Government policy 15 years ago saw INA being dispersed across the UK. At that time, high numbers of INA were arriving in the local area with approximately half being asylum seekers and refugees, the local authority
received funding to develop support services for children within this group through the Ethnic Minority Achievement Grant (EMAG) and the Children’s Fund. Several services were established to support schools, provide practical support for families and when children have experienced trauma to provide therapeutic input. These services have developed over time and continue to support INA both at home and in school.

“Oldport\textsuperscript{1} is an international city that continues to attract people from across the world. There are 190 languages spoken here and 33% of our children are bi-lingual or multi-lingual. This year schools admitted over 1200 children who were International New Arrivals”. (Anonymous, 2012) This highlights the need for effective school practices to support this group in local schools. Several schools in the area already have years of experience in educating this group of young people. At the same time other schools that are more inexperienced with INA are now facing the challenge of supporting this group for the first time. This research aims to provide an account of the good practice that is already in place and measure the impact these practices have on the young people they are aimed at supporting. It is hoped this will illustrate how theory is translated into practice in schools and provide examples of evidence-informed practice for other settings. The research is especially topical in the current context of local authority budget cuts where schools may be reluctant to apply additional resources to supporting this group of young people.

1.6. Introduction to the Present Study

This study consists of four more chapters. A brief overview of the content of each chapter will now be presented.

\textsuperscript{1} The name of the local authority has been changed to maintain confidentiality
1.6.1. Chapter 1: Literature review

This chapter includes a review and analysis of existing literature that relates to the current study. It begins by discussing the definition of International New Arrivals (INA). It then explores the different theoretical models that have underpinned this study; migration processes and acculturation psychology, Ecological Systems Theory and resilience. It then focuses on the specific areas of sense of belonging and the role of schools before providing an outline of the current guidance that exists for schools and how the research relates to current developments outside of the UK. Finally the knowledge gap that the research aims to address is identified and the study’s aims and research questions are stated.

1.6.2. Chapter 2: Methodology

This chapter aims to give a full overview of the methodology that was employed to investigate the research questions informed by the literature review and that are the basis of this study. The chapter begins with an explanation of the rationale of the study and the research questions that the study aims to address. There is then a full exploration of the philosophical underpinnings that have informed the research design including consideration of appropriate evaluative criteria for qualitative research. Details of the data collection methods and data analysis tools are provided followed by a critique. Finally the specific ethical considerations that were made when undertaking the research are discussed.

1.6.3. Chapter 3: Results

Within this chapter, the data that have been gathered and analysed in this research study are presented. The organising themes and basic themes identified from the analysis are presented under each of the three research questions for both of the target
schools. Information to support the description of each of the themes is provided in the form of extracts from the original sources and examples of the initial codes.

1.6.4. Chapter 4: Discussion

This chapter begins by restating the research questions that the study had aimed to address. The key findings from the results section is then explored in more detail with comparisons made between the two schools. Through the discussion of the similarities and differences between the two schools the research literature is revisited and links made with the findings from this study. A critique of the overall study is provided before the implications of this study are discussed.
Chapter Two: Literature Review

2.1. Introduction

The literature review is organised into the different areas of research that have informed the development of this research project. It begins by exploring the definition of ‘International New Arrivals’ and discussing why this term has been selected as the focus of the current research. The literature regarding the different theoretical perspectives that surround this topic area are then discussed, these were informed by my prior professional experience of the research area as well as a review of the literature. These include; migration processes, the ecological systems model, resilience, sense of belonging and the role of schools. The current guidance regarding how schools support INA is outlined along with the European perspective regarding supporting INA pupils. Finally gaps in current knowledge are highlighted in light of where this research fits in.

The review of literature for this study developed along with the evolution of the study itself. Initial searches were more general and looked for research in relation to immigrants/INA. Later searches became more specific and related to the different theoretical models that underpin this work, for example belonging. Details regarding the search terms, databases, search engines and books used to carry out this literature review are provided in Appendix A.

2.2. International New Arrivals

Distinguishing between the different groups of migrants can be difficult, with some theorists acknowledging the blurring of boundaries between forced and voluntary migration:
Although some people entering Western countries are clearly refugees while others are clearly economic migrants, there have always been people that have not been easily categorised. Often migrants respond to migration rules and policies of receiving states in deciding on their mode of migration. (Castles and Loughna, 2002).

When working with children, it can also be difficult to distinguish between children who are refugees, asylum seekers and other international migrants with some commonalities between these groups. “Many immigrant and refugee children share a common direct or family experience of organized violence in their homeland and a context of poverty combine with a precarious social environment in the host country” (Rousseau & Guzder, 2008, p. 533). This difficulty in distinguishing different groups of migrants means that schools are also often unaware of the backgrounds and experiences of the INA entering their school, therefore it would not be practical for this research to focus purely on refugee children as it would be difficult to identify those that would fit this criterion. Furthermore, it may be unethical to stigmatise young people by seeking out only those that have been categorised as refugees. This research will refer to the wider term of International New Arrivals. Rutter (2006b, p.358) suggests; “at a school level much good practice pioneered with in the 1990s with refugee pupils is equally applicable to other groups of new arrivals” which illustrates that some practices may widely benefit INA. It is recognised that INA children and young people entering schools in the UK face several challenges; “the concerns of newly arrived immigrant students include the need for English language acquisition, the lack of social support networks and of social acceptance, racial labelling and categorisation, acquiring new learning styles, post-traumatic stress syndrome, different cultural scripts, and the typical development issues that all students face” (Williams & Butler, 2003, p.9). It is important that schools recognise these challenges and consider their practice in relation to supporting INA.
The wide INA definition of employed in this research has been used by other researchers (e.g. Hulusi & Oland, 2010) and is also incorporated into key Government guidance for schools; “All new arrivals including refugees, asylum seekers and economic migrants from overseas have the right to enjoy a welcoming, safe and stress-free environment within school. They need to know that they are valued and that they belong even if their stay in your school is short.” (New Arrivals Excellence Programme Guidance, DCSF, 2007, p.37). This wider definition is also used by the Children’s Fund partnership, which constructed its target group by “the challenges relating to the status of being ‘newly arrived’ from overseas, thereby cutting across legal categories, such as ‘refugees’, ‘asylum-seekers’, ‘third country nationals’ and ‘economic migrants’ (Hughes & Beirens, 2007, p.264). The Children’s Fund defined the target group according to their specific needs, for example; “unfamiliarity with school routine; problems associated with an unsettled life; traumatic events leading up to or resulting from the recent move and the potential of new surroundings to have a negative impact on school attainment and attendance.”(Hughes & Beirens, 207, p.264) This suggests that there may be some difficulties that are shared by the different types of migrant groups.

2.3. Migration Processes

“The arrival of international migrants in the UK is not a new phenomenon” (Hastings, 2012, p.335). A process shared by all INA is migration, this involves moving away from their home country and moving and adapting to a new country and culture. Anderson, Hamilton, Moore, Lowen and Frater-Mathieson (2004) discuss two issues that are involved in this process; displacement and acculturation. Through displacement there is; “loss of attachment, routines, and the ease associated with familiarity, and a need to orient oneself in a new place, establish new routines, and develop a positive identity associated with the new locality” (p.64-65).
Fullilove (1996) discusses the psychological processes that are affected by displacement stating that the sense that one is without a place to be is central to the experience of displacement. In her paper she uses the term “psychology of place” to refer to people’s need for a sense of belonging to a place, with place referring to the geographical context, the human interactions that occur there and the life biography that exists within it. Fullilove (1996) suggests that a sense of belonging to a place is based on three psychological processes; familiarity (detailed cognitive knowledge of their environment), attachment (a mutual care-taking bond between a person and beloved place) and identity (sense of self based on the places you have spent time in). Displacement is seen as a threat to these psychological processes. The concept of a ‘Psychology of Place’ draws on John Bowlby’s work on attachment and his suggestion that everyone has a personal environment that provides an “outer-ring of life-sustaining systems complementary to the inner-ring of systems that maintain physiological homeostasis” (1973, p, 150). Fullilove suggests that to support someone following displacement, the re-establishment of a health promoting habitat and affirmation of each person’s sense of belonging to that place is necessary (1996, p. 1521).

It should be noted that displacement can occur for a plethora of reasons, both positive and negative, for example moving home for a new job, however feelings of displacement can still be experienced. Within the INA population that is the focus of this research there will be children who have recently migrated to the UK for a variety of reasons but they will all have experienced the process of displacement. Although it may be argued that it is difficult to distinguish between a person’s attachment to a place and their attachment to the people within that context, Fullilove’s work is useful in highlighting the important role a sense of belonging plays following displacement from the home country.

Migration also often involves contact with a different culture. ‘Acculturation’ is a process that involves contact between two cultural groups which results in cultural
changes in both groups. Berry (1995) describes psychological acculturation as “the process by which individuals change, both by being influenced by contact with another culture and by being participants in the general acculturative changes under way in their own culture” (p.460). Drawing on research in the area, Anderson (2004) outlines the various factors that can influence acculturation, these include; “purpose of contact (for example, migration for economic reasons, or invasion for the purpose of colonisation), length of contact, permanence of contact, size of the populations, policies of the populations (pluralistic goals versus strategies for assimilation) and cultural qualities (for example how traditional or flexible the cultures are)” (p.70). The voluntariness of cross-cultural contact is thought to be an important factor in acculturation, this is especially significant for refugees whose migration is likely to be involuntarily. In these situations an ‘Oppositional Cultural Frame of Reference’ may develop, whereby ideal ways of behaving within a culture group are at odds with ideal ways of behaving in the majority culture (Ogbu, 1995). Migrants who are voluntarily in the ‘cross-cultural contact’ situation may have different attitudes; this suggests that within the INA population there will be variation in acculturation attitudes.

Berry (2001) identifies two issues that concern people in culture-contact situations; cultural maintenance (the extent to which people want to maintain their own cultural identity and behaviours) and contact participation (the extent to which people seek out contact with members of other cultural groups and want to participate in mainstream society). These two dimensions are considered as independent from one another. Figure 2.1 taken from Berry (2001) illustrates the non-dominant or immigrant group as the circle on the left with the dominant group or receiving society on the right. Berry describes how “For immigrants, the main question is ‘how shall we deal with these two issues’ whereas for the receiving society it is ‘how should they deal with them?’” (p.618). This puts the onus purely on the immigrant group to decide on how they will acculturate with the host country but clearly in reality the situation is more complex and multi-faceted. Berry
recognises this and describes acculturation as involving a mutual process between a person’s own attitudes and behaviours and a perception of the other groups. How these factors interact will influence the acculturation strategy adopted. Integration is considered to lead to the most positive outcomes, this occurs when a person does both, holds on to their own culture but also acquires the values and norms of the host country.

**ISSUE 1:**
MAINTENANCE OF HERITAGE CULTURE AND IDENTITY

![Figure 2.1: Intercultural strategies in immigrant groups and in the receiving society (Berry, 2001)](image_url)

However, integration can only be pursued successfully as a strategy when the receiving country is open and inclusive in its orientation towards cultural diversity (Berry, 2000), that is societies that are explicitly multicultural and have established psychological preconditions (Berry & Kalin, 1995) The worst outcome would be ‘marginalisation’ when a person does not maintain their culture of origin nor acquires the host culture. Berry’s (2001) model allows for the concept of multi-culturism which asserts that different cultures are able to co-exist in a society and that it is not necessary for immigrants to give up their own culture in order to adapt to the new society. It is this conceptualisation that informs my research, which aims to explore how schools promote ‘multi-culturism’ and ‘integration’ of INA pupils. Liebkind (2001) defines successful acculturation in terms
of mental and physical health, psychological satisfaction, high self-esteem, competent work performance and good grades at school.” Berry (1999) suggests it is important to take an ecological viewpoint and consider the orientation between different cultures at three levels; national, individual and institutional levels. This research will take into consideration processes that influence acculturation strategies at these three levels.

An approach that is considered to run parallel to acculturation strategies is the concept of ‘cultural identity’. This too can be positioned along two dimensions; identification with one’s own ethnic heritage and identification with the larger dominant culture. These two dimensions are also independent of one another. Phinney, Horenczyck, Liebkind and Vedder (2001) propose an interactional model between the ethnic and national identity of immigrants and the responses of the receiving society for understanding the psychological outcomes of immigration. They refer to ethnic identity as encompassing various aspects including ”self-identification, feelings of belongingness and commitment to a group, a sense of shared values, and attitudes toward one’s own ethnic group” (p.496) They also identify ethnic identity as “a dynamic construct that evolves and changes in response to developmental and contextual factors, and is a critical developmental task of adolescents” (p.496) and state that “both social psychological and developmental perspectives suggest that a strong, secure ethnic identity makes a positive contribution to psychological well-being” (p. 502). There has been less research focusing on the concept of national identity but like ethnic identity it is a complex construct which involves feelings of belonging to, and attitudes toward the larger society (Phinney & Devich-Navarro, 1997). Integration (retention of ethnic identity and strong identity to the new society) is seen as the most adaptive mode of acculturation, however “some contexts support the possibility of integration and make it easier to develop a bicultural identity, whereas others make this resolution difficult.” (Phinney, et al. 2001, p.499). Phinney et al. summarise the literature in this area by concluding:
“The decisive factors for identity formation and psychological adaptation are not national policies but more local circumstances (for example, dispersal versus high local concentration of a particular group) personal relationships (family, peers) and activity settings such as school and neighbourhood.”

This emphasises the importance of school experiences and how they foster national and ethnic identities of children and young people who are INA. Portes and Rumbant (1990) suggest that a bicultural orientation is also conducive to better school performance and pressures for rapid assimilation can have a negative effect. “The ways in which attitudes toward cultural pluralism are or are not reflected in everyday educational practices seem to play a central role in the immigrants’ adaptation.” (Phinney, et al. 2001, p.506).

Vedder and Horenczyk (2006) discuss acculturation processes in relation to school experiences for migrant pupils. They highlight the important role schools play within acculturation processes; “schools represent and introduce the new culture to immigrant children” (p. 419). However, despite the importance of school experience; “an abundance of studies show that immigrant youth in the Western world benefit insufficiently from schools” (p. 419). They outline two main theoretical approaches in relation to acculturation processes and schools. The first refers to the school as being a place for socialising students towards the national culture through enculturation and acculturation processes. “Enculturation is the process of becoming skilful in using tools, learning behaviours, knowledge and values that are part of the culture of one’s own group.” (p.420). This refers to the inter-generational transmission of culture. Schools are usually based on the cultural and educational requirements of the majority society, therefore there is likely to be greater distance between the school’s expectations and children’s experiences for migrant pupils. Acculturation as previously discussed; “refers to changes in the course of development of a cultural group due to contact with other cultural groups.” (p.420) Enculturation and acculturation are both considered to be important
learning processes to enable professional and social success. However, the simultaneous enculturation and acculturation processes for migrant pupils may be very challenging, especially where the distance between ethnic culture and the national culture is great. This may lead to a ‘clash of cultures’ between the home and school.

The second theoretical approach views schools in a different light; as a ‘global institution’ where “financial capital human resources and information are no longer bound to particular countries” (p.422). Within this framework migrant pupils may in fact have a head-start as they have already experienced the notion of crossing borders to access resources. This approach may find support in reported studies of immigrant students outperforming ‘national’ children even when their parents have a lower educational background (e.g. Portes & Rumbaut, 2001). Within this framework schools are considered; “to have an alienating effect on all students. Schools require acculturation from all students.” (p.422)

Connell and Wellborn (1991) identify three qualities that all schools should encourage to facilitate effective learning; relatedness, competence and autonomy. These qualities may have different implications for INA pupils and their acculturation into UK schools. The importance of relatedness or belonging for INA pupils is discussed in section 2.5. The notion of competence may be particularly important for immigrant pupils; this is especially true for students who experience in schools a denial of their competence, or who have to cope with low grades and decreased support for learning (Black & William, 1998). Language may be one aspect of competence that has a significant impact on INA pupils’ acculturation, sense of identity and academic performance.

To date there is a lack of research that specifically investigates the acculturation of migrants and those from ethnic groups in Britain. One study that has explored acculturation attitudes in Britain is Ghuman (1999) who conducted a study of Asian adolescents and found that the majority preferred integration as an acculturation strategy
and rejected assimilation, marginalisation and separation strategies. Ghuman (1999) reports “a large majority of young Asian people are bi-cultural and bilingual: they have retained some aspects of their own culture and at the same time adopted some of the British norms… the majority define their personal identity in a ‘hyphenated way’ (for example, Indo-English) (p.69). However, Ghuman (2003) highlights that “this has not changed the fact that they continue to suffer racial abuse both in and out of school and have mixed feelings about whether they belong.”(p.130). Negative adaptation processes such as experiences of discrimination related to ethnicity are often cited in research (e.g. Phinney et al. 2001) where findings highlighted the impact it has on wellbeing and social adjustment.

Within the context of the current research, this raises the question of how schools can provide the necessary conditions to promote integration acculturation strategies and ensure all students feel like they belong. Vedder and Horenczyk (2006) suggest; “providing children with opportunities for positive inter-group and inter-cultural contact and exposing them to instances and examples of good inter-ethnic relationships in schools and other contexts, are two important means for reducing prejudice and discrimination” (p.429). However, they also identify that one obstacle to achieving this is the fact that “a large proportion of schools have ethnically segregated populations” (p.429). They conclude that:

“theory and research are needed in order to understand better the delicate balance between enculturation and acculturation – the expectations of students, school staff, minority communities and the larger society with regards to the school’s enculturating and acculturating roles, and the strategies and techniques for maximising the benefits of each and both of these processes”(p.431).

The literature regarding migration illustrates that it is a complex phenomenon that involves several underlying contributing processes including displacement and
acculturation, and consideration of ethnic and national identities. When attempting to support INA young people in schools, it is important that there is an awareness of these different processes and schools proactively try to provide an environment that fosters positive acculturation strategies and fulfils all students’ need for a ‘psychology of place’. This study aims to explore how acculturation processes are experienced by INA pupils and how they are supported through these processes by the strategies that are employed in schools.

2.4. An Ecological Approach

Bronfenbrenner (1979) developed a model of human development which emphasises the important role that the environment plays. His well-known model is visually represented by concentric rings representing the micro-, meso-, exo- and macro-systems in the environment with each impacting on one another (see Figure 2.2).
Hamilton and Moore (2004) highlight that Bronfenbrenner’s model has two important implications for the developing child:

“1) That development is a process of mutual accommodation, characterised by reciprocity (that is the person is not only influenced by his or her environment but also influences that environment)

2) That the environment of interest is not a single, immediate setting, but incorporates several settings and the interconnections between them (p.4)”

The ecological model can be found to have several applications in relation to INA young people. Rutter (2006a) adapted the ecological model (see Figure 2.2) to represent a refugee child’s pre-migration to post-migration transition including the micro-, meso-, exo- and macro-system changes that will occur in the child’s environment. Rutter (2006a) places the ‘chronosystem’ between the pre-migration and post-migration stages, which
represents the transitions that refugee children experience. This is useful when considering the experiences INA may bring with them into school.

Bronfenbrenner’s model is also considered to be a useful model when considering the development of cultural identity. Hendry, Mayer and Kloep’s (2007) findings from their study into identity formation supported Bronfenbrenner’s (1979) model by revealing that there are various levels of cultural identity which are established by interacting relationships and factors from a micro- to macro level. In regards to educational support, Rutter (2006a) argues that support for refugee children needs to be ecological in its approach (p.4), Fazel, Reed, Panter-Brick and Stein (2011) agree; stating “the ecological model provides a helpful conceptual framework to shape humanitarian responses to children in crises as it emphasises that children develop in a social context where family, community and society contribute to the quality of their daily life” (p.14). The same could be argued for International New Arrivals more generally.

The ecological model highlights the influence of the social context on INA. School plays an important role as one of the main contexts that they will experience once arrived in the UK, therefore it is essential that we understand how school practice can positively impact on INA. Much of the research that does exist regarding INA and education focuses on specific school-based interventions (e.g. Rousseau & Guzder, 2008) rather than holistic practices in school.

This research explores the impact of the ecological environment surrounding INA through focusing on the school experience. It also takes an ecological approach to investigating the different contexts within school by exploring the experience of INA pupils from the viewpoints of the young people themselves, their peers and their teachers.
2.5. Resilience

Migration can be a very stressful experience generally but even more so when paired with the other traumatic experiences that may have occurred pre, trans and post-migration. It is important that the trauma experienced by INA young people is recognised and understood by those that support them, however much of the literature regarding INA and specifically refugees focuses on trauma alone, portraying them as passive, helpless and affected by psychopathology. Rutter (2006a) when conducting a literature review regarding refugee children found 76% of the literature referred to trauma. Watters and Ingleby (2004) highlight the risk of adopting such a victimising perspective and insist on the need to co-construct services with refugees to develop culturally appropriate interventions and to foster a sense of ownership and empowerment in refugee communities. German and Ehntholt (2007) describe how psychologists can play an important part in supporting refugee children and families through approaches that “tap into…the refugee’s strengths and resilience while at the same time paying due regard to the impact of the socio-political context.” (p.155).

Masten, Best and Garmezy (1990) define resilience as “the process of, capacity for, or outcome of successful adaptation despite challenging or threatening circumstances” (p.425). Children and young people entering schools in the UK from abroad can face several challenges; “the concerns of newly arrived immigrant students include the need for English language acquisition, the lack of social support networks and of social acceptance, racial labelling and categorisation, acquiring new learning styles, post-traumatic stress syndrome, different cultural scripts, and the typical development issues that all students face” (Williams & Butler, 2003) all of these may contribute to risk factors for INA. Fazel et al. (2011) conducted a systematic literature review to identify individual, family, community and societal risk and protective factors for displaced and refugee children resettled in high income countries. The findings emphasise the importance of post-migration experiences on the longer term mental well-being of this group of young
people. For example, a paper by Sack et al. (1995) that reported the 12 year follow-up study of Cambodian adolescents in the USA, found depression was more closely related to post-migration stressors than to past conflict-related events. The community factors that were identified from the review are very relevant to school contexts. Perception of acceptance or discrimination within host countries was found to be highly relevant (p.8), for example; a perceived sense of safety at school has been associated with low risk of post-traumatic stress disorder (Geltman, Grant-Knight & Mehta, 2005). More specifically, Fazel et al’s (2011) review showed that research indicates an increased sense of school belonging was shown to protect against depression and anxiety, with strong school connectedness positively linked to self-esteem whereas low social support at school is correlated with increased depression. As Fazel et al (2011) point out “this sense of belonging is important because of the potential for modification of school learning and social environments” (p.8). This is in agreement with Frater-Mathieson (2004) who emphasises that “teachers have the potential to provide on-going support for refugee students in a way that increases protective factors and fosters resilience” (p.34).

There are not many studies to date that have investigated resilience within the context of the refugee experience (Witmer & Culver, 2001). Fazel et al. (2011) suggest that more research is needed to investigate the effects of various risk and protective factors on child development, such as the role of social networks in promoting resilience and support to integrate into local communities (p.13.) The current research will draw on the resilience theoretical framework to move away from pathologising this group of young people to focus on what can be done to promote protective factors; specifically a sense of belonging, that can be used to negate the risk factors that they may have encountered previously and are continuing to encounter.
2.6. Sense of Belonging

2.6.1. Definition of belonging

Sense of belonging in various guises has a long history in psychological research. For example; Maslow (1954) included belongingness as a fundamental human need within his ‘Hierarchy of Needs’. Anant (1966) also emphasised the need to belong and defined belongingness as a “sense of personal involvement in a social system so that a person feels themselves to be an indispensable and integral part of the system.” (p.21) However, as Faircloth and Hamm (2005) highlight; “Definitions of this sense of belonging are nearly as numerous as the researchers who have considered them” (p. 306). Sancho and Cline (2012) agree “the concept of a sense of belonging has not been well defined in the literature” (p.65). Several conceptualisations of belonging have been proposed; for example; Hagerty, Lynch-Sauer, Patusky, Bowesema and Collier (1992) build on the definition provided by Anant (1966) to propose two dimensions of belonging:

1. Valued involvement: the experience of feeling valued, needed, accepted; and
2. Fit: the person's perception that his or her characteristics articulate with or complement the system or environment (p.173).

Belonging can also be considered in relation to Eccles and Midgely’s (1989) ‘Stage-environment/ Person-environment Fit Theory’ that proposes “some of the negative psychological changes associated with adolescent development result from a mismatch between the needs of developing adolescents and the opportunities afforded to them by their social environments.” (p.90) They suggest that when students feel a sense of comfort, familiarity or relatedness with school relationships and organisation, they have greater self-efficacy and value of education.

Belonging is often used inter-changeably with other concepts. As Osterman (2000) identifies; “The concept of belongingness is a broad one, defined variously as
belongingness, relatedness, sense of community, sense of school or classroom membership, support, and acceptance” (p.342-343). Deci and Ryan (1991) refer to the need for ‘relatedness’ which they describe as “a person’s striving to relate to and care for others, to feel that those others are relating authentically to one’s self, and to feel a satisfying and coherent involvement with the social world more generally” (p.243). In relation to school more specifically, Goodenow (1993) states that a sense of belonging at school reflects “the extent to which students feel personally accepted, respected, included and supported by others in the school environment” (p.80)

2.6.2. The importance of belonging

Baumeister and Leary (1995) highlight the importance of considering the impact of belonging. In their review of evidence regarding the need to belong as a fundamental human motivation, they conclude; “the desire for interpersonal attachment may well be one of the most far-reaching and integrative constructs currently available to understand human nature. If psychology has erred with regard to the need to belong, in our view, the error has not been to deny the existence of such a motive so much as to under-appreciate it” (p.522). Research has found a sense of belonging to be very influential on a wide range of outcomes for children and young people. “When adolescents feel cared for by people at their school and they feel like a part of their school, they are less likely to use substances, engage in violence, or initiate sexual activity at an early age.” (McNeely, Nonnemaker & Blum, 2002). Within schools, belonging is referred to as a key factor in inclusion; “the concept of inclusion must embrace the feeling of belonging, since such a feeling appears to be necessary both for successful learning and for more general well-being.” (Warnock, 2005, p.15) Combs (1982) identified belonging as being one of four affective variables that are essential for student learning. This is supported by Fin (1989) who found an internalised perception of belonging to impact on students’ engagement with school. Osterman (2000) drawing on a review of relevant research, states that the experience of relatedness or belonging is linked to a wide array of variables:
1. The development of basic psychological processes important to student success
2. Academic attitudes and motives
3. Social and personal attitudes
4. Engagement and participation
5. Academic achievement.

Conversely, a lack of belonging is found to be detrimental. When pupils do not feel a sense of belonging at school, motivation, engagement, academic achievement and attendance are all at risk (Goodenow, 1993).

**2.6.3. Belonging and International New Arrivals**

More specifically, as has already been discussed, belonging has been identified as an influential protective factor in the resettlement of refugee children. Kia-Keating and Ellis (2007) found that a greater sense of belonging was associated with lower depression and higher self-efficacy regardless of the level of past exposure to adversities. Correa-Velez, Gifford and Barnett (2010) who explored the experience of refugee youths in the first 3 years of their settlement in Australia reported that the key factors strongly associated with wellbeing outcomes are those that can be described as indicators of belonging, particularly young people’s experience of social inclusion or exclusion. Namely; subjective social status, discrimination and bullying. The factors identified by Correa-Velez, Gifford and Barnett (2010) would suggest that achieving a sense of belonging may be more challenging for INA.

Hastings (2012) explored the experiences of male adolescent refugees during their transfer into a secondary school in the UK. Three themes emerged from their responses, one of which being ‘Adaptation and Belonging’. “The process of adaptation and developing a sense of belonging emerged as a two-way process; it was both as a result of the participants’ impact on the world around them and the impact of this world on them” (p.341). A sense of belonging was described in different ways by the participants;
“learning the language, getting to know and be known by people around them, increasing familiarity with their environment and being listened to and respected by others” (p. 342) were all elements that were associated with the development of a sense of belonging. Some also linked their sense of belonging in school to their wider feelings of belonging in the UK. Ozer, Price Wolf and Kong (2008) state “immigrant youth from ethnic minority backgrounds are likely to experience more barriers to forming a strong and positive affective connection to school due to the cultural and linguistic contrasts they negotiate as they move across the ‘multiple worlds’ that constitute their school, family and neighbourhood settings” (p.440). There may be a difficult balance to negotiate between promoting a sense of belonging to encourage feelings of security whilst at the same time not encouraging defensiveness attached to feelings of opposition and national inferiority (Hendry, Mayer & Kloep, 2007). The studies discussed provide evidence for the importance of belonging for refugee pupils and also INA pupils more generally. However, they also highlight the additional challenges that INA pupils may face to establish a sense of belonging once they arrive in the UK.

Furthermore, what we understand to be belonging as a construct may have cultural variations; Hill (2006) discusses the perception of belonging within American Indian culture and highlights the importance of considering what a sense of belonging is from a cultural perspective. Faircloth and Hamm (2005) state “there is a lack of clarity regarding what constitutes belonging and the role it plays in students’ motivation and achievement for diverse groups” (p.293). They also highlight; “research also suggests that the cultural background of particular ethnic groups may yield relevance to specific experiences that undergird belonging” (p.294). Faircloth and Hamm (2005) conceptualise belonging as having a mediating role between motivation and achievement (see Figure 2.3).
They considered different dimensions of belonging with students representing four different ethnic groups. Informed by research, the dimensions they focussed on are; relationships with teachers, involvement with peers, engagement in school activities and perceived ethnic-based discrimination. They found that the concept of belonging acting as a mediator was robust across all ethnic groups, “we found support within all four groups that belonging as a construct best explained the relationship between motivation and achievement” (p.304). They also found all four dimensions to be pertinent descriptors of belonging for European-American and Latino students. For African American and Asian-descent samples they found the same to be true apart from involvement with peers (measured by friendship nominations in school). They conclude that “multiple dimensions of belonging were relevant, but not uniformly so, across ethnic groups.” (p.305) This emphasises the importance of being culturally sensitive to different
perceptions of belonging and how it is best supported in schools, “In ethnically diverse schools, practices should not be levied uniformly across the student body without attention to how members of different ethnic groups might experience them” (p.307).

Explorations of belonging highlight its complex and multi-faceted nature. It is not a fixed construct, instead it is fluid and dynamic; influenced by context and both internal and external factors. For example; pupils' accounts in Sancho and Cline’s (2012) study suggested “a sense of belonging in primary and secondary school may manifest itself differently” (p.72). Belonging may be even more of a complex for INA pupils. Phinney, Horenczyk, et al. (2001) consider belonging in reference to the inter-relationship between national and ethnic identities and the psychological well-being of immigrants. They found that most studies showed the combination of both a strong ethnic identity and strong national identity promoted the best adaptation. Measuring belonging with young people who are INA may therefore be difficult, some studies such as Kia-Keating and Ellis (2007) have used quantitative measures, however Western measures may be culturally biased and therefore not a valid way of exploring belonging with people from different cultural backgrounds. Other methodologies such as semi-structured interviews as used by Hastings (2012) may be more culturally appropriate and allow for more in-depth exploration of perceptions of belonging.

2.6.4. School factors and belonging

There is a vast amount of research that highlights the benefits of school connectedness and belonging, however there has been less that has investigated what causes young people to perceive that they belong. “Despite major advances in understanding the relationship between adolescents' perceived connection to school and their development in multiple domains provided by large-scale quantitative research, we know little about the specific experiences or conditions that contribute to adolescents’ sense of connection to school” (Ozer, Wolf & Kong, 2008, p. 439). The few studies that
do exist have identified some specific factors that may impact on pupils’ sense of belonging in schools. Osterman (2000) conducted a review of literature relating to students’ need for belonging within the school community. Osterman highlighted several dimensions that are found to be key to enhancing adolescents’ sense of community; the quality of relationships with teachers, peer relationships and instructional/organisational strategies that promote positive interactions with peers and other people in the school community. Sancho and Cline (2012) had similar findings. When they explored how a sense of belonging is fostered in pupils entering year 7 in secondary schools, responses indicated that a sense of belonging was associated with positive interactions with peers and teachers, alongside; positive emotions, positive behaviour and the school context. They conclude that peer interactions are of particular importance; “Central to establishing a sense of belonging was the development of friendships, relationships with the form as a whole and peer acceptance in general” (p.71). Such findings highlight the importance of positive interactions with others in school to foster a sense of belonging in students. However, further exploration of the factors that promote feelings of belonging within school are necessary.

In summary, evidence suggests that a sense of belonging may be an important factor in the settlement of INA. However, to date there has been little research into how schools can promote a sense of belonging with this group of young people despite the existing research not only emphasising the need for schools to consider how they can promote a sense of belonging with INA but also what belonging is for these young people.

This research aims to explore how schools promote a sense of belonging for INA pupils through exploring the specific experiences and factors that contribute to INAs’ feelings of belonging. It uses Goodenow’s (1993) definition “the extent to which students feel personally accepted, respected, included and supported by others in the school environment” (p.80) as a starting point to investigate cultural differences regarding the perceptions of belonging as Faircloth and Hamm (2005) recommend. It is hoped this will
contribute to a better understanding of how belonging is experienced by INA, which can then be used to inform school practices to foster belonging in these students.

2.7. The Role of Schools

Transition into and between schools has received a lot of attention within educational research. Research has shown that the transition between primary and secondary school can have a negative impact on academic performance (Galton, 2000). With transition between schools identified as a possible stressor (Newman & Blackburn, 2002). Sancho and Cline (2012) link belonging to the transition process. They explore how schools can help to foster a sense of belonging to aid transition into secondary school. Waters, Cross and Shaw (2010) explore the impact of school ecology factors on school connectedness. They suggest connectedness is related to the satisfaction of an individual's need to belong, therefore their findings are relevant to this study. They propose an integrated model of a school's ecology based on Bronfenbrenner's (1979) ecological model (See Figure 2.4) which incorporates the organisational aspects of a school along with the interactions between students, staff and parents (p.383-384). Within their model structural characteristics include aspects such as school size and leadership support for pastoral care. Functional characteristics refer to the policies and procedures such as clear and consistent expectations for behaviour. The built environment refers to the physical environment of the school such as the amount of graffiti.
Waters, Cross and Shaw (2010) found that school size, Socio-economic status, the presence of graffiti, priority of pastoral care and average academic performance were found to individually be significantly associated with school connectedness. Over one quarter of the variation in school connectedness that they measured was explained at the school level. They conclude by highlighting the importance of considering school-level factors.

Waters, Cross and Shaw (2010) found that the experiences of transition from primary to secondary school can influence feelings of school connectedness. They state; “this finding highlights the importance of school efforts to create smooth transition experiences for young people as they move from between two very different school systems” (p.398). They also draw on Eccles and Midgley’s Person-environment Fit Theory to highlight; “the need for creating more developmentally appropriate school ecologies to attain a better person-environment fit” (p.398). These studies highlight the influential role that schools play in the transition process but also in developing belonging generally. However, transition may be even more challenging for INA pupils and therefore schools have even
more of a responsibility to support a positive transition and longer term school connectedness.

In relation to INA pupils specifically, the “welcome afforded by the host country” has been identified as one of the key contributing factors along with pre-migration experiences that are considered to affect the development of migrant pupils. (Davies & Webb, 2000 p.550). With consideration of Bronfenbrenner’s (1979) ecological model, schools are highlighted as playing a particularly significant role as they fall within the microsystem level that has a direct influence on INA young people. Rousseau and Guzder (2008) highlight that the underuse of mental health services by refugee families despite their experience of adversity endorses the use of school-based interventions to promote mental health. Due to the stigma attached to mental health service and the heterogeneous nature of refugee children, they propose ecological models of intervention that address the whole school environment and classroom activities that address the wellbeing of refugee children and their overall adjustment to the host society, “schools play a key role, both as mediators in helping children and youths adapt to their host country and as the main access point to prevention and treatment services for mental health problems.” (p. 533).

However, despite findings highlighting the important role that schools have in supporting INA pupils, the research suggests that the way schools respond to migrant children can vary greatly. For example; Davies and Webb (2000) in their study involving Somali refugees in Wales found that virtually no adjustment was made by schools to accommodate for the circumstances of the Somali refugees. With “each locally managed school responding on an adhoc basis to any children who happened to arrive at their door… “With little or no English and sometimes no experience of previous schooling, these children were expected to fit into mainstream British education” (p.546).
Although the important role schools have may be recognised, for example through the introduction of guidance for schools such as the New Arrivals Excellence Programme (DCSF, 2007), Rousseau and Guzder (2008) suggest “educational institutions, like other host-country institutions, often unwittingly replicate minority-majority tensions and become places where exclusion and discrimination are experienced at different levels by immigrant and refugee children” (p.533). If the school is able to provide a welcoming environment for INA pupils this may also have wider positive implications; “If refugee students are viewed positively and their contribution to school life is integrated fully into the school curriculum, this not only assists the integration and settlement of refugee pupils in school, but enriches the life of the school in general” (Hek, 2005, p.33).

The perceptions of peers and teachers can influence INAs’ school experiences. Research has shown that professionals can have different opinions stemming from cultural differences compared to the children and families they are aiming to support. Davies and Webb’s (2000) exploration of mental health services for Somali refugee children in Wales highlighted that “conventional western responses may be inappropriate and ineffective for refugees… Interventions need to take account of cultural factors as well as the refugee’s current social situation.” (p.552).

INA pupils’ experience of school may be affected by teacher’s attitudes; “teachers who valued diverse classrooms, and considered them an opportunity for enrichment rather than a burden, had immigrant students with more positive ethnic identities.” (Brown & Chu, 2012, p.1483). Sirin, Ryce and Mir (2009) explored the interaction between teachers’ perceptions of value differences between themselves and immigrant parents, and their ratings of academic competence and behavioural problems. Their findings revealed a correlation between the two, “the results showed that even after controlling for child’s gender and ethnicity as well as parent involvement and education, teachers’ perceived value differences with parents still predicted their evaluation of the students both academically and behaviourally” (p.469). Despite the research’s limitations
such as the absence of a measure of the students’ actual academic performance and the
research being correlational so not allowing for causal effects to be obtained, there are
important implications from the research. Previous research has indicated the effect of
teacher expectations on the actual academic achievement of young people from different
social groupings (e.g. Gill & Reynolds, 2000). Therefore, it could be hypothesised that
Sirin, Ryce and Mir’s (2009) findings may suggest that teachers’ perception of value
differences with parents may not only have a negative impact on academic expectations
but also the actual academic achievement of immigrant students. Sirin, Ryce and Mir
(2009) also highlight how INA children may be particularly vulnerable to misinterpretation
of their competence and behaviour as their parents may be unfamiliar with the host
country’s school system and face language and cultural barriers.

Peer perceptions of immigration and immigrants may affect how they interact with
INA students in school. Brown (2011) conducted a study to explore attitudes regarding
immigrants and immigration in the US with children aged 5 – 11. The findings revealed
that the children held strong national identities as being American, although they did not
have strong limitations on what they considered made a true American. It was found
that the most important criteria for the children was that an individual loves America and
lives by its rules (this was considered to be more important than speaking English, being
born in America or living in the US for a long time). However, the findings did indicate
that the children held differential attitudes about immigrants based on their country of
origin, with Mexican immigrants being viewed most negatively but with little negative
attitudes or stereotypes aimed towards British immigrants. Brown (2011) suggests this
may be due to British immigrants being more easily incorporated into a common in-group
identity. Therefore, children and young people’s attitudes towards their INA peers in the
current study may vary according to where they have come from. Brown (2011)
highlighted “little to no research has examined children’s perceptions of and attitudes
towards immigrants and immigration” (p.109). This emphasises the need to explore peer attitudes within this study.

Hek (2005) summarises the research in relation to key issues for young refugees and how education can aid settlement. The literature that it encompasses suggests the key factors that schools should consider include; home-school liaison, the use of support teachers, learning English, promotion of first languages, emotional support, whole-school attitude and a good welcome. Hek (2005) states “schools can make a real difference to the ability to settle, regain a sense of belonging and promote social and emotional development, structure and routine.” (p.159) However, providing all of the identified key factors may be especially challenging for secondary schools where the competing demands of the curriculum and exams are more apparent. Rutter (2006b) in a paper on the changing migration patterns in the UK and how they impact on education, states “teenagers emerge as a vulnerable group” (p.352) and suggests that “much more cross-school planning is needed in relation to children who arrive in the UK late in their educational careers.” (p.357)

The research highlights that schools have a crucial role in the settlement of INA young people. However, there is not a coherent framework for how schools support this group with peer and teacher attitudes also influencing how school is experienced by INA pupils. There are key factors that schools should consider when seeking to support INAs settlement into the host country, it will be useful to investigate whether these key factors identified from the research are translated into practice within the secondary schools taking part in this research.
2.8. Current Guidance

The most recent guidance published by the government regarding INA is ‘The New Arrivals Excellence Programme Guidance’ (DCSF, 2007), which describes the induction procedures that both Primary and Secondary schools should have in place for all New Arrivals. This includes; creating a welcome environment, assessment, access to the curriculum and links between home and school.

A criticism of the guidance and theoretical frameworks regarding INA may be that they are more easily applied in Primary settings where there are fewer pupils and usually one consistent teacher for each class. This may be especially true for promotion of a sense of belonging as teachers will be able to develop a greater understanding of each child through having time to build up a relationship. Secondary schools may have greater difficulty in ensuring the good practice guidelines are applied. Doyle and McCorriston (2008) in their report ‘Beyond the school gates: supporting refugees and asylum seekers in secondary school’ state how previous research has shown that asylum seeker and refugee children face significant challenges at the Secondary level in England (p.9). Furthermore, the guidance that is available focuses on the induction procedures for this group of young people but does not discuss on-going support to promote the inclusion of these children into the school community.

2.9. European Perspective

The challenge faced by schools to effectively support INA pupils is not unique to the UK. Across Europe, other countries are facing similar challenges. “Immigration and ethnic minority issues pose major social, political and intellectual challenges to contemporary Europe. European states and societies are coping with very unevenly spread, rapidly diversifying and most often increasing incoming migration streams.” (Phalet & Kosic, 2006, p. 331)
It can be helpful to take a wider perspective on how best to support INA pupils and learn from the strategies and support mechanisms other countries are using. During the process of conducting this research I took part in a Transversal Study Visit as part of the European Commission’s Lifelong Learning Programme. The title of the visit was; ‘School inclusion for migrant children: a networking approach’ and was hosted in Milan, Italy. I was one of 14 participants from 13 European countries taking part in the study. The aim of the study visit was to share practices regarding how each of our countries supports migrant pupils alongside learning from the Milan system.

Through the visit I was able to explore the similarities and differences between European countries’ attitude towards acculturation and how migrant pupils are included within schools. It was revealed that European countries shared many of the same challenges when working to promote inclusion of migrant pupils. The following is taken from the Study Visit Group Report (March, 2013) written collaboratively at the end of the visit by all participants:

“Several challenges were highlighted when discussing the implementation of different strategies. This included the following:

- The availability of resources. For example; time, cultural/linguistic mediators and additional teachers. This was felt to be a particular difficulty in the context of the current economic climate across Europe.

- How to effectively create a multi-cultural society and support a wide range of diverse cultures.

- Engaging with/supporting parents and families of migrant pupils

- Equal educational opportunities and ensuring migrant pupils achieve the same level of educational success as others.
• Translating the educational guidelines and policies that exist into practice.

• Promoting collaboration between different agencies and services to provide a complete support package for migrant pupils and their families.

• Incorporating the use of migrant pupils’ first language within school.

• Promoting pupils’ sense of belonging in school: bridging their experiences in their country of origin and new country.” (p.6)

These discussion points highlight the relevance and wide application of this study. Although different European countries may at different stages in their understanding of acculturation and how INA pupils can best be supported, they all share some similarities regarding the obstacles they face when trying to effectively support this group and promote positive educational experiences. It is hoped that this current study will help to provide some answers to how to address some of these challenges by highlighting good practice regarding what schools can do to promote a sense of belonging and indirectly other positive outcomes for INA pupils.

2.10. Summary of the Literature Review

This chapter has discussed the current literature that exists in relation to the focus of this study. There are several studies that can be considered to be the ‘closest hits’ and the most relevant. These studies have helped to inform the objectives, research questions and the methodology chosen to undertake this research. Detailed descriptions of these studies can be found in Appendix A.

International New Arrivals (INA) is an all-encompassing term which includes children and young people that have had varied experiences but who may also share some similarities. One key thing they have all experienced is migration, which the literature suggests involves complex processes of displacement and acculturation which interplay
with national and ethnic identity. The research to date suggests that experiences of INA should be considered within an ecological framework, with an awareness of the different contexts that impact upon them. Post-migration, schools play an important role as one of the most directly influencing contexts for INA children and young people following arrival in the host country. Schools can be effective in promoting protective factors for this group and enhancing their resilience. One such protective factor that has been identified in the literature is ‘a sense of belonging’, however, there can be cultural differences in how belonging is perceived and experienced. Currently there is limited guidance for schools regarding how best to support INA and a lack of consistency in how schools respond to INA pupils.

2.10. Knowledge Gap

This research attempts to fill some of the gaps in the research that have been identified. It builds on each of the areas of research and psychological theories discussed and attempts to combine them into a better understanding of meeting the needs of INA pupils. It adopts a wide INA definition to explore the migratory processes of children and how schools contribute to this process through its role at the micro-systemic level. The research will use the ecological framework to take a holistic viewpoint by exploring the school environment through the perceptions of INA pupils, their peers and their teachers. It also moves away from a trauma perspective to take a strengths-based approach to focus on resilience and how schools can promote protective factors and a sense of belonging in particular. Finally, the aim of the research is to gather empirical data about what schools are actually doing to promote INA pupils’ sense of belonging (both in the immediate and longer term) and how this is experienced by the pupils.

Although there is Government guidance regarding how schools should support INA, there is limited research that explores what schools actually do in practice for this group, especially in relation to promoting a sense of belonging. Furthermore, much of the
literature to date has been conducted in other countries such as the USA and Australia. To address these gaps in the current available literature, this research focuses on the actual experiences of INA in UK schools, with a particular focus on Secondary-aged pupils as research suggests they may be particularly vulnerable.

2.11. Aims and Objectives

This research aims to take an ecological viewpoint to investigate how secondary schools support International New Arrivals (INA) and promote a sense of belonging. There are 3 over-riding objectives for this research.

1. To consider what belonging is in relation to INA pupils in a UK context.

2. To investigate what practices are currently in place to support INA in two UK secondary schools.

3. To explore what impact these practices have on peer and INA’s perceptions of INA belonging.

These aims have informed the following research questions:

RQ 1. How do school staff, INA pupils and their peers define belonging for INA pupils?

RQ 2. What current strategies do school staff perceive as promoting a sense of belonging for INA pupils and what challenges do they face?

RQ 3. How are the strategies used to promote a sense of belonging experienced by INA pupils and their peers?

It is hoped that answering these questions will contribute to a greater understanding of how schools can best support INA. As schools are integral to the successful settlement of INA, the findings of this study may have a wider-reaching impact.
Investigating what works in promoting a sense of belonging in school may provide an insight into what factors may also be important in promoting a sense of belonging for INA in wider society.
Chapter 3 – Methodology

3.1. Introduction

This chapter aims to give a full overview of the methodology that was employed to investigate the research questions informed by the literature review and that are the basis of this study. The chapter begins with an explanation of the rationale of the study and the research questions that the study aims to address. There is then a full exploration of the philosophical underpinnings that have informed the research design including consideration of appropriate evaluative criteria for qualitative research. Details of the data collection methods and data analysis tools are provided followed by a critique. Finally, the specific ethical considerations that were made when undertaking the research are discussed.

3.1.1. Rationale

The area of research that this current study focuses on is of particular importance because there are large numbers of INA pupils entering schools in the UK in what sometimes can be a hostile economic and political context. Research regarding this group of young people highlights the importance of a positive school experience within the host country. A sense of belonging is a specific psychological construct that has been found to have positive effects for all children in school, however the importance of it may be heightened for INA pupils who may face cultural, language and systemic barriers to establishing feelings of belonging. To date there has been little attempt at investigating the factors in school that can promote a sense of belonging for this group. This research attempts to fill some of the gaps in the research that have been identified. It builds on each of the areas of research and psychological theories discussed and attempts to combine them into a better understanding of meeting the needs of INA pupils. Unlike
other research that does exist in this field, the current study uses a qualitative design and focuses on the experience of secondary school aged pupils, specifically in UK schools.

3.1.2. Research aims

This research aims to take an ecological viewpoint to investigate how secondary schools support International New Arrivals (INA) and promote a sense of belonging. There are three over-riding objectives for this research.

1. To consider what belonging is in relation to INA pupils
2. To investigate what practices are currently in place to support INA in the two target schools.
3. To explore what impact these practices have on peer and INA’s perceptions of INA belonging

3.1.3. Research questions

The aims of the research have informed the following research questions:

RQ 1. How do school staff, INA pupils and their peers define belonging for INA pupils?
RQ 2. What current strategies do school staff perceive as promoting a sense of belonging for INA pupils and what challenges do they face?
RQ 3. How are the strategies used to promote a sense of belonging experienced by INA pupils and their peers?
3.2. Research Design

3.2.1 Introduction

The following table outlines the philosophical and methodological viewpoints that inform this research:

<table>
<thead>
<tr>
<th>ASPECTS TO BE CONSIDERED</th>
<th>THIS STUDY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paradigm</td>
<td>Qualitative</td>
</tr>
<tr>
<td>Epistemology</td>
<td>Social Constructionist</td>
</tr>
<tr>
<td>Ontology</td>
<td>The value of personal experiences of INA pupils, their peers and teachers.</td>
</tr>
<tr>
<td>Axiology</td>
<td></td>
</tr>
<tr>
<td>Research Design</td>
<td>Exploratory Multiple Case Study</td>
</tr>
<tr>
<td>Data Collection</td>
<td>• Focus Groups</td>
</tr>
<tr>
<td></td>
<td>• Semi-Structured Interviews</td>
</tr>
<tr>
<td>Data Analysis</td>
<td>Mixed Inductive and Deductive Thematic Analysis</td>
</tr>
</tbody>
</table>

Each of the aspects of research design that are stated in the table are now discussed below.

3.2.1 Qualitative research

When planning the study, the use of a mixed-methods design was considered. Informed by Leech and Onwuegbuzie’s (2009) categorisations, the design for this study had initially been planned as a ‘partially mixed concurrent equal status design’. This refers to the fact that the study was going to involve collecting both qualitative and quantitative data concurrently, with equal status given to both elements. It was partially-
mixed as although both qualitative and quantitative data were going to be collected they would only be mixed once both data types had been collected and analysed.

However, there were developments in my thinking regarding the use of quantitative tools to measure belonging (as discussed below). This was alongside further reflections on the ontology, epistemology and axiology of the study. A fully qualitative study was decided upon as the most appropriate design, unlike some of the research in this area that has been conducted with purely quantitative methods. The rationale for using qualitative methods for the data collection for this study was to explore how belonging is constructed and gather a rich, in-depth picture of the school practices regarding INA and their impact in the two target schools.

“Qualitative researchers tend to be concerned with meaning. That is, they are interested in how people make sense of the world and how they experience events. They aim to understand ‘what it is like’ to experience particular conditions… and how people manage certain situations” (Willig, 2001, p.9). The use of qualitative research within psychology has long been debated and has often been considered to be in the shadow of quantitative, positivist research designs. However, qualitative research designs within social science have had a resurgence in recent years. For example; Parker (2004) paraphrases the work of Rom Harré (2004) and states that he argues that “it is qualitative research that is properly scientific, and that it is only in relation to methodological debates in that strand of work that we can start to explore how quantitative research might measure up to it” (p. 99). Parker (2004) outlines the main elements of Harré’s argument as the following:

“1) Reflexivity - the particular object of study for any science needs to be carefully specified. Qualitative research takes seriously a crucial aspect of the nature of its object of study, human action and experience. The human being is able to reflect on its
behaviour and to engage in second-level reflection on those reflections. This is why the reflexive work of the researcher is also a crucial part of any genuine scientific study.

2) Meaning - the nature of the material that is studied by a science needs to be understood. Qualitative research focuses on the way in which meaningful qualities of human ‘experience’ or ‘subjectivity’ are represented to others. The accounts that people give for what they do may or may not correspond to what they actually think about those things. But the ‘discovery’ or ‘production’ of meaning is a necessary aspect of the scientific study of human psychology.

3) Specificity - the level of analysis and the claims that are made from work in a particular domain needs to be stated. Qualitative research often engages in intensive case studies that are not directly extrapolated to populations, or in studies of collective activity that are not directly extrapolated to individual members. The scientific task in this work is to account for specific nature and limits of the account, and for what may be learnt from it.”

The elements discussed above illustrate the strengths of conducting qualitative research.

3.2.2. Ontological and epistemological position

Hitchcock and Hughes (1995) suggest ontological assumptions inform epistemological assumptions which then in turn inform methodological considerations. Therefore, researchers quest to further understand the world is informed by how they view their world. Gioia and Pitre (1990) describe epistemology as ‘fundamental assumptions about the nature of knowledge about phenomena’ (p. 585). Ruona and Lynham (2004) state ontology “focuses on basic questions and assumptions about the nature of reality – questions like:
What is real?
What is ‘there’ and what do we mean by ‘there’?
What is the world made of?
Is reality ordered in any way?
Is reality ‘out there’ or ‘inside us’ or a combination of both?
What are humans?” (p.155)

These questions were considered when reflecting on the the values that informed this study.

Burrell and Morgan (1985) provide a framework to illustrate the different assumptions that are made within social science research by identifying the poles that exist within a subjective-objective dimension (see Table 3.2).

Table 3.2: Subjective - Objective Dimension (Burrell & Morgan, 1985)

<table>
<thead>
<tr>
<th>Core Ontological Assumptions</th>
<th>Network of Basic Assumptions Characterizing The Subjective—Objective Debate within Social Science</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Subjectivist Approaches to Social Science</td>
</tr>
<tr>
<td></td>
<td>reality as a projection of human imagination</td>
</tr>
<tr>
<td></td>
<td>reality as a social construction</td>
</tr>
<tr>
<td></td>
<td>reality as a realm of symbolic discourse</td>
</tr>
<tr>
<td></td>
<td>reality as a contextual field of information</td>
</tr>
<tr>
<td></td>
<td>reality as a concrete process</td>
</tr>
<tr>
<td></td>
<td>reality as a concrete structure</td>
</tr>
<tr>
<td>Assumptions About Human Nature</td>
<td>Objectivist Approaches to Social Science</td>
</tr>
<tr>
<td></td>
<td>man as pure spirit, consciousness, being</td>
</tr>
<tr>
<td></td>
<td>man as a social constructor, the symbol creator</td>
</tr>
<tr>
<td></td>
<td>man as an actor, the symbol user</td>
</tr>
<tr>
<td></td>
<td>man as an information processor</td>
</tr>
<tr>
<td></td>
<td>man as an adaptor</td>
</tr>
<tr>
<td></td>
<td>man as a responder</td>
</tr>
<tr>
<td>Basic Epistemological Stance</td>
<td>to obtain phenomenological insight, revelation</td>
</tr>
<tr>
<td></td>
<td>to understand how social reality is created</td>
</tr>
<tr>
<td></td>
<td>to map contexts</td>
</tr>
<tr>
<td></td>
<td>to study systems, process, change</td>
</tr>
<tr>
<td></td>
<td>to construct a positivist science</td>
</tr>
<tr>
<td>Some Favored Metaphors</td>
<td>transcendental</td>
</tr>
<tr>
<td></td>
<td>language game, accomplishment, text</td>
</tr>
<tr>
<td></td>
<td>theater, culture</td>
</tr>
<tr>
<td></td>
<td>cybernetic</td>
</tr>
<tr>
<td></td>
<td>organism</td>
</tr>
<tr>
<td></td>
<td>machine</td>
</tr>
<tr>
<td>Research Methods</td>
<td>exploration of pure subjectivity</td>
</tr>
<tr>
<td></td>
<td>hermeneutics</td>
</tr>
<tr>
<td></td>
<td>symbolic analysis</td>
</tr>
<tr>
<td></td>
<td>contextual analysis of Gestalt</td>
</tr>
<tr>
<td></td>
<td>historical analysis</td>
</tr>
<tr>
<td></td>
<td>lab experiments, surveys</td>
</tr>
</tbody>
</table>

This study is considered to fall towards the subjectivist rather than the objectivist side of the dimension. Cohen, Manion and Morrison (2005) describe this as a view of social
reality that “stresses the importance of the subjective experience of individuals in the creation of the social world”, which is concerned with “an understanding of the way in which the individual creates, modifies and interprets the world in which he or she finds himself or herself.” (p. 7). This research takes a social constructionist ontological position as it aims to explore the social context of the school environment and how this impacts upon INA. “Research from a social constructionist perspective is concerned with identifying the various ways of constructing social reality that are available in a culture, to explore the conditions of their use and to trace their implications for human experience and social practice” (Willig, 2001, p. 7).

The study is also informed by a social constructionist epistemological viewpoint. “The epistemology that views reality as a social construction focuses on analysing the specific processes through which reality is created” (Morgan & Smircich, 1980). The research acknowledges that there are ‘knowledges’ rather than one ‘knowledge’. It explores these ‘knowledges’ through gathering different viewpoints from young people, their peers and staff in the two schools, it also investigates their constructs of belonging. The ontology in this study is more subjective than objective. It takes an interpretivist stance that recognises reality as being socially constructed rather than a critical realist or positivist approach.

3.2.3 Axiology

Ruona and Lynham (2004) illustrate the dynamic relationship between ontology, epistemology and axiology in their ‘Philosophical Framework for Thought and Practice’ which is presented below in Figure 3.1. Therefore, the axiology was informed by the social constructionist and interpretivist ontological and epistemological position that this study takes and they were also informed by the axiology or personal values of the researcher. The axiology of the study was that documenting the experiences of INA pupils through their participation should be highly valued. Furthermore as reality is
socially constructed, the experience of INA pupils as perceived by their peers and teachers is also valuable.

Figure 3.1: Philosophical Framework for Thought and Practice (Ruona & Lynham, 2004)

3.2.4. Summary of research principles

This section has explained the research design and the philosophical stance underpinning this study. The research is based on a Social Constructionist epistemology and ontology and places value on the personal experiences of INA pupils, their peers and teachers. These values have informed the research design and the selection of data collection and analysis methods.
3.3. Case Study Methodology

3.3.1. Introduction

A case study methodology was identified as the most appropriate approach to use for this study. Yin (2009) states that a case study has a distinct advantage over other methods when:

“A “how” or “why” question is being asked about

- A contemporary set of events
- Over which the investigator has little or no control” (p.13)

It was felt these points related directly to the current study which focuses predominately on how belonging is described and how the school strategies to promote belonging are experienced by the INA pupil. This relates to contemporary events of which I, as the researcher, have little control over.

As with any research method, case studies have their own strengths and weaknesses that should be considered. Drawing from different sources Shen (2009) summarises the benefits of using a case study design as the following:

1. “The data for case study is ‘strong in reality’ and therefore it is appealing to practitioners who will be able to identify with the issues and concerns raised.
2. Case studies allow generalizations about an instance, or from that to a class.
3. Can represent a multiplicity of viewpoints, and can offer support to alternative interpretations.
4. Case studies can form an archive of descriptive material available for reinterpretation by others.
5. The insights yielded by case studies can be put to immediate use of for a variety of purposes. Case studies are a ‘step to action’.
6. Case studies present research in an accessible form.” (p.26)

However, there are also several disadvantages of using a case study design that have been identified and the use of case studies has been critiqued in many ways. Its interpretative nature has been the focus of much criticism. For example; Smith (1991) who challenges claims such as those made by Shen (2003) that case studies allow generalisations. Smith (1991) describes case studies as treating peculiarities rather regularities (p.375). The issue of ‘generalisability’ is also referred to by Nisbet and Watt (1984, cited in Cohen, Manion & Morrison, 2005) who highlight that case studies have the following weaknesses:

1. “The results may not be generalizable except where other readers/ researchers see their application.
2. They are not easily open to cross-checking, hence they may be selective, biased, personal and subjective.
3. They are prone to problems of observer bias, despite attempts made to address reflexivity.” (p.184)

### 3.3.1 Case study design of this study

Yin (2009) states that case studies have two critical features:

1. A case study is an empirical enquiry that:
   - Investigates a contemporary phenomenon in depth and within its real-life context especially when;
   - The boundaries between phenomenon and context are not clearly evident

2. The case study inquiry;
   - Copes with the technical distinctive situation in which there will be many more variables of interest than data points, and as one result
- Relies on multiple sources of evidence, with data needing to converge in a triangulating fashion, and as another result
- Benefits from the prior development of theoretical propositions to guide data collection and analysis. (p.18)

The current study incorporates each of the two critical features outlined above. The study is investigating the contemporary phenomenon of the school experience of International New Arrivals in the real-life context of schools. It incorporates several variables and triangulates multiple sources of evidence through gaining the views of INA pupils, their teachers and peers. It also has a clear purpose with success criteria that will help to identify theoretical propositions. The research uses an exploratory multiple case study design with embedded units of analysis, informed by Yin (2009), to investigate the current school practices used to promote INA young people’s sense of belonging in two secondary school settings.

Yin (2009) states that for case studies, five components of the research design are especially important:

1. A study’s questions
2. Its propositions if any
3. Its unit of analysis
4. The logic linking the data to the propositions and
5. The criteria for interpreting the findings (p.27)

In consideration of the identified criticism of case study design, I attempted to strengthen the rigour of my study by using Yin’s framework to structure the research process. Each of the components stated above will now be discussed in relation to this study.
3.3.1.1 Questions

The aims of the research informed the following research questions:

RQ 1. How do school staff, INA pupils and their peers define belonging for INA pupils?
RQ 2. What current strategies do school staff perceive as promoting a sense of belonging for INA pupils and what challenges do they face?
RQ 3. How are the strategies used to promote a sense of belonging experienced by INA pupils and their peers?

These research questions enabled an exploration of what belonging actually is for this group rather than assuming that the understanding of belonging that we have from the academic (Western) literature will also apply to this group. This also allowed for an analysis of how the current practices in schools are successful in fostering the essential factors for belonging and where there are areas for improvement.

3.3.1.2. Propositions

To date there has not been any previous research that has focussed on the specific promotion of a sense of belonging for INA pupils from a qualitative perspective. Yin (2009) states; “some studies may have a legitimate reason for not having any propositions. This is the condition – which exists in experiments, surveys, and the other research methods alike – in which a topic is a subject of “exploration”” (p. 28). This research uses an exploratory case study design and therefore does not have identified propositions directly informed by the research literature. However, as Yin (2009) also states; “Every exploration… should still have some purpose. Instead of propositions, the design for an exploratory study should state this purpose, as well as the criteria by which an exploration will be judged successful” (p.28). Therefore the purpose and success criteria are outlined below:
As previously stated; the purpose of the research is to take an ecological viewpoint to investigate how secondary schools support International New Arrivals (INA) and promote a sense of belonging. There are 3 over-riding objectives for this research:

1. To consider what belonging means for INA pupils
2. To investigate what strategies are currently used to support INA pupils in the two target schools.
3. To explore what impact these strategies have on INA pupil's experiences and perceptions of belonging.

Therefore the exploration will be considered to have been successful if the following are criteria are achieved:

1. An understanding of what belonging means for the INA pupils involved in the study, informed by INA pupils, their peers and school staff in both schools.
2. A detailed knowledge of what both schools do to promote a sense of belonging for INA pupils.
3. An account of how current school practices make INA pupils feel like they belong or do not belong in both schools.

3.3.1.3. Units of analysis.

Figure 3.2 below illustrates the overall case study design and each of the units of analysis for both of the schools.
A case study protocol was used to ensure that the data collection process was consistent in both schools (a copy of the protocol can be found in Appendix B).

### 3.3.1.4. Linking data to propositions and criteria for interpreting the findings

Propositions were not developed due to the exploratory nature of the case study design. However, consideration was made prior to data collection as to how the data would be interpreted then linked back to the study’s objectives and success criteria. Yin (2009) states “The analysis of case study evidence is one of the least developed and most difficult aspects of doing case studies” (p. 127) and recommends adopting an analytic strategy. The analytic strategy used for this study involved developing a ‘case description’ (p.131) of each of the two target schools involved in the research, using the units of analysis identified above. This was identified as an appropriate analytic strategy as the purpose of the study was an exploratory and descriptive one rather than to...
evaluate a specific intervention. The data analysis that informed the development of the ‘case descriptions’ was based on Braun and Clarke’s (2006) thematic analysis framework. This was used to identify themes from the data to help to develop case descriptions and address each of the study’s research questions. A full description of Braun and Clarke’s (2006) framework is provided below in Section 3.7.3 The descriptive framework that would be adopted for presenting the findings was also considered prior to data collection. The purpose of the study was to explore the ecological context of the school informed by Bronfenbrenner’s (1979) ecological systems theory. Therefore, Bronfenbrenner’s (1979) model informed the questions asked within the semi-structured interviews and focus groups and ultimately provided the descriptive framework for the way the findings were arranged. For example, school strategies are illustrated within an ecological systems model.

QSR Nvivo (10) was also used as a computer-assisted tool to support the analytic strategy. Data from the semi-structured interviews and focus groups were partially-transcribed and then imported into NVivo. This approach was selected as an efficient way to manage the vast amount of textual information obtained and to identify initial codes.

The interpretation of the study’s findings was aided by the use of more than one school, different viewpoints and various participants in each of the schools. This enabled ‘cross-case synthesis’ (Yin, 2009, p.156) to also be employed. “The technique treats each individual case study as a separate study” (p.156), tools such as ‘word tables’ are then used to compare the findings between studies. This enables cross-case conclusions to be made. A pattern matching approach was also used as an analytic technique when interpreting the findings of the study. This involved considering the relevant existing literature and identifying any patterns between it and the identified themes from this study. Rather than this being used to build explanations regarding belonging and INA
pupils, due to its exploratory nature, the findings were used to develop hypotheses regarding what schools can do to promote belonging for INA pupils.

3.3.2. Summary of case study design

This section has outlined the case study design that has been used for this research. The case study has been described in relation to each of the 5 components that Yin (2009) states are important; a study’s questions, its propositions (if any), its units of analysis, the logic linking the data to the propositions and the criteria for interpreting the findings. This framework informed the case study protocol that was used to ensure the data collection process was consistent in both of the schools (See Appendix B)

3.4. Evaluative Criteria

3.4.1 Introduction

Yin (2009) outlines four tests that can be used to measure the quality of case study design; construct validity, internal validity, external validity and reliability and suggests ‘case study tactics’ to address them (p.40-41). Kvale (1995) refers to the view that validity, reliability and generalisation are often considered the ‘holy trinity’ within social science research. However, qualitative researchers that take a post-modernist perspective have challenged the use of these terms and questioned the application of empirical terminology to qualitative research. For example, rather than validity, Lincoln and Guba (1985) refer to the ‘truth value of findings’ through the use of concepts such as; trustworthiness, credibility, dependability, and confirmability. Lyons and Coyle (2008) state; “qualitative research is sometimes evaluated using inappropriate traditional criteria and, unsurprisingly is found wanting… For this reason, in their research reports qualitative researchers may wish to specify alternative criteria by which they wish their
research to be evaluated” (p. 21) Yardley (2000) considers what criteria are appropriate for assessing the validity of a qualitative study and states “the conventions and standards for the conduct and evaluation of research using QMs [Qualitative Methods] are difficult to define...” (p.216) Yardley (2000) argues that traditional criteria used to evaluate quantitative studies are not applicable for qualitative studies “One of the primary reasons for adopting QMs is a recognition that our knowledge and experience of the world cannot consist of an objective appraisal of some external reality but is profoundly shaped by our subjective and cultural perspective, and by our conversations and activities” (Yardley, 1997 cited in Yardley 2000, p. 217). Yardley (2000) proposes key principles to address the “difficult issue of quality control” (p.216). These are; ‘sensitivity to context’, ‘commitment and rigour’, ‘transparency and coherence’ and ‘impact and importance’. Due to the exclusively qualitative nature of this study, Yardley’s (2000) terms have been adopted as the evaluative criteria by which to measure the quality of the research...

3.4.2. Sensitivity to context

I have tried to ensure that the study has remained sensitive to the context. This started with a review of the research context to identify relevant literature such as previous studies and psychological theory that were relevant to the current research. This enabled me to be aware of the research that already exists that has explored similar topics or used similar methods. This is illustrated in the literature review (Chapter 2) The very nature of the subject matter has meant that I have directly considered socio-cultural factors such as the political context, culture, religion and language. Through exploring INA pupils’ perspectives of ‘Belonging’ and the impact of school practices it was necessary to gather an understanding of how socio-cultural factors such as those referred to may impact upon INA pupils’ perceptions and experiences.

I was also very aware of the social context of the relationship between myself and the different participants. Yardley (2000) states “it is difficult to overcome the inevitable
imbalance in power relations between those who are selected for involvement in the study and the ‘expert’ whose role as an academic usually entails initiating, controlling and materially benefitting from the process of research.” (p.221) I reflected on how my actions and characteristics may have influenced my interactions and ‘power balance’ with the participants. For example, all participant information sheets were translated and I used interpreters to facilitate the interviews. The aim of this was to ensure the expectations of participating in the research were fully understood and enable the INA pupils to communicate in their first language to reduce any language barriers. I also tried to empower participants and dispel the perception of me as an ‘expert’ by showing them their views were valued, for example using the strategy of member checking to ensure I had accurately documented the points raised during the focus groups.

Finally, the ethical context underpinned the whole research process with pertinent ethical issues considered and addressed; such as confidentiality, anonymity, respect for the participants and the use of interpreters. The ethical considerations for this study are discussed in full in Section 5.1.

3.4.3. Commitment and rigour

Yardley (2000) uses the term ‘commitment’ to refer to prolonged engagement with the topic, competence in the methods used and immersion in the relevant data. My commitment to the subject matter can be demonstrated by the fact that this study was inspired by my involvement in the area through previous professional experiences. I was also committed to ensuring the most appropriate methods were used for data collection as can be illustrated through the developments made throughout the research process. For example; deciding against using a standardised scale for measuring belonging. Through the literature review I attempted to immerse myself in the relevant ‘data’ that surrounds the subject matter.
Rigour refers to the completeness of the research’s findings and interpretations. One way to ensure that a study’s findings are rigorous is to employ the strategy of ‘triangulation’ to “achieve a rounded, multi-layered understanding of the research topic” (Yardley, 2000, p. 222). As I have discussed, I have chosen to dismiss the traditional quantitative evaluative criteria. For example, the notion of ‘validity’ which is positivist in its nature as it suggests one ‘truth’. As I have outlined this study takes a social constructionist perspective that recognises there are multiple ways of knowing and multiple truths. Therefore, it is acknowledged that the collection and analysis of data will be influenced by different interpretations throughout the process. For example from the individual perceptions of INA pupils, how this is then interpreted and reported by the interpreters, on to how this information was transcribed then analysed, and finally how this was categorised under different themes.

To enhance the rigour of this study to accurately document the experience of INA pupils, data was collected from different sources to investigate the different ‘truths’ and support triangulation of the findings. Other research has been critiqued for purely measuring students’ perceptions of the impact of ecological factors and not incorporating others’ views such as school staff “the self-report nature of the data may lead to less valid responses and create skewed data as students will most likely report more favourably.” (Waters, Cross & Shaw, 2010, p. 399). This study explores the views of INA pupils, their peers and school staff to gather a more holistic and valid understanding of INA pupils’ experiences.

Traditionally research is evaluated in relation to ‘reliability’. This is seen as taking for granted that our objects of study remain stable over time rather than being liable to change (Parker, 2004). This study adopts rigour as one of its evaluative criteria and recognises that it is capturing the case descriptions of the two participating schools at a specific point in time but that these are not immune to change and outside influences. However, every attempt was made to ensure the ‘case descriptions’ involved a rigorous
exploration of each of the research questions and a truthful consolidation of the range of views gathered.

3.4.4 Transparency and coherence

Yardley (2000) applies the term ‘transparency’ to ensuring that every aspect of the research is detailed for example; the data collection process and the rules used to code the data. One aspect of being transparent is for the researcher to reflect on how they influence the research outcomes. This is often referred to as ‘reflexivity’. “Reflexivity requires an awareness of the researcher’s contribution to the construction of meanings throughout the research process, and an acknowledgement of the impossibility of remaining ‘outside of’ one’s subject matter while conducting research” Willig, (2001, p.10). Reflexivity, then, urges us “to explore the ways in which a researcher’s involvement with a particular study influences, acts upon and informs such research”(Nightingale & Cromby 1999, p.228). Willig (2001) describes two types of reflexivity:

- “Personal reflexivity” which involves the researcher considering how their own values and experiences have shaped the research and;

- “Epistemological reflexivity” which involved the researcher reflecting on the assumptions they have made throughout the research process and how this may have influenced the findings.

I have attempted to demonstrate both personal and epistemological reflexivity by making my own values that have influenced the research explicit, as discussed in relation to axiology, epistemology and ontology in Section. 3.2. Through illustrating this transparency I have also tried to document the coherence between the research questions that have informed the study, the philosophical stance taken, and the methods of data collection and analysis that have been employed.
3.4.4. Impact and importance

Yardley (2000) states “there are many varieties of usefulness, and the ultimate value of a piece of research can only be assessed in relation to the objectives of the analysis, the applications it was intended for, and the community for whom the findings were deemed relevant” (p. 223). This statement mirrors the argument made by Yin (2009) that all exploratory studies such as this should have a clear purpose and criteria by which its success can be judged. To measure the impact and importance of this study the objectives of the research were revisited with the implications of the research findings explored. A full discussion of the findings can be found in Chapter 5.

3.4.6 Summary of evaluative criteria

This section has highlighted the stance taken by this research, that the traditional quantitative measures of validity and reliability are not relevant for a qualitative study such as this. Instead, the evaluative criteria that have been adopted by this study are discussed; the key principles proposed by Yardley (2000); ‘sensitivity to context’, ‘commitment and rigour’, ‘transparency and coherence’ and ‘impact and importance’. Each of the principles has been described with a discussion of how this study has addressed each one.

3.5. Sampling and Participant Recruitment

3.5.1 Introduction

This section provides details of the participants that were involved in this study. It begins by giving an outline of the two schools that took part. Sampling procedures for the individual interviews, peer focus groups and staff focus groups are then described.
Finally a critique of the sampling procedures used and the limitations of the participant recruitment processes are discussed.

### 3.5.2 The participating schools

The two schools that were identified to take part in the research were selected through purposive sampling. Cresswell (2008) states that this is when; “researchers intentionally select individuals and sites to learn or understand the central phenomena”. The criteria for school selection were that the school had experience of supporting INA pupils, they were considered to display good practice in relation to INA and school staff had a willingness to take part in the research to develop practice.

Links were made with the schools through asking colleagues to suggest Secondary schools that met the criteria. The schools were then contacted directly to discuss the research and see whether they would be interested in taking part. Contextual details of the two schools are provided below:

**Table 3.3: Participating Schools**

<table>
<thead>
<tr>
<th>School A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single sex boys comprehensive school</td>
</tr>
<tr>
<td>Arts Specialism</td>
</tr>
<tr>
<td>953 Students</td>
</tr>
<tr>
<td>55 INA students (2011)</td>
</tr>
<tr>
<td>Categorised as “good school” by OfSTED. The following is taken from their most recent Ofsted inspection:</td>
</tr>
<tr>
<td>Slightly below average in size</td>
</tr>
<tr>
<td>Described as “highly inclusive college”,</td>
</tr>
<tr>
<td>Less than 10% of students from White British backgrounds. Most students come</td>
</tr>
</tbody>
</table>
from a range of minority ethnic groups, mainly of Asian or Asian British background with the largest group, almost 50% of students, being of Pakistani heritage.

- A high proportion of students speak English as an additional language, with a significant number of these being in the early stages of learning English.
- Proportion of students supported through the pupil premium = 32%, (double that of the national average).
- The proportion of students supported through school action = above average. The proportion supported by school action plus or with a statement of special educational needs = significantly above average.

### School B

- Mixed comprehensive school
- English and Humanities Specialism
- 750 Students
- 15 INA students (2011)
- Categorised as “Good School” by Ofsted (2011) The following information is taken from their Ofsted inspection:
  - Smaller than average size
  - Proportion of students eligible for Free School Meals = High
  - Proportion of students learning EAL = high
  - Largest ethnic groups represented in school are Eastern European, Black Carribean and Pakistani.
  - Proportion of SEN students = average
  - High number of students join/ leave school at times other than the usual Year 7 intake (Can be as much as 45% in some year groups).

Young people in Year 8-10 were selected as the focus of this research to avoid exam and transition periods that exist within the two schools. The Head Teachers of both of the
schools were informed of the research and arrangements to conduct the research were negotiated with identified staff members in each of the schools.

### 3.5.3. Semi-structured interviews

The recruitment of participants for the semi-structured interviews was also based on a purposive sampling strategy. Selection of the young people that took part in the study was decided with school staff through the discussion of the inclusion and exclusion criteria (presented below in Table 3.4). When deciding who was invited to take part, consideration was made to the length of time they had been in the school, their country of origin, and language proficiency to ensure a variety of participants and experiences were captured by the sampling.

**Table 3.4: Inclusion and Exclusion Criteria for INA pupils**

<table>
<thead>
<tr>
<th>Inclusion Criteria</th>
<th>Exclusion Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Fit the definition of International New Arrivals – have been living in the UK for less than 12 months.</td>
<td>• Have additional needs such as SEN</td>
</tr>
<tr>
<td>• Have been attending the school for between 3 and 12 months.</td>
<td>• Are currently involved with specialist services regarding trauma.</td>
</tr>
<tr>
<td>• In Year 8, 9 or 10</td>
<td>• Have been attending the school for less than 3 months</td>
</tr>
<tr>
<td></td>
<td>• Have been attending the school for more than 12 months</td>
</tr>
</tbody>
</table>

The contact members of staff in each of the schools were asked to identify pupils that met these criteria. The specific criteria meant there was a limited pool to draw from. Pupils that met the criteria were given participant information sheets and consent forms that were translated into their home language if necessary. The second stage of recruitment involved a convenience sampling strategy, the first two pupils from each school that returned signed consent forms were selected to take part (plus a third child in
School A who participated in the pilot interview). Further details regarding the INA pupils who took part in the interviews are presented below. These are deliberately kept minimal to protect the students’ anonymity.

Table 3.4: INA pupil interviews participants

<table>
<thead>
<tr>
<th>School A</th>
<th>School B</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 3 Pupils</td>
<td>• 2 Pupils</td>
</tr>
<tr>
<td>• All boys</td>
<td>• 1 girl and 1 boy</td>
</tr>
<tr>
<td>• All pupils have English as an Additional Language and spoke limited/ no English on arrival to the UK</td>
<td>• Both pupils have English as an Additional Language and spoke limited/ no English on arrival to the UK</td>
</tr>
<tr>
<td>• An interpreter was used with 1 out of the 3 pupils</td>
<td>• Interpreters were used with both pupils</td>
</tr>
</tbody>
</table>

3.5.4. Peer focus groups

For the peer focus group, participant information forms and parental consent letters were distributed via the staff contact in each of the schools. The member of staff identified suitable young people – those that have had some direct experience of INA pupils, have a level of English that enabled them to take part in discussion and fall between the Year 8-10 age group. The members of staff approached pupils that met these criteria and distributed the participant information sheets. Parental consent forms were then distributed to those pupils who were interested in taking part. The aim was for approximately five pupils to take part in each of the peer focus groups with up to a maximum of seven pupils (only four participants took part at School A due to one
dropping out) Places were allocated through convenience sampling according to parental consent being obtained, until the maximum of seven pupils had been reached.

An interesting development of the recruitment of participants for the peer focus group was that all of the participants had previously been INA pupils themselves. On reflection this is understandable, due to the roles of the identified staff members in each of the schools it was likely that the pupils that were recruited were more likely to be ones with which they had prior involvement and therefore, INA pupils. This development was considered to be of benefit as it added to the wealth of data regarding INA pupils’ direct experiences and allowed for additional alternative perspectives.

Table 3.5: Peer focus group participants

<table>
<thead>
<tr>
<th>School A</th>
<th>School B</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 4 Pupils</td>
<td>• 7 Pupils</td>
</tr>
<tr>
<td>• All boys</td>
<td>• 6 girls and 1 boy</td>
</tr>
<tr>
<td>• All pupils had previously been INA pupils themselves</td>
<td>• All pupils had previously been INA pupils themselves</td>
</tr>
</tbody>
</table>

3.5.5. Staff focus groups

To recruit staff members to take part in the focus groups, an open invitation was given via the contact members of staff in each of the schools who distributed the participant information forms. The sample was then selected from those that indicated an interest in participating via stratified sampling to include a cross-section of people (e.g. EAL lead, subject teacher, teaching assistant) until a maximum of 7 people had been identified. This was done by the contact member of staff independent of my involvement but they had been briefed to aim to include a range of staff. In School A I was then given the email addresses of the staff that had shown an interest to facilitate the organisation of
the focus group at a time that was convenient for the majority of people. In School B arrangements were made by the contact staff member.

On the day of the focus group participant information forms were distributed again to participants and the expectations of the focus group were explained. Participants were then asked to sign the consent forms but were reminded that they still had the right to withdraw. Table 3.6. provides a breakdown of the staff focus group participants:

Table 3.6: Staff focus group participants

<table>
<thead>
<tr>
<th>School A</th>
<th>School B</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Assistant Head Teacher (Responsibility for admissions to the school)</td>
<td>• Special Educational Needs Coordinator (SENCo)</td>
</tr>
<tr>
<td>• EAL co-ordinator</td>
<td>• Head of the PE Department</td>
</tr>
<tr>
<td>• EAL Teacher</td>
<td>• Drama Teacher,</td>
</tr>
<tr>
<td>• English teacher</td>
<td>• Maths Teacher</td>
</tr>
<tr>
<td>• Science teacher</td>
<td>• Higher Level Teaching Assistant,</td>
</tr>
<tr>
<td>• Teaching Assistant</td>
<td>• EAL Teaching Assistant</td>
</tr>
<tr>
<td>• Teaching Assistant</td>
<td>• EAL Teaching Assistant</td>
</tr>
</tbody>
</table>

3.5.6. Summary of sampling and participant recruitment

This section has discussed the sampling strategies used to recruit participants. Largely a purposive sampling strategy was used firstly to identify appropriate schools and then to identify INA pupils and their peers. This involved consideration of specific inclusion and exclusion criteria. A stratified sampling technique was used to recruit staff members for the staff focus group, this was used to ensure views from a varied cross-section of staff were included.
3.6. Data Gathering Methods

3.6.1 Introduction

A range of methods were employed to gather information to address each of the research questions. Consideration was made to the applicability of each of the research methods to ensure there was ‘coherence’ (Yardley, 2000) between the research questions, methods used and the information obtained. Table 5 illustrates what methods were used to explore each of the research questions. This section begins by discussing the alternative methods of measuring belonging that were considered within the planning process. The rest of this section then discusses each of the methods that were finally decided upon in turn.

Table 3.7: Research questions and associated data gathering methods

<table>
<thead>
<tr>
<th>Research Question</th>
<th>Data Gathering Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How do school staff, INA pupils and their peers define belonging for INA pupils?</td>
<td>Staff Focus Group</td>
</tr>
<tr>
<td></td>
<td>Child (INA) Interviews</td>
</tr>
<tr>
<td></td>
<td>Peer Focus Group</td>
</tr>
<tr>
<td>2. What current strategies do school staff perceive as promoting a sense of belonging for INA pupils and what challenges do they face?</td>
<td>Staff Focus Group</td>
</tr>
<tr>
<td>3. How are the strategies used to promote a sense of belonging experienced by INA pupils and their peers?</td>
<td>Peer Focus Group</td>
</tr>
<tr>
<td></td>
<td>Child (INA) Interviews</td>
</tr>
</tbody>
</table>
3.6.2. Gaining INA pupil’s perceptions of Belonging

Within the study, individual semi-structured interviews with INA pupils were used to gain their views of belonging. However, during the planning process several alternative methods were considered

3.6.2.1. Alternative methods to measure belonging

During initial planning several alternative methods of gathering the views of belonging were considered. For example; the Social Inclusion Survey (SIS, Frederickson and Graham, 1999) is a sociometric measure that assesses how willing children are to associate with classmates at school. Initially the SIS was going to be conducted with the form group that the identified INA are part of to gather an understanding of their peer’s perceptions of them. It was thought that the SIS could be used to provide a measure of social acceptance according to peer’s willingness to engage with them, responses expressing unwillingness could then be used as a measure of rejection (Frederickson, Simmonds, Evans and Soulsby, 2007). However, this was dismissed as a method for data gathering as it was felt that although it may highlight young people that were socially excluded it would not be able to provide in-depth details regarding the complex nature of belonging for INA pupils and the factors that influence it within in school. Furthermore, asking young people to judge each other and INA pupils in this way may have been detrimental to relationships between them and views of themselves.

Another tool that was considered was Frederickson, Simmonds, Evans and Soulsby’s (2007) Belonging Scale (a shortened version of the Psychological Sense of Membership Scale, PSSM, Goodenow, 1993) as a measure of belonging to be completed with the INA participants as part of the individual interviews. The PSSM scale consists of items covering pupil perceptions of liking, personal acceptance, inclusion, respect, encouragement for participation and response from peers and adults in school. The Belonging Scale is an anglicised, shortened version of the PSSM which includes 12
items. The PSSM has been used with INA in other research, for example; Kia-Keating and Ellis (2007) used the PSSM scale to measure school belonging with Somali adolescents that were resettled in the United States. Goodenow (1993) reported internal consistency reliability values of .77 - .88 on the PSSM for pupils aged 9-14. Frederickson et al. (2007) reported high internal consistency reliability (.87) for the shortened Belonging Scale. Scores on the Belonging Scale have also been found to positively correlate with peer group acceptance as measured by the SIS (Frederickson et al. 2007). Therefore, it was thought that the two methods may complement each other.

Due to concerns that some of the items on the Belonging Scale (Frederickson et al. 2007) may be culturally biased (too anglicised) and thus may not be meaningful to some of the INA pupils that take part, it was thought the scale would be adapted in collaboration with staff members who represent different cultural backgrounds to act as a ‘cultural check’. How the items on the scale would be presented would also be adapted to make it more easily accessible for the young people taking part. However, further discussions and development led to the decision that the use of semi-structured interviews without the use of the ‘Belonging Scale’ would help to minimise cultural bias and allow for a more in-depth exploration of the subject.

### 3.6.2.3. Semi-structured interviews

Semi-structured interviews were conducted with two INA in each of the two target schools (plus the pilot study). As previously discussed, they were selected as one of the methods of data collection to minimise cultural bias that may be occur through the use of quantitative measures. Semi-structured interviews specifically allow for the exploration of perceptions and enable probing to seek further information and clarification of answers (Barribal and While, 1994). Although a focus group was considered, interviews were decided on as a more appropriate way of gaining the views of INA pupils as the variation in INA pupils’ backgrounds may restrict them from contributing openly to a focus group.
Furthermore, semi-structured interviews have been used by other researchers to explore the experiences of INA pupils in the UK, such as adolescent refugees (Hastings, 2012).

The interviews used in this study were directly informed by Bronfenbrenner’s ecological model and involved the young people being asked to consider what aspects of their school environment helped and hindered them develop a sense of belonging in school – in relation to the different ecological contexts in school i.e. the school as a whole, their form, their classes, teachers. These questions were also informed by other research that proposed the school ecology on belonging (e.g. Waters, Cross and Shaw, 2010) A copy of the interview schedule is included in Appendix C. The interviews took place over 2 x 30 minute sessions with a break in-between. The interviews were audio-recorded for later partial transcription. Unlike the strategy used in the focus groups, written notes were not made during the interviews as it was felt it would create even more distance between the participant and researcher. This limited the opportunity for member-checking, however; the interview schedule incorporated the repetition of the question asking the participant what belonging meant to them. This enabled their responses to be checked and explored further. The interview schedule was piloted with an INA pupil prior to data gathering to ensure the questions were easily understood and coherent with the aims of the study.

3.6.2.3. Pilot study

Silverman (1993) suggests that one way of enhancing the reliability (or rigour) of an interview is carefully piloting the interview schedule. I arranged to pilot the semi-structured interview schedule with a young person who met the inclusion criteria. The aim of the pilot was to ensure all the questions were easy to understand and could fit within the time-frame. The pilot study revealed that the majority of the interview schedule worked effectively. However, some of the questions were re-ordered and stricter guidelines around the time allocated to each section were introduced. Due to the minimal
changes made to the study it was decided that the information gathered from the pilot interview should be incorporated into research data to capture the interesting points made by the participant. The interview schedule for the individual interviews was also used as the basis for the focus group discussions.

3.6.2.4. The use of interpreters

Murray (2001) states that it is an ethical obligation to access “hidden voices” (p.160) through the use of interpreters. “By using interpreters to conduct research with members of ethnic minority groups, it is possible (although, in no straightforward manner) to access the thoughts, feelings and experiences of non-English speaking populations living within a different and dominant culture” (p.159) Interpreters are used not only for practical reasons but also to empower the participants. Within this study interpreters were used when it was identified by the contact staff member that an interpreter would be necessary. This judgement was based on their experience of working with the young people since their arrival.

In keeping with the qualitative design and philosophical stance of this research I also applied reflexivity to my use of interpreters to promote transparency. I considered Edwards (1998) who argues that “researchers need to acknowledge that they carry out interviews with, rather than through, interpreters, and that the latter’s role should be made explicit and be the subject of critical reflection” (p.197) The interpreters used were all students on the ‘Masters in Translation and Interpreting Studies’ at the University of Manchester. An open invitation detailing the required languages was sent to a tutor on the course who disseminated it to students. Arrangements were then made with the students that responded directly until all of the required languages were provided for. The students that provided the interpreting services were the same as those that had completed the translation of participant information and consent forms (where possible). This not only supported coherence within the research process but it also helped to
ensure the interpreters had a grounding in what the research was about. The students were also sent the interview schedule in advance to inform them about what would be discussed.

On the day of the interview, I met with the interpreters prior to the interview to brief them further on the expectations and structure of the interviews and discuss any queries with them. This included reminding them of ethical considerations such as confidentiality. During the interview I consciously considered conducting the interview with the interpreter rather than through the interpreter. For example, creating a ‘triangular’ seating arrangement, maintaining eye contact with the interviewee and displaying active listening skills during interviewee-interpreter communication as is recommended (Edwards, 1998).

3.6.3. Focus groups methodology

The use of focus groups was selected as the method of gaining the views of staff members and the peers of the INA pupils. Focus groups are considered to have five ingredients; they involve; “(1) people who (2) possess certain characteristics and (3) provide qualitative data (4) in a focussed discussion (5) to help to understand a topic of interest (Krueger and Casey, 2000). Kitzinger (1995) suggests focus groups have several sampling advantages:

- Do not discriminate against people who cannot read or write
- Can encourage participation from those who are reluctant to be interviewed on their own (such as those intimidated by the formality and isolation of a one to one interview)
- Can encourage contributions from people who feel they have nothing to say or who are deemed "unresponsive" (but engage in the discussion generated by other group members)
These advantages influenced the decision to choose focus groups over alternative methods such as individual interviews and questionnaires as they were considered to be the most inclusive way of gathering a range of views.

3.6.3.1 Staff focus groups

A focus group was conducted with key staff members that are directly involved with the target young people in each of the schools e.g. the Ethnic Minority Achievement lead, the form teacher, subject teacher and a member of the senior management team. There were two purposes of the focus group; one was to discuss staff members’ views of what ‘belonging’ is for INA pupils and the other one was to gain an understanding of what practices both formal and informal are conducted in school to promote a sense of belonging. A range of teaching staff was incorporated to gather a range of views and not just those that have responsibility for supporting INA. The interview schedule for the focus group was adapted from the one used in individual interviews. However, it was less structured with minimal prompts as it was recognised that the data would emerge from the interaction of the group (Cohen, Manion & Morrison, 2005). A copy of the staff focus group schedule can be found in Appendix D. Written notes of the main discussion points made during the focus group on flip chart paper. This allowed for member checking during the process to ensure the written notes were an accurate record of what was discussed. These notes provided the main structure for the partial transcription. The focus group discussion was also audio recorded with the consent of the group, this enabled further details to be added to the partial transcription.

3.6.3.2 Peer focus groups

Focus groups were also conducted in each of the schools with four-seven of the peers of the INA pupils. The focus group was conducted over two sessions of 30 minutes with a break in-between. The first session explored peer perceptions of how the school supports INA pupils when they first arrive and the second session was used to gather
peer perceptions on what the school does when the INA pupils have been in the school for a couple of months and what impact this has on the school community. A copy of the peer focus group schedule can be found in Appendix E. Initially the intention of the focus groups was to get an alternative perspective of school practices on INA pupils from an external viewpoint of their peers. However, as the focus groups were conducted it transpired that several of the peer participants had once been INA pupils themselves. This added an extra dimension to the range of views captured within the research.

3.6.4. Summary of data gathering methods

Several methods of data collection were considered during the planning of this study. Ultimately, semi-structured interviews were decided upon as the most appropriate method to gain INA pupils’ views. Focus groups were also used to gain the views of their peers and members of school staff. The data collected was anonymised with the schools taking part referred to as A and B and the young people involved allocated a number, the data is referred to in its anonymised form within the thesis and any discussion of the research.

3.7. Data Analysis Methods

3.7.1 Introduction

The data gathered from both of the school case studies were collated and analysed independently of each other, with comparisons made following the completion of the analysis. This section will discuss the data analysis methods that were used within this research. It will begin by explaining the process of partial transcription that was used for the focus groups and interviews. It will then outline how Braun and Clarke’s (2006) framework was used to inform thematic analysis of the data with the support of NVivo 10 data analysis software and through a process of inductive and deductive coding.
3.7.2. Partial transcription

There are several strategies that can be used to transform spoken language into written text within research. McLellan, MacQueen and Neidig (2003) refer to research regarding transcription and summarise that “for some analyses, it may not be necessary to transcribe an entire interview. Selected sentences, passages, paragraphs, or stories relevant to the research question or theory may be all that are needed. In some instances, the audiotapes may be used to supplement (“bring in quotes” or “add depth”) or clean up researchers’ summary notes” (p.74). “Text selected for transcription should take into account the analytical contribution it will provide to the overall study” (Strauss and Corbin, 1990, cited in McLellan, MacQueen and Neidig, 2003, p.74) When transcribing the focus groups and interviews partial transcription was used rather than full transcription. This was considered the most appropriate form of transcription for two reasons. In the interviews the use of interpreters meant that it would have been inappropriate to transcribe the full interview as a large amount of the interviews were in the first language of the INA pupil, this included Slovak, Arabic and Polish. It was felt the same partial transcription approach should also be used for the focus groups as the majority of the transcription could be done insitu and would enable member-checking.

3.7.3. Thematic analysis

Table 3.8 describes each of the phases of thematic analysis proposed by Braun and Clarke (2006) and how this study addressed each one. Further details of the thematic analysis process can also be found in Appendix F.
Table 3.9: The phases of thematic analysis based on Braun and Clarke (2006)

<table>
<thead>
<tr>
<th>Phase</th>
<th>Description of the process</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Familiarising yourself with the data</td>
<td>The audio recordings from the focus groups and interviews were listened to several times. The interviews were then partially transcribed. The notes made within the focus groups were also read through and additional details added from the audio recordings. The transcriptions were then imported into NVivo 10 for coding. These were organised under separate files for each school according to the research questions; belonging, strategies and experiences (split into first day and longer term experiences). Each file consisted of all of the corresponding transcriptions, for example; INA interviews, peer focus group and staff focus group.</td>
</tr>
<tr>
<td>2. Generating Initial Codes</td>
<td>Any interesting features were coded (as free nodes) within each of the files. Some similar extracts were organised under the same code.</td>
</tr>
<tr>
<td>3. Searching for Themes</td>
<td>Lists of the codes were exported to Microsoft Excel for printing. The lists of</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>4. Reviewing Themes</strong></td>
<td>The themes were reviewed through checking whether the identified themes worked in relation to the codes. Reviewing involved an on-going process of collapsing and dividing themes so that each one was an accurate representation of the codes it included. This was done manually; at this point any codes that were replicated were combined.</td>
</tr>
<tr>
<td><strong>5. Defining and naming themes</strong></td>
<td>The themes continued to be refined. Relationships between basic themes were identified and organising themes were selected. This was also done manually and then collated into a Microsoft Word document for further refinement. The organising themes and basic themes were then organised into thematic maps to be presented within this report.</td>
</tr>
<tr>
<td><strong>6. Producing the report</strong></td>
<td>Extracts have been selected to provide examples and illustrate coherence between the data and each of the themes. A range of responses have been used to ensure all participants are represented.</td>
</tr>
</tbody>
</table>
Although the analysis process is presented in a linear way in Table 3.8, the process was dynamic with earlier stages re-visited to ensure the themes remained grounded in the original data.

### 3.7.4. Using data analysis software - NVivo 10

Data analysis involved both computer-based and manual strategies. Welsh (2002) states; “It is shown that a combination of both manual and computer assisted methods is likely to achieve the best results” (p.3.). NVivo 10 data analysis software was used to help with the organisation and coding of data prior to manually arranging the codes into themes. Due to amount of textual information that was involved in the analysis, it was decided that this was the most effective approach. Welsh (2002) agrees;

“Qualitative data analysis software is designed to carry out administrative tasks of organising the data more efficiently and should therefore be exploited to the full on this basis. For example, it is easier and quicker to code text on screen than it would be to manually cut and paste different pieces of text relevant to a single code onto pieces of paper and then store these in a file. Clearly, in this situation it makes more sense to use dedicated software” (p.7).

### 3.7.5. Deductive and inductive coding

The thematic analysis was a combination of both inductive and deductive strategies; the identified themes were data-driven and based on codes that came from participants’ responses within the interviews/ focus groups. However, the questions asked within the focus groups and interviews were informed by the theoretical framework of Bronfenbrenner’s (1979) ecological systems theory. Participants were asked to discuss the impact of the different levels within the school systems, for example; peers, teachers, the classroom and whole school. Therefore, understandably responses were aligned to these different elements. Furthermore, the organisation of the data within the analysis process meant that the themes were collated according to the research question they
addressed; definitions of belonging, strategies used by the schools and experiences of INA pupils. Therefore within the overall thematic analysis framework based on Braun and Clarke (2006) a hybrid strategy of inductive and deductive coding was used. This is a similar approach to that used and promoted by other researchers. For example; Fereday and Muir-Cochrane (2006) describe using a process of thematic coding that involves "a balance of deductive coding (derived from the philosophical framework) and inductive coding (themes emerging from participant’s discussions)” (p.91). A table documenting an example of the codes and how they correspond to the themes can be found in Appendix G.

3.8. Critique of Method

3.8.1. Case study design

This study adopts a case study design; this was considered to be an appropriate design for the subject matter as it contains the two critical features that should be involved in a case study in accordance with Yin (2009, as described above). There are however many critics of the use of case study as a form of social science research who give case study design low status compared to other research designs, “the case study has long been (and continues to be) stereotyped as a weak sibling among social science methods.” (Yin, 2009, p. 13). Some criticise it for its lack of structure as described by Thomas (2011) “there is little in the way of organisational structure to guide the intending case inquirer.” However, the main argument against the use of case studies is their lack of generalisability due to small numbers of participants that are usually involved. Some argue that case studies cannot be used to represent the wider population. “The emphasis on generalised knowledge is a problem for case study, which offers little in the way of generalizable information.” (Thomas, 2011, p.22).
In consideration of these issues the current study draws on Yin (2009) to provide structure and systematic approach, through the identification of units of analysis and evaluative criteria to guide my enquiry. In regards to generalisability, this study is informed by Thomas (2011) who highlights the value of ‘phronesis’, that is “practical reasoning, craft knowledge, or tacit knowing: the ability to see the right thing to do in the circumstances” (p, 23). This study aims to document the good practice that is currently taking place in each of the two target schools, being aware that some practices may be context specific but that nevertheless they may help inform what could be done elsewhere (considering the context). The inclusion of two schools rather than just focussing on one will help to compare and contrast the practices in light of the different contexts.

Alternative methods could have been adopted for this research; for example, using a survey design to gather data from a larger number of schools regarding their practices in relation to INA pupils. However, this was not chosen as the most effective method for this research, as the aim of this study was to explore not only practices as described by school staff but also a deeper investigation of how these practices were experienced by the INA pupils. Furthermore, the intention was not to gather data from a large number of schools but to focus on some specific case examples of schools that are noted to display good practice in this area. It was felt that a case study would allow for a more detailed in-depth exploration of the specific settings, especially INA pupils’ experiences, through the identified units of analysis.

3.8.2. Sampling procedures

The schools taking part in the research were selected through purposive sampling, therefore they may not be truly representative of the wider schools’ population. However, the purpose of this sampling method was to identify schools that have had experience of supporting INA students and to explore how they do this. Therefore by the very nature of
the topic, they will not be representative of all schools but that was not the intention, the aim is to document the unique experiences of these schools so that others can learn from them. Purposive sampling was also used to select the young people that would take part, for the INA pupils the inclusion and exclusion criteria was used largely to protect any pupils who may have been adversely affected by the research.

3.8.3. INA pupils

Focusing on INA as an all-encompassing term within this research may be critiqued as it refers to a very large and varied group of children and young people. However, a great deal of consideration has been made towards the terms used within this research and it is overtly recognised that INA are a heterogeneous group and that differences in experiences and needs will be identified. This is believed to be a positive attribute of the research as the findings will help to inform an understanding of both the shared and contrasting needs of the different young people that fall within this categorisation.

3.8.4. Qualitative methods and thematic analysis

The study uses focus groups and interviews as the methods of data collection, these qualitative methods can be critiqued for a potential lack of ‘validity’ and ‘bias’. Due to the qualitative nature of this study, Yardley’s (2000) key principles have been chosen to replace traditional quantitative evaluative criteria. To try and strengthen the rigour of the selected methods, both the focus group and interviews followed a structured plan with the questions carefully considered (the interview schedule was piloted prior to data collection to ensure the questions were easily understood, this also informed the focus groups). Initially a standardised scale was considered for use as a measure of belonging within the interviews. However, during initial conversations with school staff in the settings they raised concerns about the use of the scale, stating that several of the statements would not be meaningful and culturally appropriate for the INA pupils. This enabled reflection on what our understanding of belonging is and raised the question -
what is belonging is for INA pupils? We agreed this was also important to explore and so it became one of the aims of the research and informed one of the research questions.

Within the interviews, independent interpreters were used where necessary rather than in-school staff to reduce the bias that might exist if a school representative was present. Thematic analysis was used as the method of data analysis. “Thematic analysis is a poorly demarcated, rarely acknowledged, yet widely used qualitative analytic method within psychology” (Braun and Clarke, 2006). In an attempt to add rigor to the analysis process Braun & Clarke’s (2006) six phases of thematic analysis were followed. However, this study takes a social constructionist viewpoint and recognises that despite the measures taken to strengthen the rigour of the study, subjectivity cannot be fully controlled for. This will be reflected upon when interpreting the findings.
3.9. Ethical Considerations

3.9.1 Introduction

All aspects of this study were informed by ethical principles outlined by the University of Manchester’s School of Education and my professional governing bodies. For example; the British Psychological Society’s Code of Conduct and Ethics (2009), the British Psychological Society’s Professional Practice Guidelines (2002) and the Health Professions Council (2009). Some of the key elements of working within these guidelines involve ethical considerations that should be applied to any research, for example; informed consent, anonymity and confidentiality, the right to withdraw and access to research findings. There were also particular ethical considerations to be made due to the research involving a specific vulnerable group. The methods used to apply the identified ethical considerations within the study will now be discussed in more detail with specific examples provided.

3.9.2 Ethical approval

This research was considered by the Professional Doctorate Review Panel on 20th February 2012 and following revisions was approved on 12th April 2013 (See Appendix H). Amendments were later made to the research design which were then approved on 4th May 2012.

3.9.3. Using INA pupils as the focus of the study

The first ethical consideration of the study regarded who should be the target of the research. An initial idea was to focus on young people categorised as refugees and asylum seekers. However, it was thought that focussing on this sub-group of INA pupils
may be unethical as it may further stigmatise those pupils. Therefore, the wider focus on INA pupils was decided upon. It was felt that this would promote a more inclusive approach towards these pupils and move away from a pathologising trauma perspective (Rutter, 2006a) to empower schools and INA pupils.

3.9.4. Protection of participants

The timing of both the focus group and interviews was negotiated with the contact staff members in each school. This ensured they were scheduled at a time that caused least disruption and teachers were informed to allow them to plan when the young people could catch up on any missed work. The length of the focus groups and interviews also complied with the ethical guidelines of the university; each interview and peer focus group was conducted over 2 x 30 minute sessions with a break in between.

The inclusion and exclusion criteria were followed when identifying INA to take part to minimise the risk of causing upset linked to traumatic experiences. The young people were also informed that they could opt out if anything being discussed caused distress and an adult that is known to the young people was made available for discussion following the interviews. It was identified that if during the course of the interviews any of the children disclosed information that suggested that they required follow-up support, referral to the appropriate agency (such as the Emotional Trauma Support team) would be made and discussed with the contact member of staff in school. Furthermore, if the focus groups or interviews caused me any unforeseen distress I planned to cease the activity and seek supervision.

Within the interviews, where an interpreter was necessary an external interpreter rather than a member of staff was used as the young people may have been influenced by the presence of a member of staff when discussing school practices. The purpose of the interviews was not to discuss traumatic experiences but current school practices,
however, if unidentified trauma was revealed during the data collection process a referral to additional support services would have been made.

### 3.9.5. Informed consent

To avoid coercion I was not involved in directly recruiting the participants. For the interviews and peer focus groups, members of school staff who were known to the young people informed them of the research and distributed the participant information sheets (See Appendix I). The information sheets clearly stated that whether or not they chose to take part had no impact upon their school place or assessment procedures. This was re-stated at the start of the interviews/ focus groups. The forms were translated where necessary to ensure they were fully informed of what they were being asked to do. Information sheets and consent forms were distributed directly to the parents/carers of the identified INA and peers by the contact member of staff to enable them to discuss the research and answer any questions the parents may have had.

For the staff focus groups, an open invitation and information sheets were distributed to staff. Those that indicated an interest were given a minimum of 2 weeks before the focus group took place to withdraw. On the day of the focus group they were given another opportunity to read and discuss the information sheet. They were then asked to sign a consent form but were reminded of their right to withdraw at any time. (Copies of the consent forms can be found in Appendix J)

### 3.9.6. Confidentiality

Any personal data collected was kept to a minimum (for example; only names were obtained, not other personal information or distinguishing features) Responses were coded e.g. School A and School B, to ensure anonymity and quotations have been
reported anonymously. Participants were fully informed about how their data will be used and that all data will be removed/destroyed when finished with.

Analysis took place in a private study area by me, only me and my university tutor have had access to the data, with my supervisor acting as the custodian for the data. The data will be stored for 5 years after completion of the project.

3.9.7. Access to research findings and dissemination

I will be providing verbal feedback to key staff at both the school settings separately. The focus of the feedback for each school will mainly be the findings from their school, although the feedback session will also be used to share examples of good practice from the two schools and the Milan study visit. A written summary of findings from the research will then be made available to all staff. A child-friendly summary of the research will be distributed to the target INA and their peers that took part. (An example of what the summary will look like is included in Appendix K).

3.9.8. Disclosures and debriefing

Much consideration was made to protect the participants against any negative impacts of the research especially due to the vulnerability of the young people taking part. The participant information sheet emphasised that pupils were able to choose not to take part and if anything caused them to become upset during the interview/focus group they were able to stop. An adult in school who knew the child was made available if the child wanted to talk to someone after the interview/focus group. If during the course of the interviews/focus groups any of the children disclosed information that suggested that they required follow-up support this would have been discussed with the contact member of staff in school, with referral to appropriate agencies (such as the Emotional Trauma Support team that is available with the local authority) if deemed necessary. For
example, during the data collection there was some conflict within one of the peer focus groups. I passed this on to the contact member of staff to enable them to follow-up with the young people involved.

3.9.9. The use of interpreters

Interpreters were used within the research both for practical reasons and to empower the participants (Murray and Wynne, 2001). When considering the social context of the research (Yardley, 2000) I was aware of the power balance between myself and the participants and how this would be affected by the presence of an interpreter. Initially I considered using people that were known to the pupil to act as interpreters to make them feel more comfortable. However, due to the nature of the study that involves questions about the pupils’ experiences of school it was decided that independent interpreters would be more appropriate and ethical. I was also mindful of the power balance between the 3 of us by trying to work with the interpreters rather than through them (Edwards, 1998). I communicated with them prior to the interviews to ensure they were briefed on the context of the research and the ethical issues that were pertinent to themselves, for example confidentiality. The use of interpreters has many benefits but it also has its own challenges, this will be explored more within the discussion of the findings.

3.10 Summary of Methodology

This chapter has given a full overview of the methodology that was used within this study. This included the rationale of the study and the research questions that the study aims to address. The philosophical underpinnings that have informed the research design including the consideration of appropriate evaluative criteria for qualitative research have been discussed. Details of the data collection methods and data analysis
tools were provided and then critiqued. Finally the specific ethical considerations that were made when undertaking the research were discussed.
Chapter 4: Results

4.1. Introduction

The data that have been gathered and analysed in this research study will now be presented. The organising themes and basic themes identified from the data will be presented under each of the three research questions for both of the target schools. Information to support the description of each of the themes is provided in the form of extracts from the original sources and examples of the initial codes. A full breakdown of each of the themes presented and their corresponding codes can be found in Appendix F.

4.2. Research Question One (RQ.1): How do school staff, INA pupils and their peers define belonging for INA pupils?

The results for this question were obtained from a thematic analysis of qualitative data gathered in the staff focus group, peer focus group and individual interviews with the INA pupils. The thematic analysis involved applying Braun and Clarke’s (2006) framework to the partial transcriptions of the different data sources. With a focus specifically on discussion points relating to their descriptions of what belonging is for INA pupils.

4.2.1. School A.

The Belonging thematic network map for School A is presented in Figure 4.1 below. It has six basic themes and four organising themes. There were several connections between the identified themes but generally they divided into two aspects; the internal experience of the INA pupils and environmental factors. This is illustrated in the thematic
network map with the shaded area representing the themes that were associated with the child's perspective and the non-shaded area representing themes that related to the environment.

![Network Map](image)

**Figure 4.1: School A - definition of belonging thematic map**

Each of the organising themes and basic themes will now be discussed. The data sources that informed the theme will be identified long with examples of participant responses.

### 4.2.1.1. Organising theme: positive emotions.

When asked what belonging was for INA pupils, many descriptions referred to the positive emotions and the absence of negative feelings that would be experienced by the pupils and impact on their external behaviour if they felt a sense of belonging. This theme was made up of responses from all three data sources; the staff focus group, peer focus group and INA individual interviews. Table 4.1 provides examples of participants’ responses that informed this theme.
### 4.2.1.2. Organising theme: personal development.

This theme emerged out of comments made that related to INA pupils showing progress and development which was thought to illustrate their sense of belonging. The statements referred to their attitude and confidence as well as academic progress. The theme was identified from the data collected from all three sources; the staff focus group, peer focus group and the individual INA interviews. Table 4.2 provides examples of participants’ responses that informed this theme.

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Theme present in responses</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Focus Group</td>
<td>✔</td>
<td>“Observed Behaviour - from being silent, not responding suddenly he is OK now – Smiles”</td>
</tr>
<tr>
<td>Peer Focus Group</td>
<td>✔</td>
<td>“You’d feel sad [if you felt like you did not belong]”</td>
</tr>
<tr>
<td>INA Interviews</td>
<td>✔</td>
<td>“I’m happy that I can be part of this school and learn what they are learning and learn their language.” (in response to a question asking them how feeling like you belong made them feel.)</td>
</tr>
</tbody>
</table>
Table 4.2: RQ 1 - School A organising theme: personal development

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Theme present in responses?</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Focus Group</td>
<td>✓</td>
<td>“Can see them grow – how they change.”</td>
</tr>
<tr>
<td>Peer Focus Group</td>
<td>×</td>
<td></td>
</tr>
<tr>
<td>INA Interviews</td>
<td>✓</td>
<td>“Yes, I’m enjoying it more to go to school to learn new things that’s why I have better results”</td>
</tr>
</tbody>
</table>

‘Personal Development’ also provides an organising theme to the associated basic theme of ‘Communication’ and ‘Understood as a Person’ which are both discussed below.

4.2.1.2.1. Basic theme: communication

The ‘Communication’ theme is associated with two of the organising themes; ‘Personal Development’ and ‘Support from Others’ (which is discussed below) as it represents comments that refer to INA pupils’ own development in relation to acquiring English but also the support they receive from others in relation to communication in both English and their home language. This theme emerged from comments highlighting the importance of promoting INAs’ understanding through their development of English and also having support in their first language. The comments also illustrated the detrimental effects of not being able to communicate effectively. This theme was made up of responses from all three data sources; the staff focus group, peer focus group and INA individual interviews. Table 4.3 provides examples of participants' responses that informed this theme.
Table 4.3: RQ 1 – School A basic theme: communication

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Theme present in responses?</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Focus Group</td>
<td>✓</td>
<td>“Feeling understood is particularly important - Starts with language”</td>
</tr>
<tr>
<td>Peer Focus Group</td>
<td>✓</td>
<td>“Teachers who speak different languages e.g. Urdu so you can understand more”</td>
</tr>
<tr>
<td>INA Interviews</td>
<td>✓</td>
<td>“In Slovakia I talked in Slovak with my friends and here I have to be helped by other people, for example my cousin to communicate with others”</td>
</tr>
</tbody>
</table>

4.1.1.2.2. Basic theme: understood as a person

The ‘Understood as a Person’ theme is associated with two of the organising themes; ‘Personal Development’ and ‘Support from Others’ (which is discussed further below) as it refers to the internal experience of INA pupils which enables them to develop but also to what is available in the school environment to enable this. This theme specifically related to descriptions of INA pupils feeling OK to be themselves and school staff actively promoting their feelings of being understood for example through having background knowledge. This theme was made up of one of the highest number of codes and included responses from all three of the data sources; the staff focus group, the peer focus group and the INA individual interviews. Table 4.4 provides examples of participants’ responses that informed this theme.
Table 4.4: RQ 1 – School A basic theme: understood as a person

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Theme present in responses?</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Focus Group</td>
<td>✓</td>
<td>“being understood in terms of who they are as people/ where they have come from. If they do not feel understood - may provide barrier to other aspects”</td>
</tr>
<tr>
<td>Peer Focus Group</td>
<td>✓</td>
<td>“They respect him from different angles and identify what he is good at e.g. if someone’s better at running, they will speak to him and say “you’re better at running…””</td>
</tr>
<tr>
<td>INA Interviews</td>
<td>✓</td>
<td>“The teachers are good with you…they have a laugh with you, talk with you [get to know you?] yeah”</td>
</tr>
</tbody>
</table>

4.2.1.3. Organising theme: support from others.

Many of the descriptions of belonging referred to the support INA pupils received from the teachers, peers and the school in general. This theme was made up of responses from all three data sources; the staff focus group, peer focus group and INA individual interviews. Table 4.5 provides examples of participants' responses that informed this theme.
Table 4.5: RQ 1 - School A organising theme: support from others

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Theme present in responses?</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Focus Group</td>
<td>✓</td>
<td>“teachers look out for them but may be subject specific”</td>
</tr>
<tr>
<td>Peer Focus Group</td>
<td>✓</td>
<td>“Teachers give them attention, they have special classrooms. You know from all of the different ways of supporting them.”</td>
</tr>
<tr>
<td>INA Interviews</td>
<td>✓</td>
<td>“you know you belong to this school if you go to school and the teachers… help you much. If you do something good at this school they call home and say your son has done something good.”</td>
</tr>
</tbody>
</table>

‘Support from others' also provides an organising theme to the associated basic themes of ‘Communication’, ‘Attitude of others’, ‘Respecting Cultural and Religious Differences' and 'Understood as a Person' that are discussed below.

4.2.1.3.1. Basic theme: communication

As previously discussed, ‘Communication’ is associated with both the ‘Personal Development’ and ‘Support from Others’ organising themes. In relation to ‘Support from Others’, responses referred to how other people support INA pupils to communicate, for example having things translated and explained in their first language. Examples to illustrate the ‘Communication' theme are presented in Table 4.3.
4.2.1.3.2. Basic theme: attitude of others

The ‘Attitude of others’ theme was associated with the organising theme; Support from others. However, this theme specifically related to descriptions of other people’s attitudes towards the INA pupils and the absence of negative behaviours which warranted it having its own basic theme, for example; ‘others are friendly’ and ‘not being bullied’. This theme was made up of responses from two of the data sources; the peer focus group and the INA interviews. Themes referring to the ‘attitude of others’ were not identified within the staff focus group. Table 4.6 provides examples of participants’ responses that informed this theme.

Table 4.6: RQ 1 - School A basic theme: attitude of others

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Theme present in responses?</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Focus Group</td>
<td>✗</td>
<td></td>
</tr>
<tr>
<td>Peer Focus Group</td>
<td>✓</td>
<td>“Felt shocked when first started—people racist towards me because I couldn’t speak English”</td>
</tr>
<tr>
<td>INA Interviews</td>
<td>✓</td>
<td>“meet them peacefully… everybody be respectful”</td>
</tr>
</tbody>
</table>

4.2.1.3.3. Basic theme: respecting cultural and religious differences

The ‘Respecting Cultural and Religious Differences’ theme was associated with the organising theme; ‘Support from Others’. However, this theme specifically related to acknowledgement of cultural differences in relation to belonging and how others respect cultural and religious differences which warranted it having its own basic theme. This theme was made up of responses from two of the data sources; the staff focus group and
individual interviews. Themes referring to the ‘Respecting Cultural and Religious differences’ were not identified directly within the peer focus group. Table 4.7 provides examples of participants’ responses that informed this theme.

Table 4.7: RQ 1 School A basic theme respecting cultural and religious differences

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Theme present in responses?</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Focus Group</td>
<td>✓</td>
<td>“Depends on expectations- English Medium school in Pakistan – Higher SES [Socio-Economic Status]. may have different expectations of what belonging is compared to counterparts who are of Pakistani heritage but have lived in UK all their lives. May feel like they belong in one way initially and then quite differently later on”</td>
</tr>
<tr>
<td>Peer Focus Group</td>
<td>✗</td>
<td></td>
</tr>
<tr>
<td>INA Interviews</td>
<td>✓</td>
<td>“manners about your religion”</td>
</tr>
</tbody>
</table>

4.2.1.3.4. Basic theme: understood as a person

The ‘Understood as a Person’ theme is associated with two of the organising themes; ‘Personal Development’ and ‘Support from Others’ (which is discussed further below) as it refers to the internal experience of INA pupils which enables them to develop but also to what is available in the school environment to enable this. This theme specifically related to descriptions of INA pupils feeling OK to be themselves and school staff actively promoting their feelings of being understood for example through having background
knowledge. Examples to illustrate the ‘Understood as a Person’ Themes are presented in Table 4.4.

4.2.1.4. Organising theme: fitting in.

The ‘Fitting In’ theme emerged out of comments made that related to INA pupils ‘being automatically included’ and ‘the same as others’. This theme included responses from the staff focus group and the individual INA interviews, no responses relating to the ‘Fitting In’ theme emerged from the peer focus group. Table 4.8 provides examples of participants’ responses that informed this theme.

Table 4.8: RQ 1 - School A organising theme: fitting in

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Theme present in responses?</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Focus Group</td>
<td>✔</td>
<td>“There’s a thin line between celebrating where they are from and highlighting that they are different”</td>
</tr>
<tr>
<td>Peer Focus Group</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>INA Interviews</td>
<td>✔</td>
<td>“I’m happy that I can be part of this school and learn what they are learning and learn their language.”</td>
</tr>
</tbody>
</table>
4.2.1.4.1. Basic theme: friendships

The ‘Friendships’ theme was associated with the organising theme; ‘Fitting In’. However, this theme specifically related to INA pupils’ friendships with peers in school and them not being on their own, which warranted it having its own basic theme. This theme was made up of responses from all three data sources; the staff focus group, peer focus group and INA interviews. Table 4.9 provides examples of participants’ responses that informed this theme.

Table 4.9: RQ 1 - School A basic theme: friendships

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Theme present in responses?</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Focus Group</td>
<td>✔</td>
<td>“Make Friends – go around together”</td>
</tr>
<tr>
<td>Peer Focus Group</td>
<td>✔</td>
<td>“Other pupils – friends”</td>
</tr>
<tr>
<td>INA Interviews</td>
<td>✔</td>
<td>“Belonging is when you have friends “</td>
</tr>
</tbody>
</table>

4.2.1.4.2. Basic theme: adjusting to new context

The ‘Adjusting to New Context’ theme was associated with the organising theme; ‘Fitting In’. However, this theme specifically related to INA pupils adjusting to the new school environment and society with the support of the school. This warranted it having its own basic theme. This theme was made up of responses from two data sources; the staff focus group and INA interviews. Codes relating to ‘Adjusting to New Context’ did not emerge from the peer focus groups. Table 4.10 provides examples of participants’ responses that informed this theme.
Table 4.10: RQ 1 - School A basic theme: adjusting to new context

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Theme present in responses?</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Focus Group</td>
<td>✔</td>
<td>“Our school is an introduction to the UK - where they meet the institution/ society/ cultures. A lot of teaching and learning and the other subliminal stuff is about how we do things here e.g. “you might have been hit in your last school, that doesn't happen here…”</td>
</tr>
<tr>
<td>Peer Focus Group</td>
<td>✗</td>
<td></td>
</tr>
<tr>
<td>INA Interviews</td>
<td>✔</td>
<td>“I start to get used to this environment but I don't really feel like it’s home yet but it will change”</td>
</tr>
</tbody>
</table>
4.2.2. School B.

The Belonging thematic network map for School B has seven basic themes and four organising themes. There were several connections between the identified themes but generally they divided into two aspects; the internal experience of the INA pupils and environmental factors. This is illustrated in the thematic network map with the shaded area representing the themes that were associated with the child’s perspective and the non-shaded area representing themes that related to the environment.

4.2.2.1 Organising theme: positive emotions

When asked what belonging was for INA pupils, many descriptions referred to the positive emotions and the absence of negative feelings that would be experienced by the pupils if they felt a sense of belonging. This theme was made up of responses from all three data sources; the staff focus group, peer focus group and INA individual interviews. Table 4.11 provides examples of participants’ responses that informed this theme.
Table 4.11: RQ 1 - School B organising theme: positive emotions

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Theme present in responses</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Focus Group</td>
<td>✔️</td>
<td>“They feel happy, improved self-esteem, open”</td>
</tr>
<tr>
<td>Peer Focus Group</td>
<td>✔️</td>
<td>“They seem to be happy”</td>
</tr>
<tr>
<td>INA Interviews</td>
<td>✔️</td>
<td>Feeling belonging is really important because if one doesn’t feel welcome it will make him sad”</td>
</tr>
</tbody>
</table>

Through the thematic analysis process, this theme also became an organising theme for the Basic Themes; ‘Feeling Secure’ and ‘Not Feeling Different’ which are discussed below

4.2.2.1 Basic theme: feeling secure

The ‘Feeling Secure’ theme was associated with the organising theme; Positive Emotions. However, this theme specifically related to descriptions of INA pupils feeling safe, comfortable and secure which warranted it having its own basic theme. This theme was made up of responses from two of the data sources; the staff focus group and the peer focus group. References to feeling secure were not made within the INA individual interviews. Table 4.12 provides examples of participants’ responses that informed this theme.
Table 4.12: RQ 1 - School B basic theme: feeling secure

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Theme present in responses?</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Focus Group</td>
<td>✓</td>
<td>“some children, might not answer a question, it might be that they don't know the answer or it might be they are scared to answer questions because of their accent or not sure if they're saying it right. Need to create an environment where they feel safe and confident.”</td>
</tr>
<tr>
<td>Peer Focus Group</td>
<td>✓</td>
<td>“The way they behave, when you speak to them they tell you stuff and seem happy. They get comfortable, comfortable with classes, teachers and everybody.”</td>
</tr>
<tr>
<td>INA Interviews</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

4.2.2.1.2. Basic theme: not feeling different

The ‘Not feeling different’ theme is associated with two of the organising themes; Positive Emotions and ‘Fitting In’ (which is discussed further below) as it represents comments that refer to INA pupils’ internal emotional experience but also what is in the environment that enables them to not feel different. This theme emerged from comments that highlighted that the prevalence of other peers within the school who have also some
from other countries and may speak the same language as themselves supported feelings of ‘not being alone’ and ‘feeling like one of us’ (taken from initial coding). This theme was made up of responses from all three data sources; the staff focus group, peer focus group and INA individual interviews. Table 4.13 provides examples of participants’ responses that informed this theme.

Table 4.13: RQ1 - School B basic theme: not feeling different

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Theme present in responses?</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Focus Group</td>
<td>✓</td>
<td>&quot;It must be great to come to a school where they think they’re going to be different but then they’re surrounded by people from all over the world…”</td>
</tr>
<tr>
<td>Peer Focus Group</td>
<td>✓</td>
<td>“Yeah, so that they feel ‘one of us’ – so they’re not left out, they don’t feel completely different from us we’re all the same- we’re all treated equally.”</td>
</tr>
<tr>
<td>INA Interviews</td>
<td>✓</td>
<td>“There are more people like him who came from other countries he doesn’t feel like he’s the only one, he can see there are more people like him.”</td>
</tr>
</tbody>
</table>

4.2.2.2. Organising theme: personal development.

This theme emerged out of comments made that related to INA pupils showing progress and development which was thought to illustrate their sense of belonging. The
comments appeared to relate to holistic development of the pupils as individuals rather than just academic progress. The theme was identified from the data collected from all three sources; the staff focus group, peer focus group and the individual INA interviews. Table 4.14 provides examples of participants’ responses that informed this theme.

Table 4.14: RQ 1 - School B organising theme: personal development

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Theme present in responses?</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Focus Group</td>
<td>✔</td>
<td>“If they feel they belong it means the school has met their needs. If they feel they belong they’re going to feel part of the school community, then they want to give back. They’ll then be able to take what they want from the experience – progress”</td>
</tr>
<tr>
<td>Peer Focus Group</td>
<td>✔</td>
<td>“If you’re friends with them, they want to be friends with your friends - if they feel like they belong they want to do more stuff…feel like they belong even more”</td>
</tr>
<tr>
<td>INA Interviews</td>
<td>✔</td>
<td>“In general, you come here to learn things but other things are important as well, not only learning.”</td>
</tr>
</tbody>
</table>

‘Personal Development’ also provides an organising theme to the associated basic theme of ‘Communication’ which is discussed later.
4.2.2.2.1 Basic theme: communication

The ‘Communication’ theme is associated with two of the organising themes; ‘Personal Development’ and ‘Support from Others’ (which is discussed further below) as it represents comments that refer to INA pupils own development in relation to acquiring English but also the support they receive from others in relation to communication. This theme emerged from comments highlighting the importance of promoting INA’s understanding through their development of English and also having things translated. This theme was made up of responses from two of data sources; the peer focus group and INA individual interviews. Table 4.15 provides examples of participants’ responses that informed this theme.

Table 4.15: RQ 1 - School B basic theme: communication

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Theme present in responses?</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Focus Group</td>
<td>✗</td>
<td></td>
</tr>
<tr>
<td>Peer Focus Group</td>
<td>✓</td>
<td>“you know what you’re doing”</td>
</tr>
<tr>
<td>INA Interviews</td>
<td>✓</td>
<td>“when I first came here, I did not know English properly, it would annoy me not to be able to speak to other people, once I learnt the language it was easier”</td>
</tr>
</tbody>
</table>

4.2.2.3 Organising theme: support from others

Many of the descriptions of belonging referred to other people (teachers and peers) helping INA pupils in a variety of ways, both when they first start and throughout the year.
This theme was made up of one of the highest number of codes and included responses from all three data sources; the staff focus group, peer focus group and INA individual interviews. Table 4.16 provides examples of participants’ responses that informed this theme.

Table 4.16: RQ 1 - School B organising theme: support from others

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Theme present in responses?</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Focus Group</td>
<td>✓</td>
<td>“If they feel they belong it means the school has met their needs.”</td>
</tr>
<tr>
<td>Peer Focus Group</td>
<td>✓</td>
<td>“Getting support throughout the whole year from teachers and everything”</td>
</tr>
<tr>
<td>INA Interviews</td>
<td>✓</td>
<td>“If you have support. In general, you come here to learn things but other things are important as well, not only learning.”</td>
</tr>
</tbody>
</table>

‘Support from others’ also provides an organising theme to the associated basic themes of ‘Communication’, ‘Attitude of Others’ and ‘Respecting Cultural Differences’ which are discussed below.

4.2.2.3.1 Basic theme: communication

As previously discussed, ‘Communication’ is associated with both the ‘Personal Development’ and ‘Support from Others’ organising themes. In relation to ‘Support from Other’, responses referred to how other people support INA pupils to communicate. Examples to illustrate the ‘Communication’ theme are presented in table 4.15.
4.2.2.3.2 Basic theme: attitude of others

The ‘Attitude of Others’ theme was associated with the organising theme; Support from others. However, this theme specifically related to descriptions of other people’s attitudes towards the INA pupils such as ‘being friendly’ and ‘peers not displaying negative behaviour’, which warranted it having its own basic theme. This theme was made up of responses from two of the data sources; the staff focus group and the INA interviews. Themes referring to the ‘attitude of others’ were not identified within the peer focus group. Table 4.17 provides examples of participants’ responses that informed this theme.

Table 4.17: RQ 1 - School B basic theme: attitude of others

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Theme present in responses?</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Focus Group</td>
<td>✔</td>
<td>“If no one is jesting, that gives them a bit of innate respect and confidence and sense of belonging too…”</td>
</tr>
<tr>
<td>Peer Focus Group</td>
<td>✗</td>
<td></td>
</tr>
<tr>
<td>INA Interviews</td>
<td>✔</td>
<td>“I don't get discriminating attitude because if you are treated like you do not belong or you are treated like an immigrant, you would just leave the country and go.”</td>
</tr>
</tbody>
</table>
4.2.2.3.3 Basic theme: respecting cultural differences

The ‘Respecting Cultural Differences’ theme was associated with the organising theme; ‘Support from others’. However, this theme specifically related to acknowledgment of cultural differences in relation to belonging, which warranted it having its own basic theme. This theme was made up of responses from only one of the data sources; the staff focus group. Themes referring to the ‘respecting cultural differences’ were not identified directly within the peer focus group or the INA interviews. Table 4.18 provides examples of participants’ responses that informed this theme.

Table 4.18: RQ 1 - School B basic theme: respecting cultural differences

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Theme present in responses?</th>
<th>Examples</th>
</tr>
</thead>
</table>
| Staff Focus Group | ✔                           | “I have an experience when I was working with mature students and I was giving two of my students, who called me by my first name and I had been working with them for about a year, we had a very good relationship… and I gave them a lift from the bus stop one day and they both sat in the back… when I teased them saying ‘I should have charged you taxi fare’… they said well in our culture it would have been so insulting for one of us to have assumed that we could sit in the front with you… We need to be aware of different ways of showing respect e.g. some students think it is disrespectful to look...
at you straight in the eye…need to understand that it isn’t them being rude to you. To respect others you need to understand about it…”

<table>
<thead>
<tr>
<th>Peer Focus Group</th>
<th>✗</th>
</tr>
</thead>
<tbody>
<tr>
<td>INA Interviews</td>
<td>✗</td>
</tr>
</tbody>
</table>

### 4.2.2.4 Organising theme: fitting in

This theme emerged out of comments made that related to INA pupils being included and feeling included within the school community. Many of the comments related to aspects of the school environment that enabled the INA pupils to ‘fit in’. This theme emerged from responses made within the staff focus group. Table 4.19 provides an example of participants’ responses that informed this theme.

Table 4.19: RQ 1 - School B organising theme: fitting in

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Theme present in responses?</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Focus Group</td>
<td>✓</td>
<td>“Fitting in to school life…think we underestimate sometimes what a big thing it is…”</td>
</tr>
<tr>
<td>Peer Focus Group</td>
<td>✗</td>
<td></td>
</tr>
<tr>
<td>INA Interviews</td>
<td>✗</td>
<td></td>
</tr>
</tbody>
</table>

Through the analysis process ‘Fitting In’ was considered an appropriate organising theme for the 3 basic themes; ‘Friendships’ and ‘Not feeling different’. 
4.2.2.4.1 Basic theme: friendships

The ‘Friendships’ theme was associated with the organising theme; ‘Fitting In’. However, this theme specifically related to INA pupils’ friendships with peers in school, which warranted it having its own basic theme. This theme was made up of responses from all three data sources; the staff focus group, peer focus group and INA interviews. Table 4.20 provides an example of participants’ responses that informed this theme.

Table 4.20: RQ 1 - School B basic theme: friendships

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Theme present in responses?</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Focus Group</td>
<td>✔</td>
<td>“A lot of belonging is about friends, the lunch, the break…”</td>
</tr>
<tr>
<td>Peer Focus Group</td>
<td>✔</td>
<td>“If you’re friends with them, they want to be friends with your friends - if they feel like they belong they want to do more stuff…feel like they belong even more”</td>
</tr>
<tr>
<td>INA Interviews</td>
<td>✔</td>
<td>“When I first came here I used to see people saying hi to each other not knowing that ah, the day would come when I had my own friends to say hi to in the morning. So it really has a big impact on how you do at school.”</td>
</tr>
</tbody>
</table>

4.2.2.4.3 Basic theme: not feeling different

As described above, the ‘Not feeling different’ theme is associated with the ‘Fitting In’ and ‘Positive Emotions’ organising themes as it represents comments that refer to INA.
pupils internal emotional experience but also what is in the environment that enables them to not feel different. This theme was made up of responses from all three data sources; the staff focus group, peer focus group and INA interviews. Examples of the responses are provided in table 4.13.
4.3. Research Question Two (RQ 2): What current strategies do school staff perceive as promoting a sense of belonging for INA pupils and what challenges do they face?

The results for this question were obtained from a thematic analysis of the qualitative data gathered in the staff focus group in both schools. The thematic analysis involved applying a coding framework to the partial transcriptions of the data focusing specifically on discussion points relating to the strategies they currently employ at a whole school, class and targeted level.
4.3.1 School A

The Strategies thematic network map for School A is illustrated in Figure 4.3. It has four organising themes and ten basic themes. The thematic network map is informed by Bronfenbrenner's (1979) use of concentric rings to illustrate different ecological systems. In this case the thematic network map is used to illustrate how the identified themes can be considered to fall into different aspects of the school's ecological system with the overall school ethos influencing how they respond to INA pupils, the induction policies and processes informing the welcome that INA pupils receive and then the all-encompassing, on-going holistic support that is offered to the INA pupils in school. This is

Figure 4.3: RQ 2 - School A: strategies thematic network map
all set within the context of the on-going challenges that the school faces when trying to promote a sense of belonging for INA pupils. Each of these levels will now be discussed.

**4.3.1.1 Organising theme: challenges**

During the discussion about the strategies that are used within school to promote a sense of belonging for INA pupils, staff were also asked to identify challenges they have experienced when supporting these pupils. There were several points raised that have informed this organising theme which is represented in the outer concentric ring to illustrate that it is within the context of these challenges that the other elements of support are provided. The comments made in relation to this topic have informed the associated basic themes of: ‘Emotional and Behavioural Difficulties’, ‘Language Barrier’ and ‘Clash of Cultures’.

**4.3.1.1.1 Basic theme: emotional and behavioural difficulties**

The ‘Emotional and Behavioural Difficulties’ theme was one of the themes that emerged from participants’ discussion of the challenges they face when promoting a sense of belonging for INA pupils. It refers to challenging behaviour that INA pupils can display, the concern staff have regarding how to support pupils’ emotional and behavioural difficulties and maintain their boundaries as staff. Table 4.21 provides examples of participants’ responses that informed this theme.
Table 4.21: RQ 2 – School A basic theme: emotional and behavioural difficulties

<table>
<thead>
<tr>
<th>Theme</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional and Behavioural Difficulties</td>
<td>“Maintaining boundaries – crossing line between teacher/ confidante… accommodate/approachable, make a nice environment where they feel like they belong and they are open with us but then they can share too much and we don’t know what to do with that information.”</td>
</tr>
<tr>
<td></td>
<td>“Challenging behaviour – aggression or violence, they are safe to vent”</td>
</tr>
<tr>
<td></td>
<td>“Emotional health and wellbeing, may feel quite vulnerable/ overwhelmed”</td>
</tr>
</tbody>
</table>

4.3.1.1.2 Basic theme: language barrier

The ‘Language Barrier’ theme was also one of the themes that emerged from participants’ discussion of the challenges they face when promoting a sense of belonging for INA pupils. It refers to the difficulties that they can face with pupils (and their families) who have English as an Additional Language, for example knowing where to place them and assessing their full ability. Table 4.22 provides examples of participants’ responses that informed this theme.
Table 4.22: RQ 2 - School A basic theme: language barrier

<table>
<thead>
<tr>
<th>Theme</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Barrier</td>
<td>“use bilingual staff but what to do when they’re not available. If they haven’t got an issue then language shouldn’t be a barrier – they will learn English eventually. It’s only an issue if there is a problem.”</td>
</tr>
<tr>
<td></td>
<td>“Streaming - Difficulties with knowing where to place them, stressed when they first arrive – not showing full potential. - May not match their ability, may be taught at a lower level than their actual ability.”</td>
</tr>
<tr>
<td></td>
<td>“Language may act as a barrier – don’t know what the issue is”</td>
</tr>
</tbody>
</table>

4.3.1.1.3 Basic theme: clash of cultures

The ‘Clash of Cultures’ theme was also one of the themes that emerged from participants’ discussion of the challenges they face when promoting a sense of belonging for INA pupils. It refers to comments that highlighted differences in expectations between the school and home, and also the pupils’ previous school experience. Table 4.23 provides examples of participants' responses that informed this theme.
Table 4.24: RQ 2 - School A basic theme: clash of cultures

<table>
<thead>
<tr>
<th>Theme</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clash of Cultures</td>
<td>“Discrepancy between home life and school life – school is a different world. Feeling of not belonging to one particular place… not wanting to go home. Can also occur for children born in this country”</td>
</tr>
<tr>
<td></td>
<td>“Different expectations e.g. didn’t know to sit down, when to get up and go.”</td>
</tr>
<tr>
<td></td>
<td>“Clash of cultures/ expectations”</td>
</tr>
</tbody>
</table>

4.3.1.2 Organising theme: school ethos

When asked what the school does to help INA pupils to feel like they belong, staff members’ discussions referred to the overall inclusive nature of the school, with the promotion of the cultural diversity within the school and the strong relationships between members of the staff team. Responses highlighted that this overall school ethos facilitated the other support strategies that are used with INA pupils and enabled them to be effective. ‘School Ethos’ also provides an organising theme to the associated basic themes of ‘Inclusion’, ‘Celebrate Cultural Diversity’ and ‘Staff Working Together’ which are discussed below.

4.3.1.2.1 Basic theme: inclusion

The ‘Inclusion’ theme is associated with the ‘School Ethos’ organising theme as it represents the overall inclusive nature of the school towards including pupils from a range of backgrounds with a diverse range of individual needs, INA pupils just being one
of the groups that the school aims to include within the school community. Table 4.24 provides examples of participants’ responses that informed this theme.

### Table 4.24: RQ 2 - School A basic theme: inclusion

<table>
<thead>
<tr>
<th>Theme</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inclusion</td>
<td>“Hidden ethos – school with lots of children with different difficulties – school has evolved. INA no different.</td>
</tr>
<tr>
<td></td>
<td>“A lot of the things we do are the same as we would for children with low literacy/ low behaviour levels – inclusion.”</td>
</tr>
<tr>
<td></td>
<td>“Our Inclusion and valuing policies”</td>
</tr>
</tbody>
</table>

4.3.1.2.2 Basic theme: celebrate cultural diversity

The ‘Celebrate Cultural Diversity’ theme is associated with the ‘School Ethos’ organising theme as it represents the general positive attitude of the school towards the multi-cultural backgrounds of the pupils, viewing it as a positive aspect of their school community rather than a problem. Table 4.25 provides examples of participants’ responses that informed this theme.

### Table 4.25: RQ 2 - School A basic theme: celebrate cultural diversity

<table>
<thead>
<tr>
<th>Theme</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Celebrate Cultural Diversity</td>
<td>“Celebrating their roots – tell us a bit about where they have come from, they need to be proud not ashamed. Other children are interested too.”</td>
</tr>
</tbody>
</table>
“Culturally sensitive for example; religion – looking for commonality, similarities between religions. Celebrating differences – diversity. Including differences between people from the same faith.”

“Also need to be mindful of starting point of children that have never been to school before. Science – Big Bang Theory. It’s difficult because it is their beliefs, they may have not come across alternative views before…highlighting differences of opinion”

4.3.1.2.3 Basic theme: staff working together

The ‘Staff Working Together’ theme is associated with the ‘School Ethos’ organising theme as it represents the attitudes of staff members towards each other. The responses highlighted strong working relationships between staff from diverse backgrounds which mirrored their inclusive attitude towards INA pupils. They also highlighted how highly valued the EAL team were within the school. Table 4.26 provides examples of participants’ responses that informed this theme.
Table 4.26: RQ 2 - School A basic theme: staff working together

<table>
<thead>
<tr>
<th>Theme</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Working Together</td>
<td>“Flexibility/ Autonomy of Teaching Assistants – no question when TA asks to take child put e.g. emotional issue. Decision is then made as to whether further intervention is necessary. Not strict hierarchy between teachers and TAs – TAs allowed to differentiate/ adapt – use knowledge/ skills”</td>
</tr>
<tr>
<td></td>
<td>“Staff Team re. safeguarding – good system. If any teachers identify issue – good team of people, know who to pass it onto – good network of support – collaborative working.”</td>
</tr>
<tr>
<td></td>
<td>“Staff work as a team – children see that.”</td>
</tr>
</tbody>
</table>

### 4.3.1.3 Organising theme: induction process

When discussing the strategies that are used by the school to support the INA pupils to feel like they belong, many strategies involved the support that the pupils receive when they first arrive at the school. The strategies that are used have also been informed by staff members’ experience and knowledge of INA pupils needs. ‘Induction Process’ also provides an organising theme to the associated basic theme of ‘Knowledge about INA
pupils’. Table 4.27 provides examples of participants’ responses that informed this theme.

Table 4.27: RQ 2 - School A organising theme: induction process

<table>
<thead>
<tr>
<th>Theme</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Induction Process</td>
<td>“Between us we have a careful screening process – not written down but we do it… for example; we identified two children whose Mother was at risk of being exploited in all kinds of ways… children who have experienced trauma. We organise packages of support- refer to other agencies. We’ve got a very good system – it works”</td>
</tr>
<tr>
<td></td>
<td>“Given space and time – not pushed too much so they will become more confident rather than withdraw.”</td>
</tr>
<tr>
<td></td>
<td>“Initial assessment - Decide whether need intervention, extra English?”</td>
</tr>
</tbody>
</table>

4.3.1.3.1 Basic theme: knowledge about INA pupils

The ‘Knowledge about INA pupils’ theme is associated with the ‘Induction Process’ organising theme as it represents the knowledge that staff members have that informs the strategies employed within the induction process. The responses referred to the background knowledge that the school obtains about individual pupils and also the
knowledge they have acquired about INA pupils in general from their own experiences. Table 4.28 provides examples of participants’ responses that informed this theme.

Table 4.28: RQ 2 - School A basic theme: knowledge about INA pupils

<table>
<thead>
<tr>
<th>Theme</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge about INA pupils</td>
<td>“Having background knowledge – have done homework on the country/system they have come from.”</td>
</tr>
<tr>
<td></td>
<td>‘Silent Period’ – ¾ weeks of processing – learning about the environment. Should not be forced to talk (can be a week, can be a year) sit down – don’t make eye contact. Need to be aware of this”</td>
</tr>
<tr>
<td></td>
<td>“[We have] Year 11 INAs Questionnaires which ask ‘Do you think welcome was warm and welcoming?’ – responses show they are confident to be open”</td>
</tr>
</tbody>
</table>

4.3.1.4 Organising theme: holistic support

When asked what the school does to help INA pupils to feel like they belong, staff responses revealed support strategies that were aimed at not just supporting the pupils with language and academic progress but also emotional and social support alongside meeting their basic needs such as providing food. Table 4.29 provides examples of participants’ responses that informed this theme.
Table 4.29: RQ 2 - School A organising theme: holistic support

<table>
<thead>
<tr>
<th>Theme</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Holistic Support</td>
<td>“Home-school links – parents feel welcome – they can walk in and talk to you. Programmes where parents are invited in with children.”</td>
</tr>
<tr>
<td></td>
<td>“Food and uniform – providing for basic needs e.g. food parcel made up for child”</td>
</tr>
<tr>
<td></td>
<td>“Conflict resolution - teaching them how our society works - encouraged students to discuss as a group – court and a jury, teacher as facilitator. Empowered them to move situation on…”</td>
</tr>
</tbody>
</table>

‘Holistic Support’ provides an organising theme to the associated basic themes of ‘Differentiation’, ‘Language Support’ and ‘Peer Support’ which are discussed below.

4.3.1.4.1 Basic theme: differentiation

The ‘Differentiation’ theme is associated with the ‘Holistic Support’ organising theme as it refers to one aspect of the holistic support that is provided for INA pupils, that of academic support that is differentiated to meet their individual needs. Table 4.30 provides examples of participants’ responses that informed this theme.
### Table 4.30: RQ 2 - School A basic theme: differentiation

<table>
<thead>
<tr>
<th>Theme</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Differentiation</td>
<td>“Some of them are put into support Strand (SEN and EAL) group – identify difficulties, for example; if have not been to a school before and illiterate in own language, they’re put in smaller group that’s slower pace and differentiated.”</td>
</tr>
<tr>
<td></td>
<td>“Activities whole class can do – differentiating so they can do it too. Using pictures, getting them included at the beginning of the lesson”</td>
</tr>
<tr>
<td></td>
<td>“Personalise curriculum – put children in different year groups, we have flexibility”</td>
</tr>
</tbody>
</table>

#### 4.3.1.4.2 Basic theme: language support

The ‘Language Support’ theme is associated with the ‘Holistic Support’ organising theme as it refers to one specific area of the holistic support that is provided for INA pupils. Additional Language support is provided through several means to support INA pupils that have English as an Additional Language (EAL).
Table 4.31: RQ 2 - School A basic theme: language support

<table>
<thead>
<tr>
<th>Theme</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Support</td>
<td>“Multi-lingual staff support. Like if a child is becoming frustrated because of the language and they are showing this in their behaviour – can take to staff member who speaks their language, gets understanding of what is going on. We just know to do this.”</td>
</tr>
<tr>
<td></td>
<td>“EAL lessons. Key Stage 3 are withdrawn for 2/3 lessons a week, Key Stage 4 have timetabled lessons”</td>
</tr>
<tr>
<td></td>
<td>“Home Language exams so they can achieve GCSEs”</td>
</tr>
</tbody>
</table>

4.3.1.4.3 Basic theme: peer support

The ‘Peer Support’ theme is associated with the ‘Holistic Support’ organising theme as it refers to another aspect of the holistic support that is provided for INA pupils. This theme focuses on the support the INA pupils receive from their peers and how it is encouraged by school staff. Table 4.32 provides examples of participants’ responses that informed this theme.
Table 4.32: RQ 2 - School A basic theme: peer support

<table>
<thead>
<tr>
<th>Theme</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer Support</td>
<td>“Placed appropriately – ability and also looking at where there are other children/ teacher that will help to meet that child’s needs”.</td>
</tr>
<tr>
<td></td>
<td>“Giving confidence, showing them they are not alone – there are others out there like you. Sitting with other people from where they are from – ‘comfort zone’”</td>
</tr>
<tr>
<td></td>
<td>“Sometimes buddy up with someone from same country/ speak same language…”</td>
</tr>
</tbody>
</table>
4.3.2. School B

The Strategies thematic network map for School B illustrated in Figure 4.4. is very similar to that of school A (Figure 4.3). It has four organising themes and nine basic themes. As with school A, the thematic network map for School B is informed by Bronfenbrenner’s (1979) use of concentric rings to illustrate different ecological systems. In this case the thematic network map is used to illustrate how the identified themes can be considered to fall into different aspects of the school’s ecological system with the overall school ethos influencing how they respond to INA pupils, the induction policies and processes informing the welcome that INA pupils receive and then the all-
encompassing, on-going holistic support that is offered to the INA pupils in school. This is all set within the context of the on-going challenges that the school faces when trying to promote a sense of belonging for INA pupils. Each of these levels will now be discussed.

4.3.2.1 Organising theme: challenges

During the focus group, staff at School B were also directly asked to identify challenges they have experienced when supporting INA pupils. There were several points raised that have informed this organising theme which is represented in the outer concentric ring. This is to illustrate that it is within the context of these challenges that the other elements of support are provided. The comments made in relation to this topic have informed the associated basic themes of: ‘Religious Differences’, ‘Language Barrier’ and ‘Clash of Cultures’.

4.3.2.1.1 Basic theme: religious differences

The ‘Religious Differences’ theme was one of the themes that emerged from participants’ discussion of the challenges they face when promoting a sense of belonging for INA pupils. It refers to having an awareness of all religious festivals and clashes between pupils from different religions. Table 4.33 provides examples of participants’ responses that informed this theme.

Table 4.33: RQ 2 – School B basic theme: religious differences

<table>
<thead>
<tr>
<th>Theme</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religious Differences</td>
<td>“Clashes between Muslim boys and Sikh boy, they wouldn’t sit together – influenced by parents”</td>
</tr>
<tr>
<td></td>
<td>“Religious festivals e.g. Eid, need to be respectful of this and don’t make them run around.”</td>
</tr>
</tbody>
</table>
4.3.2.1.2 Basic theme: language barrier

The ‘Language Barrier’ theme was also one of the themes that emerged from participants’ discussion of the challenges they face when promoting a sense of belonging for INA pupils. It refers to the difficulties that they can face with pupils (and their families) who have English as an Additional Language. Table 4.34 provides examples of participants’ responses that informed this theme.

Table 4.34: RQ 2 - School B basic theme: language barrier

<table>
<thead>
<tr>
<th>Theme</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Barrier</td>
<td>“Parental contact – if they don’t speak English”</td>
</tr>
<tr>
<td></td>
<td>“exam dispensation” for EAL, need to get better at accessing additional support e.g. using dictionaries”</td>
</tr>
<tr>
<td></td>
<td>“Communication barriers”</td>
</tr>
</tbody>
</table>

4.3.2.1.3 Basic theme: clash of cultures

The ‘Clash of Cultures’ theme was also one of the themes that emerged from participants’ discussion of the challenges they face when promoting a sense of belonging for INA pupils. It refers to comments that highlighted differences in expectations between the school and home, and also the pupils’ previous school experience. Table 4.35 provides examples of participants’ responses that informed this theme.

“How can they work with a male support teacher – stranger.”
### Table 4.35: RQ 2 - School B basic theme: clash of cultures

<table>
<thead>
<tr>
<th>Theme</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clash of Cultures</td>
<td>“Clashes between pupils – before the pupils were integrated, the EAL pupils used to be taught as a group… Polish boys laughing at Somali girls”</td>
</tr>
<tr>
<td></td>
<td>“Conflict between home and school priorities e.g. Arabic girls, have to clean, cook for their families… and then they don’t do their homework and get in trouble, by Friday they’re exhausted… they also look after siblings… There is a boundary, we can’t invade this. Need to be aware and respectful of this.”</td>
</tr>
</tbody>
</table>

### 4.3.2.2. Organising theme: school ethos

When asked what the school does to help INA pupils to feel like they belong, staff members' in School B also referred to the overall ethos of the school, with the promotion of the cultural diversity and the strong relationships between members of the staff team. The only difference between the two schools is that school B did not highlight their overall inclusive ethos to the same extent. ‘School Ethos’ provides an organising theme to the associated basic themes of ‘Celebrate Cultural Diversity’ and ‘Staff Working Together’ which are discussed below.

### 4.3.2.2.1. Basic theme: celebrate cultural diversity

The ‘Celebrate Cultural Diversity’ theme is associated with the ‘School Ethos’ organising theme as it represents the attitude of the school towards the multi-cultural
backgrounds of the pupils; how it actively celebrates them and challenges discrimination.

Table 4.36 provides examples of participants’ responses that informed this theme.

Table 4.36: RQ 2 – School B basic theme: celebrate cultural diversity

<table>
<thead>
<tr>
<th>Theme</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Celebrate Cultural Diversity</td>
<td>“We need to challenge prejudice, one thing the school does, it does challenge prejudices or misconceptions”</td>
</tr>
<tr>
<td></td>
<td>“Map of countries of origin – arrows pointing to where they have come from”</td>
</tr>
<tr>
<td></td>
<td>“Even before we had a history of it – OFSTED always commented on racial harmony…”</td>
</tr>
</tbody>
</table>

4.3.2.2.2 Basic theme: staff working together

The ‘Staff Working Together’ theme is associated with the ‘School Ethos’ organising theme as it represents how the staff team are encouraged to work together to support INA pupils. The responses highlighted strong working relationships between subject teachers and specific EAL staff to ensure INA pupils were well supported. They also highlighted again how highly valued the EAL team were within the school. Table 4.37 provides examples of participants’ responses that informed this theme.
### Table 4.37: RQ2 - School B basic theme: staff working together

<table>
<thead>
<tr>
<th>Theme</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Working Together</td>
<td>“Collaboration of staff – subject teachers allow EAL staff to withdraw students from class”</td>
</tr>
<tr>
<td></td>
<td>“they go through a process of admissions – through **** if there a new arrival/ EAL”</td>
</tr>
</tbody>
</table>

### 4.3.2.3. Organising theme: induction process

Several of the strategies that were described by staff members referred to the support that the pupils receive when they first arrive at the school as part of their induction. The strategies that are used have also been informed by what happens before they arrive for example; obtaining background information. Table 4.38 provides examples of participants’ responses that informed this theme.

### Table 4.38: RQ 2 - School B organising theme: induction process

<table>
<thead>
<tr>
<th>Theme</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Induction Process</td>
<td>“Being prepared – are now informed when a student is coming to the school, before we weren’t. It used to be normal for children to turn up to classes un- announced.”</td>
</tr>
</tbody>
</table>
|                     | “First day… they (in the EAL room) are explicit on what the school day is like, what is the correct uniform, what the teachers
names are, do a walk-around of the school, and they do it until the children get it… I think the first few days are really vital. ‘House-keeping’ – nothing is taken for granted.”

“Research – background information about previous educational settings – for example; I phoned Holland to find out about a child.”

4.3.2.4. Organising theme: holistic support

When asked what the school does to help INA pupils to feel like they belong, several of the strategies that were discussed referred to supporting the pupils with their wider needs away from just academic support. Table 4.39 provides examples of participants’ responses that informed this theme.

Table 4.39: RQ 2 - School B: organising theme: holistic support

<table>
<thead>
<tr>
<th>Theme</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Holistic Support</td>
<td>“can ask about anything e.g. homework, how to fill forms, how to apply for benefits”</td>
</tr>
<tr>
<td></td>
<td>“Links with parents – many children are from highly educated backgrounds…”</td>
</tr>
</tbody>
</table>

‘Holistic Support’ also acts as an organising theme to the associated basic themes of ‘Differentiation’, ‘Extra-Curricular Activities’, ‘Language Support’ and ‘Peer Support’ which are discussed below.
4.3.2.4.1. Basic theme: differentiation

The ‘Differentiation’ theme is associated with the ‘Holistic Support’ organising theme as it refers to one aspect of the holistic support that is provided for INA pupils, that of academic support that is differentiated to meet their individual needs. Table 4.40 provides examples of participants’ responses that informed this theme.

Table 4.40: RQ 2 - School B: differentiation

<table>
<thead>
<tr>
<th>Theme</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Differentiation</td>
<td>“Simplify text for them – pictures/ signs instead of words. Use Google Translate… but need to be careful, I found out detention means the same as prison!”</td>
</tr>
<tr>
<td></td>
<td>“Flexible groupings not necessarily grouped according to academic levels – nurturing needs – allow child to settle.”</td>
</tr>
<tr>
<td></td>
<td>“Bespoke timetable e.g. if they need to be withdrawn for EAL - get additional support, they feel safe, not only one.”</td>
</tr>
</tbody>
</table>

4.3.2.4.2. Basic theme: extra-curricular activities

The ‘Extra-Curricular Activities’ theme is associated with the ‘Holistic Support’ organising theme as it highlights how the school go over and above just delivering the day-to-day curriculum for these pupils. It emphasises how they actively encourage the INA pupils to feel a sense of belonging with the school but also the wider community. Table 4.41 provides examples of participants’ responses that informed this theme.
Table 4.41: RQ 2 - School B basic theme: extra-curricular activities

<table>
<thead>
<tr>
<th>Theme</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extra-Curricular Activities</td>
<td>“Trips out, for example; theatre, art, the wider community, sometimes it’s the first time they’ve been to places, like a football stadium. It’s gives them the chance to take them outside and show them different things – interaction. Exposing them to what ***** is – widening their experiences but not just an issue for INA, also young people who don’t get those experiences”</td>
</tr>
<tr>
<td></td>
<td>“Extra-curricular activities – drama, role-play”</td>
</tr>
</tbody>
</table>

4.3.2.4.3. Basic theme: language support

The ‘Language Support’ theme is also associated with the ‘Holistic Support’ organising theme as it refers to the language support that INA pupils are given as part of the overall support that the school provides. Additional Language support is provided through the use of various resources and strategies to help INA pupils that have English as an Additional Language (EAL). Table 4.42 provides examples of participants’ responses that informed this theme.
Table 4.42: RQ 2 - School B basic theme: language support

<table>
<thead>
<tr>
<th>Theme</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Support</td>
<td>“Good to have lots of language support for a beginner but need to wean off – then just provide key words – if going to be living here, immersion is the quickest way children learn. Have lists of key words before going to lessons”</td>
</tr>
<tr>
<td></td>
<td>“[EAL] Teaching Assistants – normally have someone with them to support.</td>
</tr>
<tr>
<td></td>
<td>“Planning for EAL too, in extra English lessons – set targets, constant assessment”</td>
</tr>
</tbody>
</table>

4.3.2.4.4. Basic theme: peer support

The ‘Peer Support’ theme is associated with the ‘Holistic Support’ organising theme as it refers to another aspect of the holistic support that is provided for INA pupils. For School B, this theme focuses on how staff encourage the peers of the INA pupils to provide them with support. There were fewer codes that informed this theme for School B but it was felt that the few descriptions of peer support still warranted its own theme. Table 4.43 provides examples of participants’ responses that informed this theme.
Table 4.43: RQ 2 - School B basic theme: peer support

<table>
<thead>
<tr>
<th>Theme</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer Support</td>
<td>“Buddy system – given a buddy for a week, usually ends up sticking around”</td>
</tr>
<tr>
<td></td>
<td>“Matched with peers with same language/experience in class.”</td>
</tr>
</tbody>
</table>
4.4. Research Question Three (RQ 3): How are the strategies used to promote a sense of belonging experienced by INA pupils and their peers?

The results for this question were obtained from a thematic analysis of the qualitative data gathered in the individual interviews and peer focus group in both schools. Both the peer focus group and the interviews were divided into two sections, the first focussing on INA pupils’ experiences on their first day, and the second one focussing on their experiences when they have been in school for some time. The thematic analysis involved applying a coding framework to the partial transcriptions of the data. The analysis of the data was done in two parts to generate themes for the two different discussion areas. The identified themes will be presented below according to the same structure.
4.4.1 School A: First Day Experiences

Figure 4.5: School A first day experiences thematic network map
4.4.1.1 Organising theme: interaction with peers

When pupils were asked to identify what helped them to feel like they belong or did not belong on their first day at school, many of the responses referred to their interactions with peers. Responses referred to both positive and negative interactions as illustrated through the basic themes that will be discussed below.

4.4.1.1.1. Basic theme: negative behaviour

The ‘Negative behaviour’ theme is a negative aspect that was identified in relation to the ‘Interaction with peers’ organising theme. It refers to responses that identified peers displaying negative behaviour to INA pupils on their first day, for example; being disrespectful, bullying and not wanting to work with them. The theme draws on responses from both the individual pupil interviews and the peer focus group. Table 4.44 provides examples of participants’ responses that informed this theme.

Table 4.44: RQ 3 - School A basic theme: negative behaviour

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Theme present in responses?</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer Focus Group</td>
<td>✓</td>
<td>“Lots of students is a good thing and a bad thing… might not make friends with everyone may be some bullies in there – not made to feel welcome”</td>
</tr>
<tr>
<td>INA Interviews</td>
<td>✓</td>
<td>“Some people were good with me, but some laughed because I couldn’t speak English good.”</td>
</tr>
</tbody>
</table>
4.4.1.1.2. Basic theme: academic support

The ‘Academic Support’ basic theme is associated with two of the organising themes; ‘Interactions with Peers’ and ‘Interactions with Teachers’. In relation to peers, this theme referred to responses that described peers interacting positively with INA pupils to help them with school, for example; telling them about school and helping them with work. This theme draws on responses from both the individual interviews and peer focus group. Table 4.45 provides examples of participants’ responses that informed this theme.

Table 4.45: RQ 3 - School A basic theme: academic support

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Theme present in responses?</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer Focus Group</td>
<td>✓</td>
<td>“[Teachers] let them sit next to a person that is good - who will help”</td>
</tr>
<tr>
<td>INA Interviews</td>
<td>✓</td>
<td>“When I arrived – during an English class, I sat down next to a boy, I didn’t even know his name and he said I should copy what he is writing”</td>
</tr>
</tbody>
</table>

4.4.1.1.3. Basic theme: peers are welcoming

The ‘Peers are welcoming’ theme also refers to positive interactions that INA pupils experience with their peers when they first arrive. This theme specifically refers to the welcome peers give INA pupils on a social level, for example making friends and playing with them. This theme referred to responses obtained in the individual interviews and the peer focus group. Table 4.46 provides examples of participants' responses that informed this theme.
Table 4.46: RQ 3 - School A basic theme: peers are welcoming

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Theme present in responses?</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer Focus Group</td>
<td>✓</td>
<td>“[peers] make friends – show the whole school, classes and teachers”</td>
</tr>
<tr>
<td>INA Interviews</td>
<td>✓</td>
<td>“The 2 boys talked to me and during breaks showed me there was a team from a higher class playing football.”</td>
</tr>
</tbody>
</table>

4.4.1.2. Organising theme: interaction with teachers

Many of the responses in relation to INA pupils’ experiences on their first day also referred to their interactions with teachers. Again, responses referred to both positive and negative interactions as illustrated through the basic themes that will be discussed below.

4.4.1.2.1. Basic theme: teachers are welcoming

The ‘Teachers are welcoming’ theme refers to positive interactions that INA pupils experience with the teachers in school when they first arrive. This theme specifically refers to the welcome teachers give the INA pupils and the emotional support they provide, for example; giving them praise and introducing them to peers. This theme referred to responses obtained in the individual interviews and the peer focus group. Table 4.47 provides examples of participants’ responses that informed this theme.
### Table 4.47: RQ 3 - School A basic theme: teachers are welcoming

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Theme present in responses?</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer Focus Group</td>
<td>✓</td>
<td>“Feedback and communicate with their form tutor - See how they’re getting on”</td>
</tr>
<tr>
<td>INA Interviews</td>
<td>✓</td>
<td>“Some teachers, they were good like my form teacher, she gave me house points and called my parents and told them I am good. Sometimes she gives me a present, like a USB”</td>
</tr>
</tbody>
</table>

#### 4.4.1.2.2. Basic theme: teachers are not welcoming

The ‘Teachers are not welcoming’ theme refers to responses that indicated more negative interactions with the teachers in school when they first arrive. This theme specifically refers to perceptions of teachers not always respond positively to INA pupils, for example; ignoring them and making them feel unwelcome. This theme referred to responses obtained in the individual interviews and the peer focus group. Table 4.48 provides examples of participants’ responses that informed this theme.
Table 4.48: RQ 3 - School A basic theme: teachers are not welcoming

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Theme present in responses?</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer Focus Group</td>
<td>✓</td>
<td>“Sometimes teachers don’t give attention, e.g. if someone puts their hand up but doesn’t have much English they might not bother “it’s just going to waste time”</td>
</tr>
<tr>
<td>INA Interviews</td>
<td>✓</td>
<td>“On the first day I came some teachers help me and some, they didn’t help me. They just said do the test – I didn’t think I was welcome to the class – they didn’t help me. I didn’t understand. They just said copy this from the board.”</td>
</tr>
</tbody>
</table>

4.4.1.3. Organising theme: communication

A theme that ran through a lot of descriptions of INA pupils’ experiences on their first day referred to communication. Both the support they received to help them communicate with peers and staff, and also the difficulties they experienced when trying to communicate with others. This is illustrated through the basic themes; ‘EAL Support’ and ‘Language Barrier’ that will be discussed below.

4.4.1.3.1. Basic theme: EAL support

The ‘EAL Support’ theme refers to responses that indicated the level of support INA pupils receive to help them to communicate. This is done through both helping them to
learn English and also having access to resources in their home language, for example; dictionaries in their home language and extra English lessons. This is done formally and informally, for example peers helping to translate in lessons. The theme draws on responses from both the individual pupil interviews and the peer focus group. Table 4.49 provides examples of participants’ responses that informed this theme.

Table 4.49: RQ 3 - School A basic theme: EAL support

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Theme present in responses?</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer Focus Group</td>
<td>✔</td>
<td>“Use other pupils in the class to help translate in their home language, like Urdu”</td>
</tr>
<tr>
<td>INA Interviews</td>
<td>✔</td>
<td>“Sometimes in class different teachers come and different subjects, some they write in languages, they write Urdu, Urdu sentences…”</td>
</tr>
</tbody>
</table>

4.4.1.3.2. Basic theme: language barrier

The ‘Language Barrier’ theme refers to responses that described the difficulties INA pupils face with communicating with others on their first day. It specifically refers to difficulties encountered during lessons, for example; being asked to explain things in English and not understanding what is being said. The theme draws on responses from both the individual pupil interviews and the peer focus group. Table 4.50 provides examples of participants’ responses that informed this theme.
### 4.4.1.4. Organising theme: adjusting to new environment

When discussing the experiences of INA pupils on their first day, many responses referred to their reactions to the new school environment, including the staff, rules and building, and how it may compare to their previous school experiences. This is illustrated through the basic themes that will be discussed below.

#### 4.4.1.4.1. Basic theme: comparisons with previous school experiences

The ‘Comparisons with previous school experiences’ theme refers to responses that discussed how INA pupils might compare the current school with the school they had been to in their home country (or with no prior school experience). On the thematic map, this theme is presented in the middle between positive and negative experiences as responses referred to comparisons that were both positive and negative, and that highlighted similarities and differences. This included the organisation and design of the building, and also lesson content. The theme draws on responses from both the individual pupil interviews and the peer focus group. Table 4.51 provides examples of participants’ responses that informed this theme.
Table 4.51: RQ 3 - School A basic theme: comparisons with other school experiences

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Theme present in responses?</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer Focus Group</td>
<td>✓</td>
<td>“Classroom might look different from other schools (the way tables are organised)”</td>
</tr>
<tr>
<td>INA Interviews</td>
<td>✓</td>
<td>“The uniform, that everyone looks the same – not like that in Slovakia”</td>
</tr>
</tbody>
</table>

4.4.1.4.2. Basic theme: new school systems

The ‘New School Systems’ theme specifically refers to responses that focussed on how the rules and systems in the current school might contrast with those that the pupils have been accustomed to on schools elsewhere. This was presented within the negative experiences side of the thematic map as responses suggested adjusting to new school systems can be challenging for INA pupils. This includes the use of different sanctions and how lessons are organised in different rooms. The theme draws on responses from both the individual pupil interviews and the peer focus group. Table 4.52 provides examples of participants' responses that informed this theme.
Table 4.52: RQ 3 - School A basic theme: new school systems

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Theme present in responses?</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer Focus Group</td>
<td>✓</td>
<td>“New rules – different from country you have come from”</td>
</tr>
<tr>
<td>INA Interviews</td>
<td>✓</td>
<td>“In our country, when you don’t respect the teacher, the teacher hit you then you don’t respect, you go out of school. In this country you don’t beat anyone… any student… and lots of disrespectful and ah… lots of differences our culture and this country culture”</td>
</tr>
</tbody>
</table>

4.4.1.4.3. Basic theme: size of school

Several responses referred specifically to the size of the school which warranted it having its own theme. The ‘Size of School’ theme refers to responses that discussed how INA pupils react to the size of the school and the number of students on their first day. On the thematic map, this theme is presented in the middle between positive and negative experiences as responses described the size of the school being both a positive and negative aspect of the school. The theme draws on responses from both the individual pupil interviews and the peer focus group. Table 4.53 provides examples of participants’ responses that informed this theme.
4.4.1.4.4. Basic theme: navigating around school

Linked to the previous theme, the ‘Navigating around school’ theme highlights that although the size of the school may be challenging for INA pupils, they receive a lot of support to navigate around the school from peers, teachers and the school environment. This includes being shown around the school by peers and teachers, and having a lift to make the school accessible for pupils with physical disabilities. The theme draws on responses from both the individual pupil interviews and the peer focus group. Table 4.54 provides examples of participants’ responses that informed this theme.
Table 4.54: RQ 3 - School A basic theme: navigating around school

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Theme present in responses?</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer Focus Group</td>
<td>✅</td>
<td>“Directions around the school [signs] in English”</td>
</tr>
<tr>
<td>INA Interviews</td>
<td>✅</td>
<td>“I received the timetable with the names of the classes and I didn’t know where the classes are in the school so they [peers] directed me to where the classes are.”</td>
</tr>
</tbody>
</table>

**4.4.1.4.5. Basic theme: diversity within the school**

‘Diversity with the school’ theme refers to the presence of pupils and teachers within the school that are able to speak the same languages and/ or are from the same countries as INA pupils. This was considered to promote a sense of belonging for the pupils when they first arrived at the school. The theme draws on responses from both the individual pupil interviews and the peer focus group. Table 4.55 provides examples of participants’ responses that informed this theme.
Table 4.55: RQ 3 - School A basic theme: diversity within the school

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Theme present in responses?</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer Focus Group</td>
<td>✓</td>
<td>“Teachers use support either a pupil or teacher who explains stuff in their own language”</td>
</tr>
<tr>
<td>INA Interviews</td>
<td>✓</td>
<td>“First day… I sit with a boy he came from Pakistan, he speak English and Urdu and some teachers spoke Urdu language”</td>
</tr>
</tbody>
</table>

4.4.1.4.6. Basic theme: technology

When discussing different elements of adjusting to the new school environment, several responses referred specifically to the use of technology within the current school setting that identified it as having particular significance. Descriptions referred to the use of more technology in UK schools compared to other places and how this was a positive aspect of their school experience. The theme draws on responses from both the individual pupil interviews and the peer focus group. Table 4.56 provides examples of participants’ responses that informed this theme.
### Table 4.56: RQ 3 - School A basic theme: technology

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Theme present in responses?</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer Focus Group</td>
<td>✔</td>
<td>“New technology – in some countries there may just have a board and write”</td>
</tr>
<tr>
<td>INA Interviews</td>
<td>✔</td>
<td>In Pakistan there is not lot of technology […] we use technology to get benefit…</td>
</tr>
</tbody>
</table>

### 4.4.1.5. Organising theme: links to family

A couple of responses referred specifically to INA pupils having links with family on their first day, either indirectly through the school communicating with home, or directly by having family members also attending the school. Although there were only a couple of codes that informed this theme, it was felt that it illustrated a unique aspect of the INA pupils’ experiences which justified a stand-alone theme. The theme draws on responses from both the individual pupil interviews and the peer focus group. Table 4.57 provides examples of participants’ responses that informed this theme.

### Table 4.57: RQ3 - School A basic theme: links to family

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Theme present in responses?</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer Focus Group</td>
<td>✗</td>
<td></td>
</tr>
<tr>
<td>INA Interviews</td>
<td>✔</td>
<td>“My Dad supports me and ah… my brother supports me so I understand little bit”</td>
</tr>
</tbody>
</table>
4.4.2. School A: Longer Term Experiences

Figure 4.6: School A longer term experiences thematic network map
### 4.4.2.1. Organising theme: school environment

When participants were asked to think about what promoted a sense of belonging for INA pupils when they had been in the school for some time, responses referred to specific aspects of the school environment. The responses suggested that the school environment could both positively and negatively impact upon INA pupils' experiences. This theme is informed by responses from both the individual interviews and peer focus group. There were no other basic themes that were linked to this theme. Table 4.58 provides examples of participants' responses that informed this theme.

Table 4.58: RQ3 - School A organising theme: school environment

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Theme present in responses?</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer Focus Group</td>
<td>✔</td>
<td>Organisation of school (sports hall is separate – have to go outside). Get fresh air when you go outside... Having sports hall separate means it’s less noisy in school&quot;</td>
</tr>
<tr>
<td>INA Interviews</td>
<td>✔</td>
<td>“It’s not about not feeling welcome but I don’t feel I belong here fully yet because I’m not very confident moving around – ask people where to go”</td>
</tr>
</tbody>
</table>

### 4.4.2.2. Organising theme: interactions with teachers

Responses in relation to INA pupils' experiences when they had been on school for some time indicated that they continued to receive a lot of support from teachers in the
schools. This was identified as having a positive impact on the INA pupils’ belonging. For example; teachers help the pupils when they are stuck and continue to try to get to know the pupils. This theme is informed by responses from both the individual interviews and peer focus group. There were no other basic themes that were linked to this theme. Table 4.59 provides examples of participants’ responses that informed this theme.

Table 4.59: RQ3 - School A Organising theme: interactions with teachers

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Theme present in responses?</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer Focus Group</td>
<td>✔</td>
<td>“Teachers support and help them in lessons”</td>
</tr>
<tr>
<td>INA Interviews</td>
<td>✔</td>
<td>The teachers are good with you…they have a laugh with you, talk with you [get to know you?] yeah”</td>
</tr>
</tbody>
</table>

4.4.2.2.1. Basic theme: teaching strategies

The ‘Teaching Strategies’ theme refers to the different approaches and strategies that the teachers use to support the INA pupils. On the thematic map, this theme is positioned in the middle between positive and negative experiences as codes in relation to this theme were mixed. Some codes referred to different teaching strategies that helped INA pupils, some referred to those that were unhelpful and others referred to teaching strategies that the pupils would like teachers to use. The theme draws on responses from the individual pupil interviews and the peer focus group. Table 4.60 provides examples of participants’ responses that informed this theme.
Table 4.60: RQ3 - School A basic theme: teaching strategies

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Theme present in responses?</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer Focus Group</td>
<td>✓</td>
<td>“Some teachers are fairer than others. Not all the time, teachers are fair, I remember on my first day I had French first, and I'm left-handed, and the teacher asked am I left-handed and I said yeah and she whispered quietly ‘devil’…and for the rest of the year she never used to pick me if I put my hand up…she judged me just because I'm left-handed”</td>
</tr>
<tr>
<td>INA Interviews</td>
<td>✓</td>
<td>“how classes are taught – the methods are different for example; maths, if we have maths problems it is different from how we had it at home.”</td>
</tr>
</tbody>
</table>

4.4.2.3. Organising theme: progress

‘Progress’ emerged as an organising theme from responses that illustrated that there had been developments for the INA pupils after they had been attending the school for some time. These included feeling more welcome and having new hobbies. This theme is informed by responses from both the individual interviews and peer focus group. Table 4.61 provides examples of participants’ responses that informed this theme.
Table 4.61: RQ3 - School A organising theme: progress

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Theme present in responses?</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer Focus Group</td>
<td>✔</td>
<td>“…feel more welcome, less shy, know more English to communicate with teachers and students”</td>
</tr>
<tr>
<td>INA Interviews</td>
<td>✔</td>
<td>“I’ve got more friends, I understand what the teachers are explaining and I do more work. When I came I didn’t go to the gym, now I go 2-3 times so now I go more than in Sweden. After school.”</td>
</tr>
</tbody>
</table>

‘Progress’ also provides an organising theme for other basic themes that focus on specific areas of development; ‘Motivation’, ‘Adapting to School Routine’ and ‘Learning English’.

4.4.2.3.1. Basic theme: motivation

The ‘Motivation’ theme is a positive aspect that was identified in relation to the ‘Attitude towards school’ organising theme. It refers to responses that identified INA pupils’ having a positive attitude towards going to school, it now being part of their daily routine and them being motivated to do school work. The theme draws on responses from the individual pupil interviews. Table 4.62 provides examples of participants’ responses that informed this theme.
Table 4.62: RQ 3 - School A basic theme: motivation

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Theme present in responses?</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer Focus Group</td>
<td>X</td>
<td>“Now I’m in the routine to go to school, when I first arrived I wasn’t really motivated to go to school and felt I didn’t have to go but now I know the people and the teachers and it is my daily routine to go which is cool.”</td>
</tr>
<tr>
<td>INA Interviews</td>
<td>✔</td>
<td></td>
</tr>
</tbody>
</table>

4.4.2.3.2. Basic theme: adapting to school routine

The ‘Adapting to School Routine’ theme specifically refers to aspects of school life that INA pupils have learnt about over time, for example; school rules and routines, and the location of classrooms. The theme draws on responses from the individual pupil interviews and the peer focus group. Table 4.63 provides examples of participants’ responses that informed this theme.
Table 4.63: School A basic theme: adapting to school routine

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Theme present in responses?</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer Focus Group</td>
<td>✓</td>
<td>“You’ve got to know the place”</td>
</tr>
<tr>
<td>INA Interviews</td>
<td>✓</td>
<td>“When I have a French class the teacher tells us “now you should take the notebooks out of your folders”. When I first arrived I didn’t know whether I was supposed to take the notebook out or not but now I know”</td>
</tr>
</tbody>
</table>

4.4.2.3.3. Basic theme: learning English

The ‘Learning English’ theme specifically refers to INA pupils' progress in relation to them acquiring English. This was associated with both the ‘Progress’ and ‘Language’ organising themes. Responses that informed this theme included descriptions of INA pupils understanding more and being able to communicate more effectively with peers and teachers. The theme draws on responses from the individual pupil interviews and the peer focus group. Table 4.64 provides examples of participants' responses that informed this theme.
### Table 4.64: RQ3 - School A basic theme: learning English

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Theme present in responses?</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer Focus Group</td>
<td>✓</td>
<td>“It’s a lot easier - can communicate with other students. - Get to know other students better”</td>
</tr>
<tr>
<td>INA Interviews</td>
<td>✓</td>
<td>“I’ve got more friends, I understand what the teachers are explaining and I do more work.”</td>
</tr>
</tbody>
</table>

#### 4.4.2.4. Organising theme: communication

A consistent theme that ran throughout the peer focus group and individual interviews were discussions regarding language and communication; the acquiring of English, the use of other languages and language barriers. The ‘Communication’ organising theme in relation to longer term experiences for INA pupils is positioned in the middle of the thematic map as it refers to both positive developments and challenges that INA pupil continue to face due to the language barrier. This is illustrated through the associated basic themes; ‘Learning English’ (as previously discussed), ‘EAL Support’ and ‘Language Barrier’.

#### 4.4.2.4.1. Basic theme: EAL support

The ‘EAL Support’ theme specifically refers to the support given to INA pupils’ who have English as an Additional Language. Responses that informed this theme indicated that this support can take several forms and involve both supporting the pupils through their home language and promoting their acquisition of English. The theme draws on
responses from the individual pupil interviews and the peer focus group. Table 4.65 provides examples of participants’ responses that informed this theme.

Table 4.65: RQ3 - School A basic theme: EAL support

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Theme present in responses?</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer Focus Group</td>
<td>✔</td>
<td>“Teachers have dictionaries in home languages – try to explain in own language”</td>
</tr>
<tr>
<td>INA Interviews</td>
<td>✔</td>
<td>“The teachers all know I can’t speak English so they ask “are you alright, do you need help with anything?” and I say no, I’m good…they’re good with me…”</td>
</tr>
</tbody>
</table>

4.4.2.4.2. Basic theme: language barrier

The ‘Language Barrier’ theme relates to negative aspects of the ‘Communication’ organising Theme. It specifically refers to the challenges some INA pupils’ face due to having limited English. Responses that informed this theme included descriptions of INA pupils having difficulty understanding lessons and others, and expressing themselves effectively. The theme draws on responses from the individual pupil interviews. Table 4.66 provides examples of participants’ responses that informed this theme.
4.4.2.5. Organising theme: interactions with peers

Many of the responses in relation to INA pupils’ longer term experiences referred to friendships with peers or difficulties with making friends. This was illustrated by many codes and basic themes linking to this organising theme. The ‘Interactions with Peers’ organising theme is positioned in the middle of the thematic map as it refers to both positive developments and interactions, but also the negative interactions that INA pupils have with their peers. This is illustrated through the associated basic themes; ‘Friendly Peers’, ‘Making Friends’ and ‘Safety/ Bullying’.

4.4.2.5.1. Basic theme: peers are friendly

The ‘Peers are Friendly’ theme specifically refers to peer attitudes towards INA pupils’ when they have been in the school for some time. There were several responses
that described their peers as being friendly or making more of an effort towards them which warranted it having its own theme. The theme draws on responses from the individual pupil interviews and the peer focus group. Table 4.67 provides examples of participants’ responses that informed this theme.

**Table 4.67: RQ3 - School A basic theme: peers are friendly**

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Theme present in responses?</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer Focus Group</td>
<td>✔</td>
<td>“Other students making more of an effort – start conversations”</td>
</tr>
<tr>
<td>INA Interviews</td>
<td>✔</td>
<td>“Now I know everyone, I speak with them. When I came they didn’t listen but now they answer me… they used to just be like “yeah, yeah, yeah” but now they speak with me.”</td>
</tr>
</tbody>
</table>

4.4.2.5.2. Basic theme: making friends

The ‘Making Friends’ theme specifically refers to INA pupils’ experiences of developing friendships with their peers. The basic theme is positioned in the middle of the thematic map as it refers to both positive development of friendships but also difficulties with making friends that some participants reported. Responses that informed this theme included descriptions of INA pupils making friends with peers who speak a similar language and conversely having difficulties making friends. The theme draws on responses from the individual pupil interviews. Table 4.68 provides examples of participants’ responses that informed this theme.
Table 4.68: RQ3 - School A basic theme: making friends

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Theme present in responses?</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer Focus Group</td>
<td>✗</td>
<td></td>
</tr>
<tr>
<td>INA Interviews</td>
<td></td>
<td>“everyone is good with me now…I have more friends.”</td>
</tr>
</tbody>
</table>

4.4.2.5.3. Basic theme: safety/ bullying

The ‘Safety/ Bullying’ theme specifically refers to negative experiences INA pupils’ have in relation to their interactions with peers, when they have been in school for some time.

The responses that informed this theme included descriptions of bullying behaviour towards INA pupils but also the systems in place in school to help pupils report bullying.

The theme draws on responses from the peer focus group alone. Table 4.69 provides examples of participants’ responses that informed this theme.

Table 4.69: RQ3 - School A basic theme: safety/ bullying

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Theme present in responses?</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer Focus Group</td>
<td>✓</td>
<td>“Protection – if someone is messing about/ bullying teacher will step in and say they will do something. The Sharp system, can report if being bullied on the website…Teachers help pupils to feel safe.”</td>
</tr>
<tr>
<td>INA Interviews</td>
<td>✗</td>
<td></td>
</tr>
</tbody>
</table>
4.4.2.6. Organising theme: religious tensions

'Religious Tensions' was identified as a standalone organising theme as the codes that informed it referred to the specific issue of INA pupils experiencing religious tensions in school. The responses suggest that this can occur with other peers but also in relation to school expectations. The codes in relation to INA pupils’ experiences of religious tensions when they had been at school for some time, referred to tensions between pupils with different religious beliefs, but also those that follow the same religion. This theme was also considered to relate to the ‘Interactions with Peers’ organising theme as several of the codes discussed interactions with peers. The theme is only informed by codes from one source, which was an individual INA interview. However, there were several references to this theme within that source and the responses illustrated a valuable consideration which was judged to warrant its own theme. Table 4.70 provides examples of participants’ responses that informed this theme.

Table 4.70: RQ 3 - School A organising theme: religious tensions

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Theme present in responses?</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer Focus Group</td>
<td>✗</td>
<td></td>
</tr>
<tr>
<td>INA Interviews</td>
<td>✓</td>
<td>“No… they forgot their religion and they think… that ah… we are only British… we are only American, like that… ah think about that when we live with them, we slowly, slowly forget our religion. I don’t want to forget my religion. I want only in this religion… cos lots of things I learn only Qur’an no other… only Qur’an, lots of different… lots of life I learn the story…”</td>
</tr>
</tbody>
</table>
4.4.3. School B: First Day Experiences

Positives:
- Peers are Welcoming
- Academic Support
- Teachers are Welcoming
- EAL Support
- Diversity within School

Negatives:
- Interactions with Peers
- Teachers are Disrespectful
- Communication
- Language Barrier
- Technology
- Adjusting to new environment
- Navigating Around School

Figure 4.7: School B first day thematic network map
4.4.3.1. Organising theme: interactions with peers

Many of the responses from School B in relation to INA pupils’ longer term experiences referred to interactions with their peers, with descriptions of peers relating to them being welcoming or conversely acting negatively towards them. Therefore, the ‘Interactions with Peers’ organising theme is positioned in the middle of the thematic map as it refers to both positive and negative interactions that INA pupils have with their peers. This is illustrated through the associated basic themes; ‘Peers are welcoming’ and ‘Negative Behaviour’.

4.4.3.1.1. Basic theme: peers are welcoming

The ‘Peers are welcoming’ theme specifically refers to peer attitudes towards INA pupils’ when they first arrive. There were many responses that referred to being introduced to their peers and described peers as being friendly or making friends with them. The theme draws on responses from the individual pupil interviews and the peer focus group. Table 4.71 provides examples of participants’ responses that informed this theme.
4.4.3.1.2. Basic theme: negative behaviour

The ‘Negative behaviour’ theme is a negative aspect that was identified in relation to the ‘Interaction with peers’ organising theme. It refers to responses that identified peers acting negatively towards INA pupils on their first day, for example; bullying them, being racist and not making them feel welcome. The theme draws on responses from both the individual pupil interviews and the peer focus group. Table 4.72 provides examples of participants’ responses that informed this theme.
### Table 4.72: RQ 3 - School B basic theme: negative behaviour

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Theme present in responses?</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer Focus Group</td>
<td>✅</td>
<td>“[peers] can be racist- bullying/making fun, take the mick out of your accent, not polite/ laughing at you”</td>
</tr>
<tr>
<td>INA Interviews</td>
<td>✅</td>
<td>“There were a few kids who did not make him feel welcome but they didn’t get to him, he didn’t care what they think.”</td>
</tr>
</tbody>
</table>

#### 4.4.3.2. Organising theme: interaction with teachers

Many of the responses in relation to INA pupils’ experiences in School B on their first day also referred to their interactions with teachers. Again, responses referred to both positive and negative interactions as illustrated through the basic themes that will be discussed below.

##### 4.4.3.2.1. Basic theme: academic support

The ‘Academic Support’ basic theme referred to responses that described teachers acting supportively towards INA pupils to help them with their school work, for example; providing them with visual supports, asking them if they needed things explaining and having additional support from a Teaching Assistant. This theme draws on responses from both the individual interviews and peer focus group. Table 4.73 provides examples of participants’ responses that informed this theme.
### Table 4.73: RQ3 - School B basic theme: academic support

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Theme present in responses?</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer Focus Group</td>
<td>✓</td>
<td>“Subjects – the way that teachers help you. They might like the education, the way they are taught…they might not like a subject, find it hard…teachers explain things well to make it easier for them”</td>
</tr>
<tr>
<td>INA Interviews</td>
<td>✓</td>
<td>“They were asking if they should explain things. ****speaks some English but they were talking slowly and asking him if he needed things explaining”</td>
</tr>
</tbody>
</table>

#### 4.4.3.2.2. Basic theme: teachers are welcoming

The ‘Teachers are welcoming’ theme refers to positive interactions that INA pupils experience with the teachers in school when they first arrive. This theme specifically refers to the welcome teachers give the INA pupils and the emotional support they provide, for example; giving them reassurance, welcoming them at the door and stepping in to prevent any trouble with peers. This theme referred to responses obtained in the individual interviews and the peer focus group. Table 4.74 provides examples of participants’ responses that informed this theme.
Table 4.74: RQ3 - School B basic theme: teachers are welcoming

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Theme present in responses?</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer Focus Group</td>
<td>✓</td>
<td>“The welcoming parts – teachers are happy to see them here, welcoming.”</td>
</tr>
<tr>
<td>INA Interviews</td>
<td>✓</td>
<td>“he turned up and the teachers were very nice and understanding”</td>
</tr>
</tbody>
</table>

4.4.3.2.3. Basic theme: teachers are disrespectful

The ‘Teachers are Disrespectful’ theme refers to more negative interactions with the teachers in school when INA pupils first arrive. This theme specifically refers to perceptions of teachers not always responding positively to INA pupils, for example acting in a way that is perceived as being disrespectful. This theme is only informed by discussions from the peer focus group. However, it was felt it required its own theme due to the important implications of these perceptions. Table 4.75 provides examples of participants’ responses that informed this theme.
Table 4.75: RQ3 - School B basic theme: teachers are disrespectful

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Theme present in responses?</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer Focus Group</td>
<td>✔</td>
<td>“But some teachers can be disrespectful, don’t talk to you in the right way. Most teachers are alright but some teachers, when they get really annoyed…because of your skin colour or something like that…Treat you in a different way. Can be rude and mean - If someone doesn’t understand, can get really annoyed… Ask you questions sometimes when you don’t understand the language and it’s hard for you to answer and they get annoyed…When others students are translating, teachers ask them to be quiet”</td>
</tr>
<tr>
<td>INA Interviews</td>
<td>❌</td>
<td></td>
</tr>
</tbody>
</table>

4.4.3.3. Organising theme: communication

Many of the responses in relation to INA pupils’ first day experiences referred to communication and their ability to interact with others; teachers and other pupils. Responses referred to the support given to INA pupils who have English as an Additional Language (EAL) to learn English and the use of their home language to aid their understanding. Responses also indicated several language barriers that the INA pupils face on their first day in school. The ‘Communication’ organising theme is positioned in the middle of the thematic map as it refers to both the positive support but also the
negative challenges that INA pupils experience. This is illustrated through the associated basic themes; ‘EAL Support’ and ‘Language Barrier’.

4.4.3.3.1. Basic theme: EAL support

The ‘EAL Support’ theme refers to responses that indicated the level of support INA pupils receive to help them to communicate. This is done through both helping them to learn English and also having access to resources in their home language, for example; dictionaries in their home language and extra English lessons. The theme draws on responses from both the individual pupil interviews and the peer focus group. Table 4.76 provides examples of participants’ responses that informed this theme.

Table 4.76: RQ3 - School B organising theme: EAL support

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Theme present in responses?</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer Focus Group</td>
<td>✓</td>
<td>“Extra EAL Support – TA in lessons, easier work”</td>
</tr>
<tr>
<td>INA Interviews</td>
<td>✓</td>
<td>“She had to go to that classroom specifically to learn English and have her English tutorials – they explained what they were doing in lessons but in easier English – teachers in class would speak quickly, here in this room it is just for her – explained in slower and easier English – so she used to spend more time here to have her lessons.”</td>
</tr>
</tbody>
</table>
4.4.3.1. Basic theme: language barrier

The ‘Language Barrier’ theme refers to responses that described the difficulties INA pupils face with communicating with others on their first day. It specifically refers to difficulties encountered during lessons, for example; being upset because they are unable to talk, being asked to explain things in English and not understanding teachers. The theme draws on responses from both the individual pupil interviews and the peer focus group. Table 4.77 provides examples of participants’ responses that informed this theme.

Table 4.77: RQ3 - School B basic theme: language barrier

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Theme present in responses?</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer Focus Group</td>
<td>✓</td>
<td>“[teachers] ask you questions sometimes when you don’t understand the language and it’s hard for you to answer and they get annoyed…”</td>
</tr>
</tbody>
</table>
| INA Interviews      | ✓                          | “Particularly science – she would not be able to understand anything, even now it is difficult to understand. She would just copy her friend’s notes – teacher in class who would help her and other students to understand and reach the solutions but she wouldn’t understand what she was saying. Teacher helped her a couple of times, now she is too
shy to ask and she wouldn’t be able to understand her anyway so now just copies her friends notes. She knows that when she knows English properly she’ll be able to do it on her own without help from anyone.”

### 4.4.3.4. Organising theme: adjusting to new environment

Many of the responses in relation to INA pupils’ longer term experiences referred to adjusting to the new school environment. This included appreciating the new school and adapting to different school systems. ‘Adjusting to New Environment’ is positioned in the middle of the thematic map as it also incorporates other basic themes that relates to both the positive and negative aspects of adjusting to the new school environment that INA pupils experience. This theme is informed by responses from both the individual interviews and the peer focus group. Table 4.78 provides examples of participants’ responses that informed this theme.
Table 4.78: RQ3 - School B organising theme: adjusting to new environment

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Theme present in responses?</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer Focus Group</td>
<td>✔</td>
<td>“Not knowing rules –, they’re more strict now, some students don’t like them. They might find it difficult understanding them, so they might break the rules and get trouble that makes them feel like they’re not welcome.”</td>
</tr>
<tr>
<td>INA Interviews</td>
<td>✔</td>
<td>“Cafeteria – had to stand in a really long line to get a piece of paper and then a really long line to get the food – troublesome. Now have a different system – use fingerprint to get food so only have one line.”</td>
</tr>
</tbody>
</table>

‘Adjusting to New Environment’ also provides an organising theme for the associated basic themes; ‘Navigating around school’, ‘Diversity within School’ and ‘Technology’.

4.4.3.4.1. Basic theme: navigating around school

Linked to the previous theme, the ‘Navigating around school’ theme highlights that the size of the school may be challenging for INA pupils but they also receive a lot of support to navigate around the school from peers and teachers. This theme includes codes that described getting lost alongside being shown around the school. The theme draws on responses from both the individual pupil interviews and the peer focus group. Table 4.79 provides examples of participants’ responses that informed this theme.
Table 4.79: RQ 3 - School B basic theme: navigating around school

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Theme present in responses?</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer Focus Group</td>
<td>✓</td>
<td>“The whole school is really, really big - get lost.. I remember the first time…we came in together and we got lost… we got lost in school… I was walking around the whole school just to find my classroom”</td>
</tr>
<tr>
<td>INA Interviews</td>
<td>✓</td>
<td>“They [teachers] helped me a lot; they wouldn’t leave me alone because I used to get lost a lot. Teacher would be with me all the time so if I didn’t have my glasses or schedule so I wouldn’t I get lost – until I knew everywhere”.</td>
</tr>
</tbody>
</table>

4.4.3.4.2. Basic theme: diversity within school

‘Diversity with school’ theme refers to the presence of pupils and teachers within the school that are able to speak the same languages and/ or are from the same countries as INA pupils, along with a school environment that celebrates the diversity of the school population. The theme draws on responses from both the individual pupil interviews and the peer focus group. Table 4.80 provides examples of participants’ responses that informed this theme.
Table 4.80: RQ3 - School B: basic theme: diversity within the school

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Theme present in responses?</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer Focus Group</td>
<td>✔</td>
<td>“Other people from same country/ other schools. If there is a person that came from the same country, they may feel better”</td>
</tr>
<tr>
<td>INA Interviews</td>
<td>✔</td>
<td>“Some Arab girls came and chatted with her and some English girls but she would only understand half – The Arab girls started hanging out with her but at first didn’t know if they were really her friends or just there to not to make her feel lonely but as days passed she knew they were her friends. They are now close – one is her best friend.”</td>
</tr>
</tbody>
</table>

4.4.3.4.3. Basic theme: technology

When discussing different elements of adjusting to the new school environment, some responses referred specifically to the use of new technology within the current school setting. Descriptions referred to the use of more technology in UK schools compared to other places but also how this could be challenging for INA pupils. The theme draws on responses from both the individual pupil interviews and the peer focus group. Table 4.81 provides examples of participants’ responses that informed this theme.
Table 4.81: RQ3 - School B basic theme: technology

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Theme present in responses?</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer Focus Group</td>
<td>✓</td>
<td>“say… a person in their country, they don’t use computers and then the person doesn’t know how to use computers…Different technology that they’re not used to – smart boards, computers - this might be difficult.”</td>
</tr>
<tr>
<td>INA Interviews</td>
<td>✓</td>
<td>“The technical equipment and everything is much better here than the one he used to go to in Poland”</td>
</tr>
</tbody>
</table>
4.4.4. School B: Longer Term Experiences

Figure 4.8: School B longer term experiences thematic network map
4.4.4.1. Organising theme: interactions with peers

Again, many of the responses in relation to INA pupils’ longer term experiences referred to making friends or negative interactions with their peers. This was illustrated by many codes and basic themes linking to this organising theme. The ‘Interactions with Peers’ organising theme is positioned in the middle of the thematic map as it refers to both positive developments and interactions, but also the negative interactions that INA pupils have with their peers. This is illustrated through the associated basic themes Making Friends’; ‘Peers are Friendly’, ‘Wider Opportunities' and 'Negative Interactions’.

4.4.4.1.1. Basic theme: making friends

The ‘Making Friends’ theme specifically refers to developments in relation to INA pupils developing a friendship network when they have been in school for some time. Responses referred to maintaining friendships that were made when they first arrived and also to new friendships that have been gained. The theme draws on responses from the individual pupil interviews and the peer focus group. Table 4.82 provides examples of participants’ responses that informed this theme.

Table 4.82: RQ3 - School B basic theme: making friends

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Theme present in responses?</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer Focus Group</td>
<td>✓</td>
<td>“Have friends in the school”</td>
</tr>
<tr>
<td>INA Interviews</td>
<td>✓</td>
<td>“He’s got to know some English kids at the school and he can talk to them more now and he’s got more friends and more English friends.”</td>
</tr>
</tbody>
</table>
4.4.4.1.2. Basic theme: peers are friendly

The ‘Peers are Friendly’ theme is another of the positive themes that was identified in relation to the ‘Interaction with peers’ organising theme. It refers to responses that identified peers continuing to act in a friendly way towards INA pupils over time, for example; continuing to help to explain things to them. The theme draws on responses from just the peer focus group. Table 4.83 provides examples of participants’ responses that informed this theme.

Table 4.83: RQ3 - School B basic theme: peers are friendly

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Theme present in responses?</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer Focus Group</td>
<td>✓</td>
<td>“Walking around school – no one is mean to you, say hi…Everyone being friendly”</td>
</tr>
<tr>
<td>INA Interviews</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

4.4.4.1.3. Basic theme: wider opportunities

The ‘Wider Opportunities’ theme is also a positive aspect that was identified in relation to the ‘Interaction with peers’ organising theme. It refers to responses that identified peers introducing INA pupils to after-school clubs and groups that are available. The theme draws on responses from both the individual pupil interviews and the peer focus group. Table 4.84 provides examples of participants’ responses that informed this theme.
<table>
<thead>
<tr>
<th>Data Source</th>
<th>Theme present in responses?</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer Focus Group</td>
<td>✔</td>
<td>“[friends] show them all the extra classes/ clubs they can go to - chess, choir, music, P.E, film, ICT, revision classes”</td>
</tr>
<tr>
<td>INA Interviews</td>
<td>✗</td>
<td></td>
</tr>
</tbody>
</table>

### 4.4.4.1.4. Basic theme: negative interactions

The ‘Negative Interactions’ theme is a negative aspect that was identified in relation to the ‘Interaction with peers’ organising theme. It refers to responses that identified peers displaying negative behaviour to INA pupils when they have been in school for some time, for example; being disrespectful, bullying and not wanting to work with them. The theme draws on responses from both the individual pupil interviews and the peer focus group. Table 4.85 provides examples of participants’ responses that informed this theme.
### Table 4.85: RQ3 - School B basic theme: negative interactions

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Theme present in responses?</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer Focus Group</td>
<td>✓</td>
<td>“Still some bullying in the classroom - saying stuff you don't like – it might affect you, make you sad…Just used to it now”</td>
</tr>
<tr>
<td>INA Interviews</td>
<td>✓</td>
<td>“… if only you could change the treatment of people who are not really nice – that could be changed because there are some girls that are not really friendly. If one doesn’t have any friends, or if one’s lonely and have not got anyone to talk to…”</td>
</tr>
</tbody>
</table>

#### 4.4.4.2. Organising theme: interactions with teachers

Many of the responses in relation to INA pupils’ longer term experiences also referred to the interactions they have with teachers in the school. This organising theme is also positioned in the middle of the thematic map as it refers to both positive and negative interactions that INA pupils are reported to experience with teachers. Responses referred to the teaching strategies used, teachers being supportive and also unsupportive towards INA pupils when they have been in school for some time. This is illustrated through the basic themes that it incorporates; ‘Teachers are Supportive’, ‘Teaching Strategies’ and ‘Teachers are Unsupportive’. These themes will be discussed below.
4.4.4.2.1. Basic theme: teachers are supportive

The ‘Teachers are supportive’ theme refers to positive interactions that INA pupils experience with the teachers in school when they have been there for some time. This theme specifically refers to teachers continuing to help INA pupils and build positive relationships with them. This theme referred to responses obtained in the individual interviews and the peer focus group. Table 4.86 provides examples of participants’ responses that informed this theme.

Table 4.86: RQ3 - School B basic theme: teachers are supportive

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Theme present in responses?</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer Focus Group</td>
<td>☑</td>
<td>“Continue to help students, don’t just leave them to get in with the work, they come to them sit with them, try to explain it as easy as possible”</td>
</tr>
<tr>
<td>INA Interviews</td>
<td>☑</td>
<td>“Nothing has changed, the teachers are still very nice to him and he can talk to them more now because they know his English is getting better and he understands more but they are just as nice as in the beginning so they didn’t really change.”</td>
</tr>
</tbody>
</table>

4.4.4.2.2. Basic theme: teaching strategies

The ‘Teaching Strategies’ theme refers to responses that described the different strategies that teachers used when working with INA pupils. The responses highlighted strategies that INA pupils considered to be unhelpful, for example; being made to read in
front of the class, and doing the same work as the rest of the class. The theme draws on responses from both the individual pupil interviews and the peer focus group. Table 4.87 provides examples of participants’ responses that informed this theme.

Table 4.87: RQ3 - School B basic theme: teaching strategies

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Theme present in responses?</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer Focus Group</td>
<td>✅</td>
<td>“Same work – left to do work. If don't understand might feel lonely...Leave you to yourself, make you work independently, give you the same work that the class is doing – doesn't give you easier work”</td>
</tr>
<tr>
<td>INA Interviews</td>
<td>✅</td>
<td>“Don’t give homework to him.” [in response to being asked how things could be improved]</td>
</tr>
</tbody>
</table>

4.4.4.2.3. Basic theme: teachers are unsupportive

The ‘Teachers are unsupportive’ theme refers to responses that indicated more negative interactions with the teachers in school when they have been in school for some time. This theme specifically refers to perceptions of teachers not always respond positively to INA pupils, for example; being unfriendly and not providing them with as much support. This theme referred to responses only obtained in the peer focus group. Table 4.88 provides examples of participants’ responses that informed this theme.
### 4.4.4.3. Organising theme: communication

Many of the responses in relation to INA pupils’ longer term experiences referred to their ability to communicate with their peers/teachers and also the support they received in school to enable them to communicate. This was illustrated by many codes and basic themes linking to this organising theme. The ‘Communication’ organising theme is positioned in the middle of the thematic map as it refers to both positive developments and interactions, but also the challenges INA pupils face. This is illustrated through the associated basic themes; ‘EAL Support ‘Learning English’ and ‘Language Barrier’ that are discussed below.

#### 4.4.4.3.1. Basic theme: EAL support

The ‘EAL Support’ theme refers to responses that indicated the level of support INA pupils receive to help them to communicate. In School B responses suggest that this is done more informally with INA pupils when they have been in the school for some time. For example; peers helping them understand. This theme was positioned in the middle of the thematic map as responses also referred to a reduction in the amount of EAL support they were now receiving compared to when they first started. The theme draws on responses from both the individual pupil interviews and the peer focus group. Table 4.89 provides examples of participants’ responses that informed this theme.

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Theme present in responses?</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer Focus Group</td>
<td>✓</td>
<td>“At the beginning everyone wants to help but then they get bored (students and teachers)…”</td>
</tr>
<tr>
<td>INA Interviews</td>
<td>✗</td>
<td></td>
</tr>
<tr>
<td>Data Source</td>
<td>Theme present in responses?</td>
<td>Examples</td>
</tr>
<tr>
<td>-------------------</td>
<td>----------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Peer Focus Group</td>
<td>✓</td>
<td>“After a few months, they still need people to speaking slowly and simpler”</td>
</tr>
<tr>
<td>INA Interviews</td>
<td>✓</td>
<td>“He wanted to learn English really quickly and at first Mrs*** said he could spend a long time with her but now they have more kids and she doesn’t have as much time for him as she used to and now he only gets to see her sometimes. He thought he was going to learn quicker and he was told that. He would like to learn quicker.”</td>
</tr>
</tbody>
</table>

4.4.4.3.2. Basic theme: learning English

The ‘Learning English’ theme refers to responses that indicate progress in relation to INA pupils acquiring English and the impact that this has on their school experience, for example; descriptions of their English improving and them being able to talk more with teachers and peers. The theme draws on responses just from one individual pupil interviews that referred directly to the importance of learning English. Table 4.90 provides examples of participants’ responses that informed this theme.
4.4.4.3.3. Basic theme: language barrier

The ‘Language Barrier’ theme refers to responses that described the difficulties INA pupils continue to face when with communicating with others. Responses referred to the challenges of communicating with others and also the perception that they will feel like they belong more once their English improves. The theme draws on responses from both the individual pupil interviews and the peer focus group. Table 4.91 provides examples of participants’ responses that informed this theme.

Table 4.91: RQ3 - School B basic theme: language barrier

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Theme present in responses?</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer Focus Group</td>
<td>✗</td>
<td>“If don’t understand might feel lonely”</td>
</tr>
<tr>
<td>INA Interviews</td>
<td>✔</td>
<td>“It’s not that they [peers] did much, it’s just how I feel… we’re just normal friends. There are ones that I’m closer to and one’s I wouldn’t speak much to because of the language barrier”</td>
</tr>
</tbody>
</table>
4.4.4.4. Organising theme: school environment

Many of the responses in relation to INA pupils' longer term experiences also referred to aspects of the school environment that were challenging or helped to make them feel like they belong. The ‘School Environment’ organising theme is positioned in the middle of the thematic map as it refers to aspects of the environment that were identified as being welcoming but also elements that INA pupils had to adjust to. This is illustrated through the associated basic themes; ‘Welcoming environment’, ‘Adjusting to New School Environment’ and ‘Diversity with School’.

4.4.4.4.1. Basic theme: welcoming environment

The ‘Welcoming Environment’ theme incorporated responses that described different elements of the school environment that were considered to be inviting and welcoming for INA pupils. For example; having pictures of them on the wall and a nice school building. The theme draws on responses from both the individual pupil interviews and the peer focus group. Table 4.92 provides examples of participants’ responses that informed this theme.

Table 4.92: RQ3 - School B basic theme: welcoming environment

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Theme present in responses?</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer Focus Group</td>
<td>✓</td>
<td>“Pictures of yourself on the wall – they’re used to be pictures on me on the wall cooking and that made me feel really nice…”</td>
</tr>
<tr>
<td>INA Interviews</td>
<td>✓</td>
<td>“The building is nice and what I like here is it is different from schools back home where you have to bring all your equipment with you but here everything’s for free so it’s easier.”</td>
</tr>
</tbody>
</table>
4.4.4.4.2. Basic theme: adjusting to new school environment

The ‘Adjusting to new school environment’ theme refers to responses that described INA pupils becoming familiar with different aspects of the new school environment. For example, navigating their way around school, getting to know people and adjusting to different teaching practices. The theme draws on responses from both the individual pupil interviews and the peer focus group. Table 4.93 provides examples of participants’ responses that informed this theme.

Table 4.93: RQ3 - School B basic theme: adjusting to new school environment

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Theme present in responses?</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer Focus Group</td>
<td>✓</td>
<td>“You can use the things in the classroom, know where things are…get your head around it…How to use technology”</td>
</tr>
<tr>
<td>INA Interviews</td>
<td>✓</td>
<td>“teaching is different than back home, back home you have more information and lessons than you do here. More teaching back home and less teaching here, like at back home by the first grade you know all the rules and grammar of Arabic but here you still learn the basics of English up to this age”</td>
</tr>
</tbody>
</table>
4.4.4.4.3. Basic theme: diversity within school

'Diversity with school' theme refers to the how the school celebrates the diversity that exists within the school. This was considered to continue to promote a sense of belonging when the INA pupils had been attending the school for some time. Examples of this include; Teachers and students asking about their home country, and different religions being represented/ celebrated. This theme draws on responses from just the peer focus group. Table 4.94 provides examples of participants' responses that informed this theme.

Table 4.94: RQ3 - School B basic theme: diversity within school

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Theme present in responses?</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer Focus Group</td>
<td>✓</td>
<td>“Celebrating where people are from – have your name there [on the world map] showing where you have come from, makes you feel more welcome”</td>
</tr>
<tr>
<td>INA Interviews</td>
<td>❌</td>
<td></td>
</tr>
</tbody>
</table>
Chapter 5: Discussion

5.1. Introduction

This chapter will discuss the findings that have been presented in Chapter 4 in relation to each of the three research questions that this study aims to address:

RQ 1. How do school staff, INA pupils and their peers define belonging for INA pupils?

RQ 2. What current strategies do school staff perceive as promoting a sense of belonging for INA pupils and what challenges do they face?

RQ 3. How are the strategies used to promote a sense of belonging experienced by INA pupils and their peers?

The results section in Chapter 4 discussed the full findings and provided the range of themes that contributed to each of the network maps for School A and School B. In this section the key findings will be explored in more detail with comparisons made between the two schools. As outlined in Chapter 2 this study was initially formed within a resilience theoretical perspective which informed a focus on belonging as a protective factor for INA pupils. The theoretical perspectives that informed this research continued to develop throughout the study to incorporate other perspectives such as that of acculturation and displacement processes. This chapter will revisit the research literature and make links between the theoretical perspectives and the findings from this study. Finally, a critique of the overall study will then be provided before the implications of this study are discussed.
5.2. Research Question One: How do school staff, INA pupils and their peers define belonging for INA pupils?

This research question evolved out of consideration of the previous research literature and discussions with school staff during the planning of the study. Much of the literature that had explored a ‘sense of belonging’ had used quantitative measures such as Frederickson et al. (2007) Belonging Scale. However, the applicability of a ‘Western’ conceptualisation of belonging as a measure of belonging for pupils from a range of backgrounds was questioned. For an investigation of what schools can do to promote belonging for INA pupils to be possible, first an understanding of what belonging actually is for these pupils was essential.

5.2.1. Cross-case comparisons and conclusions.

A cross-case comparison for the themes that have emerged in relation to participants’ descriptions of belonging for RQ1 is presented below in Table 5.1.

Table 5.1: Cross-case comparisons of themes in relation to RQ 1.

<table>
<thead>
<tr>
<th>Themes</th>
<th>School A</th>
<th>School B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organising Theme: Positive Emotions</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Basic Theme: Feeling Secure</td>
<td>✗</td>
<td>✔️</td>
</tr>
<tr>
<td>Basic Theme: Not Feeling Different</td>
<td>✗</td>
<td>✔️</td>
</tr>
<tr>
<td>Organising Theme Support from Others</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Basic Theme: Communication</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Basic Theme: Understood as a Person</td>
<td>✔️</td>
<td>✗</td>
</tr>
</tbody>
</table>
Through comparing the data from the two schools and reflecting back on the existing literature, the researcher identified several key findings. The key findings in relation to Research Question 1 will now be discussed.

### 5.2.1.1. The role of schools

The themes that emerged from the participants’ responses revealed a lot of similarities between perceptions of belonging between the two schools. Interestingly the themes from both schools illustrated an understanding of belonging that involved factors that were child-related in parallel to factors that were school-related. This corresponds with the literature relating to acculturation processes that suggests that successful ‘integration’ processes involve individual changes but within an environment that is open and inclusive in its orientation towards cultural diversity (Berry, 2000), rather than the onus purely being on the INA pupils to change. The distinction between school-related and child-related factors may also help schools to think about the elements that they can have influence over. For example the support school staff provide but also how they

| Basic Theme: Attitude of Others | ✓ | ✓ |
| Basic Theme: Respecting Cultural Differences | ✗ | ✓ |
| Basic Theme: Respecting Cultural and Religious Differences | ✓ | ✗ |
| Organising Theme: Personal Development | ✓ | ✓ |
| Organising Theme: Fitting In | ✓ | ✓ |
| Basic Theme: Adjusting to new context | ✓ | ✗ |
| Basic Theme Friendships | ✓ | ✓ |
promote their peers to be supportive and welcoming. The identification of the impact that school ecological factors can have on belonging supports previous research in this area such as Waters, Cross and Shaw (2010) who draw on Bronfenbrenner’s (1979) ecological systems model to highlight the link between feelings of belonging in school and the school environment.

5.2.1.2. Language support

One element of the support that they can offer relates to facilitating communication as previously stated this can involve a two-pronged approach; both enabling English acquisition and providing support through their home language. There were several comments from the INA pupils and school staff that referred to the ability to draw on adults/peers in school that were able to communicate in their home language. When considering the research literature, this approach is significant in not only enabling the pupils to communicate but it also directly illustrates that the school values their language and therefore their individual and ethnic identity. The findings from this study suggest that the feeling of being understood goes beyond language, being understood as an individual is also important for INA pupils. The use of INA pupils’ home language in school also facilitates the important learning processes of both acculturation and enculturation that are thought to enable both professional and social success (Vedder and Horenczyk, 2006). Through having people in school that speak the home language and may even be originally from the same country, enculturation processes that may often be difficult to promote in school for INA pupils, such as learning the knowledge and values that are part of their culture are enabled. This allows for retention of their ethnic identity whilst they also adopt an identity to the UK. This has been found to be the most adaptive model of acculturation (Phinney, et al. 2001).

The two-pronged approach to developing language skills in the two target schools is also of significance in relation to the European context. During the researcher’s
experience at a recent study visit in Italy it was found that many countries in Europe provide a lot of support to enable migrant pupils and their families to acquire the national language of the country (and in many cases it is a requirement). However, there is less support for pupils in their first language. There were examples of bilingual resources and the use of ‘cultural mediators’ in schools but these were limited and only available in a small amount of languages. Both of the schools in the study have a diverse student population and staff. This enables the provision of first language support in a wide range of languages. However, they are not representative of all schools in the local area or the UK generally. Therefore, providing first language support, that has been noted as an important part of belonging, may be more challenging in other schools. This would raise the question of how feelings of belonging can be nurtured in the same way in other schools.

The issue of the use of first language in school also raises the debate over how schools ensure a “delicate balance between enculturation and acculturation processes” Vedder and Horenczyk (2006, p.431). Making use of peers who can speak the INA pupils’ first language may lead to the “ethnically segregated populations” in school that are referred to by Vedder and Horenczyk (2006, p. 429) and create a barrier to positive inter-group and inter-cultural contact. This was also alluded to by some of the INA pupils within the individual interviews who made a distinction between their friends and their ‘English’ peers. This would suggest that although it is helpful and supportive to have staff/ peers from their country of origin/ speak the same language to promote a sense of belonging, consideration needs to be made to ensure the school is truly multicultural and this does not lead to segregation between groups.

5.2.1.3. Promoting multiculturalism

One theme that emerged from both the schools that might be more significant for INA pupils than other groups, is that of ‘Respecting Cultural Differences’. Participants in both
schools commented on the need for the school to be culturally aware and respectful. This is in line with Berry’s (2006) description of a multicultural model of cultural pluralism whereby individuals and groups are able to “retain their cultural continuity and a sense of cultural identity” (p.28) as well as participating in the larger society. This is in contrast with a ‘melting pot’ model of cultural pluralism; which involves the assumption that minority groups “should be absorbed into the mainstream in such a way that they essentially disappear” (p.28). The findings from this study may suggest that the way that schools respond to cultural pluralism and whether or not they promote multiculturalism will impact on INA pupils’ sense of belonging. This supports the research conducted by Brown and Chu (2012) who found that teachers’ attitudes towards multicultural classrooms impacted upon pupils self-identities; “teachers who valued diverse classrooms, and considered them an opportunity for enrichment rather than a burden, had immigrant students with more positive ethnic identities.” (p.1483)

5.2.1.4. Positive relationships

Overall, participants’ conceptualisations of belonging highlighted the importance of positive relationships; with both teaching staff and peers, being central to a sense of belonging for INA pupils. Although it was clear from responses, that INA pupils had experiences of negative interactions with others, including racism and bullying. This was not specifically highlighted by staff in both of the schools which may suggest that they are not as aware of the negative peer interactions. These findings suggest that schools should take more of an active role in facilitating positive interactions and being vigilant in monitoring for negative interactions such as incidents of racism and bullying. This supports the findings of other researchers who have investigated a sense of belonging in different contexts. For example Sancho and Cline (2012) when exploring belonging in relation to pupils entering Year 7 in secondary school conclude; “Central to establishing a sense of belonging was development of friendships, relationships with the form as a whole and peer acceptance in general. Relationships with teachers were also seen as an
important factor.” (p.71). As previously discussed the diverse nature of the schools with the presence of peers and staff from their home country/who speak the same language may aid positive interactions in school. However, as Brown and Chu (2012) state; “ethnic minority adolescents who attend schools with increased racial diversity have been shown to perceive more cultural racism, yet have less important ethnic identities, than adolescents who are in the minority at school” (p.1468). Therefore, schools with a high level of diversity, such as the two target schools in this research, may face their own challenges in facilitating positive peer interactions.

5.2.1.5. Summary

The themes that emerged from both schools illustrate that having a sense of belonging involves a complex interaction between many factors. Some factors are intrinsic to the INA pupils, whereas others take place within the school environment and are directly linked to the attitudes and actions of others. The variety and complexity of the factors identified within this research emphasise the need to consider the holistic needs of INA pupils. These findings highlight the important role schools play, especially school staff and peers within school, when supporting INA pupils to feel a sense of belonging.

5.3. Research Question Two: What do secondary schools currently do to promote a sense of belonging with INA pupils and what challenges do they face?

Following on from discussions about what a sense of belonging is for INA pupils, RQ 2 sought to find out what each of the target schools thought they were doing to promote a sense of belonging. The findings that addressed this research question were taken solely from the staff focus group in each of the schools. The purpose of the research question
was to explore school staff members’ perceptions of what they thought they and the school were doing to promote a sense of belonging for INA pupils. The themes for this question were identified through a process of mixed inductive and deductive coding. The structure of focus groups was informed by Bronfenbrenner (1979). Therefore, within the focus groups the researcher prompted the participants to consider, whole school strategies and targeted interventions, alongside the challenges they face when supporting INA pupils. Different levels of support emerged from the responses which are aligned with the ecological systems framework. This would have been influenced by the nature of the questions at the data collection stage. However, the identification of the specific organising and basic themes themselves emerged inductively from the participants responses.

5.3.1 Cross-case comparisons and conclusions.

A cross-case comparison for the themes that have emerged in relation to participants’ descriptions of belonging are presented in Table 5.2.

<table>
<thead>
<tr>
<th>Themes</th>
<th>School A</th>
<th>School B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organising Theme: Holistic Support</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Basic Theme: Differentiation</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Basic Theme: Peer Support</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Basic Theme: Language Support</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Basic Theme : Extra-Curricular Activities</td>
<td>✗</td>
<td>✓</td>
</tr>
<tr>
<td>Organising Theme: Induction Process</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Basic Theme: Knowledge about INA</td>
<td>✓</td>
<td>✗</td>
</tr>
</tbody>
</table>
Through comparing the data from the two schools and reflecting back on the existing literature, the researcher identified several key findings. The key findings from this study in relation to Research Question 2 will now be discussed.

5.3.1.1. Holistic support

The responses from staff members from both schools highlight that the support that is provided to promote a sense of belonging for INA pupils is over and above that of academic support. This would suggest that the schools have a strong understanding of the complex nature of belonging and the multiple factors that contribute to it, as is identified in relation to RQ1. One element of the support provided is the induction process offered to INA pupils. The discussion around this topic highlighted the depth of knowledge that staff members have in relation to supporting INA pupils, for example:

<table>
<thead>
<tr>
<th>Organising Theme: School Ethos</th>
<th>✓</th>
<th>✓</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Theme: Inclusion</td>
<td>✓</td>
<td>✗</td>
</tr>
<tr>
<td>Basic Theme: Celebrate Cultural Diversity</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Basic Theme: Staff Working Together</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Organising Theme: Challenges</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Basic Theme: Emotional and Behavioural Difficulties</td>
<td>✓</td>
<td>✗</td>
</tr>
<tr>
<td>Basic Theme: Language Barrier</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Basic Theme: Clash of Cultures</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Basic Theme: Religious Differences</td>
<td>✗</td>
<td>✓</td>
</tr>
</tbody>
</table>
recognising that pupils may have a ‘silent period’ when they first arrive. The importance of a positive induction process is in agreement with the government guidance; The New Arrivals Excellence Programme (DfES, 2007). However, the fact that ‘Induction Procedures’ was identified as its own theme highlights how this is just one aspect of the support the schools provide INA pupils, and that the support continues beyond their first few days at school.

The amount and range of support provided for INA pupils suggests that the schools recognise their important role in helping children adapt to life in the UK and as a route to accessing appropriate intervention, as encouraged by Rousseau and Guzder (2008). For example, one of the schools specifically referred to extra-curricular activities such as trips out into the community to introduce them to their local surroundings. School staff also identified the dynamic nature of belonging and that INA pupils’ needs change over time. For example when describing the language support that is provided, one school explained that pupils initially receive a lot of targeted support but this strategy is then replaced by ‘immersion’ which was identified as the quickest way for pupils to learn English and adapt to life in the UK.

Overall, the findings from responses in relation to RQ 2 revealed a lot of similarities between School A and School B regarding what the schools think they are doing to promote a sense of belonging for INA pupils. Many of the different elements of support and the strategies that are used correspond to the perceptions of belonging that were discussed in relation to RQ1. For example, the wide range of support identified by school staff mirrors the important role of ‘support from others’ identified within the descriptions of belonging previously discussed. The strategies adopted also map closely onto the key issues that Hek (2005b) identified from the research literature when considering the role of education in the settlement of young refugees in the UK. These are; home-school liaison, the use of support teachers, learning English, promotion of first languages,
emotional support, whole-school attitude and a good welcome. Each of these key issues was found to be addressed in both of the schools.

5.3.1.2. Clash of cultures

The schools within this study were selected because they have a wealth of experience of supporting INA pupils. However, the findings highlighted that they can still face significant challenges when trying to promote a sense of belonging for these pupils. One of the key issues identified by Hek (2005b) that may be more challenging to implement than other aspects of support provided in school, is that of home-school liaison. Schools may have difficulty enabling effective home-school links when there is a language barrier and/or perceived value differences. This was acknowledged by both schools with ‘clash of cultures’ identified as one of the challenges they face. This included the perceived discrepancies between the home and school lives for some INA pupils and illustrates the simultaneous enculturation and acculturation processes that INA pupils have to navigate.

Vedder and Horencyzk (2006) suggest that challenges may emerge when there is a large gap between ethnic culture and the national culture, or in this example the culture of the school system. One example is the promotion of autonomy in UK schools, this may be considered to conflict with immigrant parents’ views of the significance attached to children’s obedience of adults (Eldering & Vedder, 1999). Perceived value differences between home and school have been found to be significant in previous research. Sirin, Ryce and Mir (2009) found that “when teachers perceived parents as having discrepant value differences, they rated students more negatively both in terms of academic competence and behavioural problems” (p.463). Sirin, Ryce and Mir (2009) suggest teacher training programmes should prepare teachers to have a better understanding of their students’ cultural backgrounds and meet the needs of a diverse student population (p.470) to remove these biases.
As has already been discussed, the schools involved in this research actively celebrate cultural diversity which would suggest the school staff have a strong understanding of their students’ cultural backgrounds. However, it is important to be aware of the impact that perceived value difference can have to ensure biases do not influence teacher perceptions. The ‘clash of cultures’ that can emerge highlights the difficult balance INA pupils and schools face when trying to promote a sense of belonging; through both the promotion of ethnic and national cultures. However, as was noted by one of the participants; this is not a phenomenon that is unique to INA pupils, pupils who are born in the UK may also experience similar tensions between their home and school lives.

From a European perspective, engaging with/ supporting parents of migrant pupils was identified as a shared challenge that schools face across Europe. In Italy some schools run a ‘Mama a Scuola’, a school for Mothers to support them with learning Italian and introduce them to Italian society. In consideration of acculturation, this places schools in a key role not only for the acculturation of INA pupils but also their families. Anecdotally, staff members taking part in this research referred to supporting parents with completing forms and accessing services. However, this was done through the initiative of conscientious staff members rather than as a structured intervention process. The findings from this research suggest that further consideration of how schools promote effective home-school liaison and overcome cultural barriers with INA pupils and their families is needed. This will help to minimise conflict and support INA pupils to effectively navigate their way through both enculturation and acculturation processes.

5.3.1.3. Multi-cultural school ethos

An important aspect of both School A and School B in relation to the support they provide INA pupils is the school ethos that exists. The findings suggest that the general attitude of the school and the way the school systems work are important aspects of how the school promotes a sense of belonging for INA pupils. This includes a respectful and
inclusive multicultural attitude; “some contexts support the possibility of integration and make it easier to develop a bicultural identity, whereas others make this resolution difficult.” (Phinney, et al. 2001, p.499). The transparent celebration of cultural diversity within both of the schools was significant. Both schools demonstrated a positive attitude towards cultural pluralism, with it viewed as “an opportunity for enrichment rather than a burden” (Brown & Chu, 2012, p. 1483). School staff member’s attitudes towards multiculturalism have been noted in the literature as a contributing factor towards pupils’ feelings of school connectedness and belonging (Brown & Chu, 2012). Furthermore, the combination of both a strong ethnic identity and strong national identity has been found to promote the best adaptation (Phinney et al. 2001).

As Phinney et al. (2001) highlight; "the ways in which attitudes toward cultural pluralism are or are not reflected in everyday educational practices seem to play a central role in the immigrants’ adaptation.” Therefore, it can be suggested that the positive attitude towards diversity in school will have a positive impact on INA pupils’ adaptation and sense of belonging. This is supported by the descriptions of belonging that were discussed in relation to RQ1 that emphasise the need to be supported by people who are culturally aware and respectful.

The schools’ positive attitudes to cultural diversity suggests that both school systems involved genuine models of multiculturalism as described by Berry (2006) whereby individuals and groups are able to “retain their cultural continuity and a sense of cultural identity” (p.28) as well as participating in the larger society. Therefore, the schools are providing the necessary conditions for INA pupils to adopt an integration approach to acculturation (Berry 2000).

5.3.1.4. Valued role of EAL staff

The provision of dedicated EAL staff and an EAL room in both of the schools highlights the schools’ commitment to promoting the success of EAL pupils, including
those that are INA pupils. The respectful and inclusive attitude of the schools also appeared to extend to the staff that are in the schools. Both schools highlighted close working relationships within the staff team, including between EAL staff and subject teachers. The role of the EAL staff was highly valued by the other staff members in both of the schools. This is highlighted through comments referring to the lack of a hierarchy between teachers and the EAL teaching assistants. The knowledge and skills that the EAL team have is recognised and they are given a level of autonomy in how they support INA pupils. Although there are designated members of staff who work within the EAL team, support for INA pupils is considered the responsibility of all staff. This was evident through teacher’s anecdotes of ways that had encouraged pupils to celebrate their roots and the considerations they made in relation to sensitive topics such as ‘The Big Bang Theory’.

Despite the shared responsibility between staff members in school, many of the processes were dependent on EAL staff. For example in relation to the induction procedures there were key members of staff that had responsibility for the support that INA pupils received. Furthermore, it appeared that the induction processes in place were dependent on the knowledge and experience of the individuals responsible for the process rather than any written procedures or policies.

5.3.1.5. Interactions with peers

Reflecting back on the descriptions of INA pupils’ belonging within this study, one important factor was peer interactions. Both schools described how they make use of peer support as a resource to support INA pupils. For example; introducing them to a ‘buddy’ from the same country or who speaks the same language. However, descriptions of belonging also alluded to negative interactions with peers. Within the staff focus group, comments referred to the challenge of pupils clashing over cultural and religious differences. These difficulties can be perceived as relating back to the intercultural
strategies that are discussed by Berry (2001) and presented in Figure 2.1 (Chapter 2). Although the school may adopt a multicultural strategy, the strategies that the pupils themselves adopt may not fit with this. For example, they may initially opt for a ‘separation’ strategy as they view those who are different, for example; have different religious beliefs, as a threat to their own beliefs. Participants’ responses within the staff focus group did not refer to any specific intervention strategies that focussed on directly preventing negative interactions between INA pupils and their peers. These findings would suggest it is important for schools to consider how they can promote multiculturalism and reduce prejudice and discrimination through “providing children with opportunities for positive inter-group and inter-cultural contact and exposing them to instances and examples of good inter-ethnic relationships in schools and other contexts” Vedder and Horenczyk (2006).

5.3.1.6. Summary

The themes that were identified in relation to RQ 2 highlight the range of support that the two schools involved in this research provide for INA pupils. The range of support available may influence INA pupils’ sense of belonging on different levels; for example at a whole school level and through targeted and individualised strategies. The holistic nature of the support maps closely onto the complex and multi-faceted description of belonging as described in RQ1. The schools’ attitudes towards cultural diversity and the valued role of EAL staff were found to be important aspects for both schools. Despite the vast experience of school staff and the range of strategies employed challenges are still encountered when trying to promote a sense of belonging for INA pupils. These include tensions between home and school cultures and negative interactions between INA pupils and their peers.
5.4. Research Question Three: How are the strategies used to promote a sense of belonging experienced by INA pupils and their peers?

This research question aimed to further explore INA pupils’ experiences of belonging in the two schools. It was acknowledged that gaining the views from teachers about the strategies they use to promote belonging is very different from how these strategies are actually experienced by the pupils themselves. This question aimed to investigate how effective the identified strategies are in promoting a sense of belonging for INA pupils. This was done through the individual INA pupil interviews and the peer focus group in both of the schools. Both the interviews and focus groups were based on Bronfenbrenner’s (1979) Ecological Systems Model and involved questions regarding the different aspects of the school; peers, teachers, classroom and whole school. Participants were asked to consider aspects of each of the factors that might make INA pupils feel like they belong or conversely, do not belong. The interviews and focus groups were conducted over two parts with the first section asking participants to consider what happens on INA pupils’ first day at school. The second part then asked them to consider what happens in school when the INA pupils had been there for a few months. The structure of the interviews and focus groups meant that the codes selected through the thematic analysis were identified through both inductive and deductive processes. The findings in relation to this research question resulted in being aligned to the positive and negative experiences of INA pupils on the first day and in the longer term.
5.4.1. Cross-case comparisons and conclusions.

A cross-case comparison for the themes that have emerged in relation to participants’ descriptions of INA pupils experiences on their first day and longer term are presented in Table 5.3 and Table 5.4.

Table 5.3: Cross-case comparisons of themes in relation to RQ 3 (first day experiences)

<table>
<thead>
<tr>
<th>Themes</th>
<th>School A</th>
<th>School B</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organising Theme: Interactions with Peers</strong></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Basic Theme: Peers are welcoming</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Basic Theme: Negative Behaviour</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td><strong>Organising Theme Interactions with Teachers</strong></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Basic Theme: Academic Support</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Basic Theme: Teachers are welcoming</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Basic Theme: Teachers are not welcoming</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td><strong>Organising Theme: Communication</strong></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Basic Theme: EAL Support</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Basic Theme: Language Barrier</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td><strong>Organising Theme: Adjusting to New Environment</strong></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Basic Theme: Size of School</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Basic Theme: Comparisons with Previous School Experiences</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Basic Theme: Technology</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Basic Theme: Diversity Within School</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Basic Theme: Navigating Around School</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Basic Theme: New School Systems</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td><strong>Organising Theme: Links to Family</strong></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>
Table 5.4: Cross-case comparison of themes in relation to RQ 3 (longer-term experiences).

<table>
<thead>
<tr>
<th>Themes</th>
<th>School A</th>
<th>School B</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organising Theme: School Environment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basic Theme: Welcoming Environment</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Basic Theme: Diversity within School</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td><strong>Organising Theme: Interactions with Teachers</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basic Theme: Teaching Strategies</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Basic Theme: Teachers are Supportive</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Basic Theme: Teachers are Unsupportive</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td><strong>Organising Theme: Progress</strong></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Basic Theme: Motivation</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Basic Theme: Adapting to school routine</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td><strong>Organising Theme: Communication</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basic Theme: Learning English</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Basic Theme: EAL Support</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Basic Theme: Language Barrier</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td><strong>Organising Theme: Interactions with Peers</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basic Theme: Peers are friendly</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Basic Theme: Making Friends</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Basic Theme: Safety/ Bullying</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Basic Theme: Negative Interactions</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Basic Theme: Wider Opportunities</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td><strong>Organising Theme: Religious Tensions</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>
Through comparing the data in relation to first day and longer term experiences from the two schools and reflecting back on the existing literature, the researcher identified several key findings. The key findings from this study in relation to Research Question 3 will now be discussed.

**5.4.1.1 Interactions with others**

Participants’ responses from both schools highlighted the impact INA pupils’ interactions with other people in school had on their feelings of belonging on their first day and over time. This included both teachers and peers, with both positive and negative experiences described within both schools. This closely relates back to the descriptions of belonging by participants who emphasised the importance of the support from others in promoting a sense of belonging.

An interesting finding is that both schools referred to experiences of both positive and negative interactions not only with peers but also with teachers. The comments illustrating negative interactions referred to teachers not helping with school work and appearing as unwelcoming and unsupportive. This finding contrasts with school staff’s descriptions of the schools’ ethoses being very inclusive and celebrating diversity that was discussed in relation to RQ 2. This may suggest that although the schools in general are very welcoming and promote multiculturalism, some individual teachers may have different attitudes and adopt one of the other intercultural strategies illustrated by Berry (2001). For example, within the pressures of the national curriculum, subject teachers may adopt a ‘segregation’ strategy towards INA pupils and believe they should not be included in their lessons but supported separately. Within this context, they may view the presence of INA pupils in the classroom as a burden rather than an opportunity for enrichment (Brown and Chu, 2012) Alternatively there may be other barriers impacting upon their interactions such as low expectations of INA pupils influenced by perceived value differences (Sirin, Ryce and Mir, 2009).
The responses relating to longer term experiences for school A placed ‘Interactions with Teachers’ completely on the positive side. This may illustrate that as INA pupils adapt to the school and their teachers adapt to them more positive interactions can take place. A new theme that emerged from both schools in relation to the longer term experiences of INA pupils specifically referred to teaching strategies. For example; the use of games in lessons and being provided with key words. The emergence of this theme may illustrate INA pupils’ readiness to engage with learning once they had settled into the school environment and a shift in their priorities towards academic progress.

5.4.1.2. Language barrier

Another factor that may impact upon INA pupils’ interactions with others on their first day and over time is the potential language barrier. The findings from both schools emphasised the role communication plays in INA pupils’ experiences of belonging. This also included positive and negative experiences, with the EAL support they received on one side and the difficulties encountered on the other. Connell and Wellborn (1991) identify three qualities that all schools should encourage to facilitate effective learning; relatedness, competence and autonomy. As discussed in Chapter 2, the notion of competence may be particularly important for immigrant pupils who experience a denial of their competence, or who have to cope with low grades (Black & William, 1998) The presence of a language barrier may impact upon teachers’ perceptions of INA pupils’ competence and INA pupils own feelings of competence. This may have an impact on INA pupils’ acculturation, sense of identity and academic performance.

One of the positive themes identified in relation to INA pupils longer term experience is ‘Learning English’. This shows that English acquisition does occur over time and facilitates communication with others. However, the impact of a language barrier is not unique to first day experiences but was also highlighted as something that can cause difficulties when INA pupils have been in school for a couple of months. This highlights
the need for on-going EAL support for INA pupils. This is recognised by both schools, with EAL support continuing to be an important part of promoting INA pupils’ sense of belonging within their longer term experiences. This support may even be necessary when they are not considered to be an INA pupil any longer; after they have been in the school for over a year.

5.4.1.3. Bullying

The findings from this research illustrated that INA pupils can experience positive interactions with teachers and peers, with both providing a positive welcome. However, participants’ responses also identified experiences of negative interactions with peers including racism and bullying. This highlights a challenge schools face when trying to promote multiculturalism, how to celebrate pupils’ diverse cultures and backgrounds without causing conflict between pupils who have different backgrounds. Although the diversity within the school was highlighted as a positive characteristic in both schools for promoting a sense of belonging for INA pupils, it also brings its own challenges. This finding offers support to Brown and Chu (2012) who state; “ethnic minority adolescents who attend schools with increased racial diversity have been shown to perceive more cultural racism” (p.1468).

The importance of positive relationships with peers and teachers identified in this research supports previous research such as Osterman (2000) who highlighted several dimensions that are found to be key to enhancing adolescents’ sense of community. This included the quality of relationships with teachers, peer relationships and instructional/organisational strategies that promote positive interactions with peers and other people in the school community. Sancho and Cline (2012) also highlighted the importance of relationships on developing a sense of belonging, with peer interactions being of particular importance; “Central to establishing a sense of belonging was the development
of friendships, relationships with the form as a whole and peer acceptance in general” (p.71).

5.4.1.4. The school environment

The new school environment emerged as having an influential impact on INA pupils’ experiences of belonging on their first day. There were many comments that referred to the size of the school, navigating around the building and adjusting to new resources and systems. This finding supports Waters, Cross and Shaw (2010) who highlighted the importance of considering school level-factors to promote school connectedness. Their research found that over one quarter of the variation in school connectedness that they measured could be explained at the school level.

One specific aspect of the school environment that was emphasised through participants’ responses in both schools was the use of technology. Although it was viewed as a positive element of the school environment, responses described how INA pupils often had to adapt to the vast use of technology within school. Several of the INA pupils’ comments compared the current school with their previous school experiences. This illustrates the challenge they face when steering their way through acculturation and enculturation processes within the school environment when it is greatly different from what they have known previously (Vedder & Horencyzk, 2006). For one of the schools, ‘Links to Family’ was identified as a key part of INA pupils’ experiences of belonging on their first day. Having links between the school and the family may support to narrow any perceived gap between the ethnic and national cultures of INA pupils.

Findings relating to INA pupils’ longer term experience revealed less focus on the school environment with the themes that did relate to the environment referring to pupils adjusting and becoming familiar with the school. One school continued to emphasise the diversity of the school which may highlight that this continues to impact upon INA pupils’ sense of belonging even after being in the school for some time. This may be effective in
ensuring cultural maintenance for INA pupils’ ethnic identity even though they are adapting and acculturating to the UK school system and the national identity (Berry, 2001).

5.4.1.5. Progress and development

A key difference between the descriptions of INA pupils’ experiences on the first day and longer term is the identification of progress and personal development of the pupils in reference to the longer term experiences. Although there are no organising themes that directly refer to ‘progress’ for School B, some of the other themes illustrate progress and development for example; adjusting to the new school environment, making friends and learning English. This finding links to both schools’ descriptions of belonging in RQ 1 that identified ‘personal development’ as a contributing factor to INA pupils’ sense of belonging. This can also be interpreted as referring to the three qualities that Connell and Wellborn (1991) state facilitate effective learning; relatedness, competence and autonomy. The three may be inter-linked; as INA pupils sense of relatedness or belonging within the school increases so does their perceptions of competence and autonomy, and vice versa. This is in line with other research that has found belonging to have an impact on a wide range of variables including academic, motives and achievement (e.g. Osterman, 2000).

5.4.1.6 Summary

The findings reveal that the strategies that school staff identified to promote a sense of belonging in their schools are experienced in different ways by INA pupils, both positive and negative. The experiences described in this study highlight many of the same issues that were identified by Williams and Butler (2003) who stated; “the concerns of newly arrived immigrant students include the need for English language acquisition, the lack of social support networks and of social acceptance, racial labelling and
categorisation, acquiring new learning styles, post-traumatic stress syndrome, different cultural scripts, and the typical development issues that all students face”.

Many of the themes identified were consistent across the first day and longer term experiences of INA pupils such as the interactions with teachers and peers which highlight their importance in promoting a sense of belonging. The descriptions of the INA pupils’ experiences of belonging also revealed some differences over time which illustrates the fluid nature of it as a construct. They show that pupils have some of their needs for belonging satisfied in different ways over time. In one of the peer focus groups, a participant described the cumulative nature of belonging “If you’re friends with them, they want to be friends with your friends - ‘they feel like they belong they want to do more stuff…feel like they belong even more” (School B). Within the focus group we referred to this as the ‘Belonging Cycle’. This is a useful way to consider the development of belonging and how the strategies used in school to promote belonging can have a cumulative effect over time.

5.5. Critique of Method and Limitations of the Research

This section will critically evaluate the research study, focussing specifically on the research design, the exploration of belonging as a construct, sampling of INA pupils and the use of interpreters. Each of these aspects will now be discussed.

5.5.1. Case study design

This research adopted an exploratory case study design to investigate the study’s research questions. The limitation of case studies was discussed in Chapter 3, however the main critique is that they have limited generalisability. This was one of the weaknesses identified by Nisbett and Watt (1984, cited in Cohen, Manion and Morrison, 2005) who highlight that “The results may not be generalizable except where other readers/ researchers see their application.” (p.184). One of the aims of research was to
document the strategies that the two schools use to promote a sense of belonging. The schools were selected purposively to highlight good practice that is in place regarding supporting INA pupils. It is recognised that the schools within this study are not representative of all schools. However, it is intended that other people can learn from the findings from this study and see opportunities for application. The incorporation of multiple cases within the study also strengthens the rigour of the findings as it allowed for comparisons to be made between two schools.

This study was exploratory in nature and therefore benefited from the in-depth investigation of the experiences of a relatively small number of participants. The use of a case study design allowed for a multiplicity of viewpoints to be represented, through the exploration of INA pupils’, peers’ and teachers perceptions. This is one of the benefits of using case studies identified by Shen (2009). However, future research may wish to consider gaining the views from a larger sample of people and therefore an alternative research design may more appropriate.

5.5.3. Belonging as a construct

Gathering perceptions of what belonging means for INA pupils was a challenging task due to the range of terms used to describe belonging and the very nature of it being an abstract, psychological construct. Within the staff focus group Goodenow’s (1993) definition of school belonging was used to facilitate discussion (an adapted version was used for the peer focus group). A brief explanation was also provided within the individual interviews and a re-cap of what belonging means for them to support their understanding. It was easy for discussion around belonging to move into feeling ‘welcome’ or an active part of the school community. This was still considered to all be relevant to the over-arching concept of belonging. However, this does raise the question about whether the strategies discussed do actually relate specifically to belonging and are distinct from the support they give INA pupils generally. There were occasions when
participants slipped into naming general strategies and had to be re-focussed back on to the topic of belonging. This highlights the difficulty in pin-pointing strategies that can be used to promote belonging specifically. However, the descriptions of the strategies used in the two schools mapped closely onto the identified definitions of belonging which would suggest that they did relate to the construct of belonging. This research is not intended to propose that the schools involved consciously made the decision from the offset to promote belonging through the identified strategies. However, it is hoped that the research has identified how the strategies used map onto the construct of belonging and illustrate what schools can do to promote belonging.

Although the study takes an ecological viewpoint of how schools can promote a sense of belonging for INA pupils, it is also informed by the literature regarding acculturation processes (e.g. Berry, 2001) which acknowledges an interaction between the strategy adopted by the host society (or in this case the school) and the immigrant group (or in this case the INA pupils). This research explored what the schools do to support INA pupils’ sense of belonging and therefore what acculturation strategies they adopt. The research did not directly explore INA pupils own adopted acculturation strategies although this may have been inferred through their responses. Therefore, the experiences of INA pupils may not be directly linked to the strategies highlighted by school staff as their own beliefs regarding acculturation will also influence their perceptions.

To support a more rigorous and accurate understanding of what belonging might mean for INA pupils, their own descriptions were also triangulated with those of their peers and staff members. It was hoped that this would strengthen the coherence between the research question and the information gathered. At the same time it was recognised there would be different perceptions of what belonging means; indeed it was the purpose of RQ 1 to explore the different views of what belonging might mean. The themes that emerged from these findings highlight similarities between perceptions,
however; they also highlight the range of responses which may not have been shared by everyone. The intention is to inform schools of the range of perceptions that need to be considered when thinking about how to promote a sense of belonging in an inclusive way.

It is also acknowledged that the methods used to gain participants’ views on belonging; focus groups and interviews had their limits. There may have been views that were not shared due to the restrictions of time. Furthermore, participants within the focus group may have not been comfortable fully expressing their views in an open forum. Although the researcher tried to facilitate the contribution of all participants, there were some young people who were less confident to speak. The intention of this research is to provide case descriptions of the two schools. However, as stated in Chapter 3, it is recognised that this is just a ‘snapshot’ of the pupils and teachers at a specific point in time which is not immune to change and external influences.

5.5.3. Sampling of INA participants

Ethical considerations were made regarding the sampling of INA participants to take part in the study, this included strict inclusion and exclusion criteria. For example it was considered unethical to include pupils who were known to be suffering from trauma or had identified special educational needs. This means that the participants who did take part do not represent the full range of INA pupils. Furthermore, over-arching term of ‘International New Arrivals’ adopted for this research includes a very diverse range of pupils with a large range of needs. This research provides an indication of some of the belonging needs for INA pupils and how they can be met. However, it does not illustrate the full range of needs and how they can be met. Ultimately, the research highlights the need to treat INA pupils as individuals and spend time getting to know each pupil to ensure their needs are met effectively.
5.5.4. Use of interpreters

Murray (2001) highlights the importance of using interpreters within research to access “hidden voices”. Edwards (1998) includes a quotation from a Somali woman to illustrate the importance of enabling people to share their views via interpreters; “If you can't explain, express yourself, what you feel, nobody knows what's inside you. And you can't just explain because you don't speak the language.” (p.202)

In reference to the current study, the researcher shared the opinion of both Edwards (1998) and Murray (2001) and wanted to enable INA pupils to have their voices heard through the use of interpreters. However, the challenges of working with interpreters are well documented. “This process is generally regarded as fraught with difficulties” Edwards (1998, p.197). These difficulties include maintaining anonymity and confidentiality and ensuring the views of participants are accurately represented. The researcher tried to facilitate successful use of the interpreters by working with them rather than through them (Edwards, 1998). For example, communicating with them prior to the interviews, sharing the expectations of the process and considering the seating arrangements during the interviews. However, Edwards (1998) provides further advice on the use of interpreters that were not considered. For example; the researcher could have done more to ensure an “interpreter-interviewee match” (p.200) according to their social characteristics. The researcher also did not specify that the interpreters should translate in the first person this may have meant some of the subtleties of the participants’ responses were lost.

Furthermore, even with the use of interpreters the power imbalance within child-adult interviews needs to be acknowledged. I tried to be sensitive to this when considering the structure of the interviews through trying to make them more ‘child-friendly’; using visuals to support the key areas of discussion and an interactive scaling activity to support them to express their perception of belonging (see Appendix C). The power imbalance may be
heightened for INA pupils due to the language barrier and the presence of an extra adult (the interpreter) within the interaction.

The importance of effectively accessing the views of INA pupils is illustrated by the findings of this study which consistently found communication as having an important influence on experiences of belonging. Therefore, the use of interpreters was essential to enable INA pupils’ views to be incorporated into the research. However, in future, further considerations regarding the use of interpreters (informed by Edwards, 1998) and how to minimise any potential power imbalance may further enhance this experience for the participants and the researcher.

5.5.5. Impact and importance

This study adopted the evaluative criteria proposed by Yardley (2000); these are; ‘sensitivity to context’, ‘commitment and rigour’, ‘transparency and coherence’ and ‘impact and importance’. The first three of these were addressed in Chapter 3. The final criterion; impact and importance will now be discussed.

Yardley (2000) states “there are many varieties of usefulness, and the ultimate value of a piece of research can only be assessed in relation to the objectives of the analysis, the applications it was intended for, and the community for whom the findings were deemed relevant” (p. 223). This statement supports the argument made by Yin (2009) that all exploratory case studies such as this should have a clear purpose and criteria by which its success can be judged. The purpose and success criteria for this study are re-stated below:

The purpose of the research is to take an ecological viewpoint to investigate how secondary schools support International New Arrivals (INA) and promote a sense of belonging. There are 3 over-riding objectives for this research.
1. To consider what belonging means for INA pupils
2. To investigate what strategies are currently used to support INA pupils in the two target schools.
3. To explore what impact these strategies have on INA pupil’s experiences and perceptions of belonging

It was outlined that the exploration will be considered to have been successful if the following criteria are achieved:

1. An understanding of what belonging means for INA pupils in the two schools, informed by INA pupils, their peers and school staff.
2. A detailed knowledge of what both schools do to promote a sense of belonging for INA pupils.
3. An account of how current school practices impact upon INA pupils feelings of belonging in both schools.

The research questions were directly informed by these criteria. Therefore, through addressing the research questions in sections 5.2 – 5.4 it is hoped that these criteria have been achieved. As Yardley (2000) outlines, another measure of the value of research is its application to the community for whom the findings are deemed relevant. With this in mind, the implications of this research will be discussed below.
5.6. Implications of the Research Findings:

The potential implications of the research findings from this study will now be considered in relation to; individual children and young people, schools, educational psychologists and policy makers.

5.6.1. For children and young people

This research has illustrated that belonging is a complex and multi-dimensional concept for INA pupils which involves consideration of identity, acculturation and enculturation processes. This research highlights the importance of being aware of these processes and the range of challenges that INA pupils face that may impact on their experience of school. It is also important to recognise that belonging is not a fixed construct; it can have different meanings for different people and can involve different needs over time. This highlights the importance of getting to know INA pupils individually and developing positive relationships so they feel understood and a valued member of the school community. It is hoped these findings will inform an even better understanding of the INA pupils within the two research schools but also a better understanding of INA pupils more generally.

5.6.2. For schools

This research has highlighted the important role that schools play in promoting a sense of belonging for INA pupils. This is in agreement with other studies that have found schools to have a significant role in promoting a sense of belonging for other pupils (e.g. Waters, Cross and Shaw, 2010) and in supporting immigrant pupils such as refugees (Hek, 2005a).

The descriptions of belonging within this study emphasise the importance of being culturally sensitive to different perceptions of belonging and how it is best supported in schools, “In ethnically diverse schools, practices should not be levied uniformly across
the student body without attention to how members of different ethnic groups might experience them.” (Faircloth and Hamm, 2005, p.307). One aspect of promoting belonging that was highlighted as being important throughout the data was providing two-pronged support with communication. This involves helping INA pupils to acquire English whilst also supporting them in their home language. An important factor that enables the provision of this support is the presence of EAL staff who have a respected and valued position within the school.

Another aspect of belonging that schools need to consider is the interaction between INA pupils and their peers. This study highlighted the importance of positive relationships with peers in promoting a sense of belonging, this supports previous research (e.g. Sancho and Cline, 2012). However, it was clear from the research that INA pupils often experience negative interactions with their peers. Schools need to consider what they can do to promote positive interactions between pupils, for example; “providing children with opportunities for positive inter-group and inter-cultural contact” Vedder and Horenczyk (2006, p. 429) to ensure they are truly multicultural (Berry, 2000)

The findings from this study show the need for holistic support for INA pupils and also the range of strategies schools can use themselves to meet this need, without being dependent on external agencies. This is particularly relevant in the current economic climate where services and budgets are being cut. However, they also highlight that promoting belonging goes beyond the actions that schools do, the attitude of school staff and the school ethos towards cultural pluralism is also important. This finding supports previous research such as Brown and Chu (2012). Within secondary schools where there are increasing pressures such as exams to contend with, the presence of INA pupils may be considered as challenging for teachers. However, it is important that the range of challenges that INA pupils face through acculturation and enculturation processes is also acknowledged.
Schools also have an important role at supporting INA pupils and their families to adapt to UK society in general (Rousseau and Guzder, 2008). Although it is recognised that the links between home and school are an important part of the induction procedures that schools should offer INA pupils (DCSF, 2007). The findings from this study highlight that schools can face challenges when trying to build home-school links with INA families. Schools need to be aware of language and cultural barriers that may prevent effective liaison between home and school. Drawing on other European models of supporting migrant families, it would also be beneficial for schools to consider how they can take an ecological approach to promoting the acculturation of INA pupils by supporting their families too for example; signposting them to relevant services and providing access to English language courses. This would also indirectly help to promote a sense of belonging for INA pupils as it would narrow the gap between their ethnic and national (school) cultures.

5.6.3. For educational psychology practice

Bronfenbrenner’s (1979) Ecological Systems Model was found to be a useful framework to consider the range of factors that impact on INA pupils' sense of belonging. It may be helpful for educational psychologists (EPs) to adopt a similar framework to inform their thinking when working directly with INA pupils. It may also be a useful framework to share with school staff to support them to be aware of the range of factors that can influence INA pupils' sense of belonging and therefore their progress in school. It is important for EPs to have an understanding of the complex acculturation and enculturation processes that exist, not only for INA pupils but for other pupils from ethnic minority groups.

This and previous research relating to belonging suggests there is a role for EPs to support schools to recognise both the importance of belonging and what schools can do to try and foster a sense of belonging, not just for INA pupils but for ALL students. EPs
may be in a good position to work with schools to consider their induction procedures and incorporate holistic levels of support to promote a sense of belonging. Although the findings from this study have identified that INA pupils may have some unique needs the findings also highlight the importance of positive transitions and on-going support to promote a sense of belonging for all pupils.

5.6.4. For policy makers

New Arrivals Excellence Programme (DCSF, 2007) provides guidance on the range of support that new arrivals including INA should be offered when they first start at a school. This includes; creating a welcome environment, assessment, access to the curriculum and links between home and school. However, as the findings from this research show INA pupils have a range of holistic needs not just when they first arrive but over time. Policy makers should consider the range of support that is necessary for INA pupils to develop a sense of belonging and thus be successfully included within the school community.

The research has identified that schools are able to use a range of strategies themselves to promote a sense of belonging for INA pupils without depending on external service. However, this requires the necessary resources to be available within schools. For example; the provision of EAL staff. Policy makers should bear this in mind when providing guidance regarding how INA pupils are supported and also delegating the necessary funds.

The researcher’s recent study visit in Milan highlighted that the issue of promoting the inclusion of immigrant pupils is not unique to the UK. It may be helpful for policy makers to draw on models that adopted elsewhere to inform how INA pupils and their families are best supported. For example, using a networking approach between schools and other services to provide holistic support for INA families as is available in Italy. This
may help to minimise the ‘clash of cultures’ that was highlighted as a challenge that the two target schools experience when supporting INA pupils.

5.7. Considerations for Future Research

Reflections on the findings and also the limitations of the current study have informed the following recommendations for future research:

5.7.1. Sense of belonging

Previous research and the findings from this study acknowledge the importance of having a sense of belonging on a range of outcomes. However, the abstract nature of it as a concept can make it challenging to accurately research. Although quantitative tools to measure belonging do exist, their application with ethnically diverse populations has been questioned. The findings from this study have provided a wide, multi-dimensional definition of belonging that could be used for further exploration and measurement of feelings of belonging within diverse populations. Future research may wish to explore the specific belonging needs of different groups that fall within the INA category, for example Roma pupils. Future research is also needed to explore how feelings of belonging in school impact on wider feelings of belonging within UK society generally.

5.7.2. Effectively promoting multicultural schools

Berry (2006) provides a description of a multicultural model of cultural pluralism whereby individuals and groups are able to “retain their cultural continuity and a sense of cultural identity” (p.28) as well as participating in the larger society. It was evident from the findings that the two research schools have a general positive attitude towards the cultural diversity of the student population. However, the promotion of a multicultural school can have its own challenges with inter-cultural conflicts between students. Schools face a difficult balance between promoting students’ individual ethnic identities
while at the same time promoting their acculturation to the national culture. This finding is supported by previous research. Hendry, Mayer and Kloep (2007) describe how there may be a difficult balance to negotiate between promoting a sense of belonging to encourage feelings of security whilst at the same time not encouraging defensiveness attached to feelings of opposition and national inferiority. Further research is needed to investigate how culturally diverse schools can facilitate positive inter-cultural friendships within school and minimise discrimination. It would also be beneficial for future research to explore how schools can involve INA parents to support the balance between enculturation and acculturation in the promotion of belonging for INA pupils.

5.8. Personal Reflections

This study and my reflections on the subject matter have continued to evolve throughout the research process. Through recording my thoughts and the decisions made along the way in a research diary I have been able to see the learning I have acquired from the process. This includes both my knowledge of research and also my deeper understanding of the subject matter, including my philosophical beliefs and values.

One of the main challenges when conducting the research was ensuring data gathering was accessible to INA pupils which required the use of interpreters and translation of information and consent forms. This was time consuming and involved a lot of trust in the interpreters/translation that they would accurately represent me and the participants that took part. Although time consuming and costly, the research process highlighted the importance of using interpreters and enabled me to reflect on how often immigrant families are marginalised because they cannot accurately express their views. Increasingly due to budget cuts and lack of access to interpreters, corners are cut when interacting with immigrant families. The findings from this study have highlighted the
important role communication plays in supporting INA pupils to feel like they belong. Therefore, denying INA pupils and their families the opportunity to effectively communicate with schools and other professionals may have wider implications.

When embarking on this research I was motivated by my prior knowledge and experience of supporting INA pupils and their families through delivering training for schools. I was informed by the psychological frameworks that I used at that time which included the resilience framework and the potential risk and protective factors that might exist. This led me to focus on belonging as an identified protective factor for all pupils, under the perception that it may be more of a challenge to promote belonging for INA pupils. I started off thinking that belonging was a complicated but important construct but through my reading and gathering the views of INA pupils, their staff and peers I became more aware of how complex belonging truly is for these pupils. Not only do they face the usual challenges of adolescent life but they are also being asked to balance both their cultural identity with the ‘national’ identity of the UK and the education system. With sometimes one directly conflicting with the other.

Through my reading I was introduced to the world of acculturation psychology. This had a significant impact on my thinking as the models perfectly described the underlying process that I was trying to hone in on through my research but had not been able to accurately put into words. Furthermore, they reassured me that what I was investigating was important and relevant not only for schools but wider society. This was reinforced when I was lucky to have the opportunity to discuss these issues with colleagues across Europe and witness how schools in Milan are currently supporting migrant pupils. Through discussions, peoples’ individual and national approaches towards acculturation were indirectly revealed. For example, for some the onus was on INA pupils to learn the language and assimilate to their host society, with integration being used to describe the process of support rather than inclusion.
My experiences in Milan alongside the responses I gathered from within my research encouraged me to think about multiculturalism and what it actually means. Can schools in the UK and UK society in general truly say they are multicultural? A truly multicultural model would involve individual cultures and groups retaining their identity whilst at the same time participating in the social framework of the larger society (Berry, 2006). This is an interactive process and while individual identity should be celebrated, individuals should also be enabled to contribute to the national identity. Within the UK there is often hostility towards people who are resident here but unable to speak English. However, unlike other countries, there is not a structured system for supporting adults to acquire English. Perhaps this is something we can learn from our European neighbours and by supporting effective communication we can access “the hidden voices” (Murray and Wynne, 2001) of ethnic minority groups and break down barriers to truly promote a multicultural society.

Schools play an important role in not only enabling INA pupils to access education but by promoting belonging they are influential in supporting acculturation processes and community cohesion. I hope my research encourages an understanding of the wider challenges INA pupils can face and what can be done to promote a sense of belonging for these pupils (and pupils in general) for the benefit of everyone.

5.9. Summary of Discussion

This chapter has discussed the findings from the research in relation to each of the three research questions. Under each research question key points have been emphasised and explored in more detail. A critique of the research study has been discussed in relation to the use of a case study design, the exploration of belonging as a construct, the sampling of INA participants, the use of interpreters and finally the impact and importance of the research findings. This last point was further addressed through
the discussion of the implications of the research findings for; children and young people, schools, educational psychologists and policy makers. Recommendations for future research highlight two particular areas of focus; the exploration of belonging and the promotion of multicultural schools. Finally, my personal reflections of the study including the current social and political relevance of the research topic are provided.
References


Hastings, C. (2012). The experience of male adolescent refugees during their transfer and adaptation to a UK secondary school. *Educational Psychology in Practice, 28,* 335-351


McLellan, E., MacQueen, K.M., & Neidig, J.L. (2003). Beyond the qualitative interview: data preparation and transcription Field Methods, 15, 63-84


Parker, I. (2004). Criteria for qualitative research in psychology, *Qualitative Research in Psychology, 1*, 95-106


Race Relations (Amendment) Act (RR(A)A) (2000)


Shepherd, J. (2010, October 20). *Community cohesion slips off Ofsted's agenda.*

Guardian Online. Retrieved from
http://www.guardian.co.uk/education/2010/oct/20/community-cohesion-off-ofsteds-agenda


List of Appendices

A – Literature Review
B – Case Study Protocol
C – INA Pupil Interview Schedule
D – Staff Focus Group Schedule
E – Peer Focus Group Schedule
F – Description of Thematic Analysis
G – Example of Themes and Corresponding Codes (RQ 1)
H – Email documenting Ethical Approval
I – Participant Information and Consent Forms
  (including Arabic example)
J – Example of Student Feedback
Appendix A – Literature Review

The literature review continued to develop as the research progressed, it included a broad search that drew from a range of sources. Relevant literature was drawn from searches of online databases and journals including:

- PsychInfo
- Google Scholar
- Science Direct.
- EBSCO
- Educational Psychology in Practice
- Educational and Child Psychology

Various combinations of the following search terms were used when carrying out the literature review:

- Child*'/ 'School'/Education and ‘Belonging’
- Immigrants'/ New Arrivals’ / Refugees and ‘Belonging’
- ‘Immigrants/ New Arrivals/Refugees’/ and ‘School’/ ‘Education'
- ‘Immigrant child*’ and ‘Belonging’/ ‘Connectedness’
- ‘Immigrant child*’ and ‘Acculturation’

Papers were also harvested from related journal papers, theses, books and policy documents. These included:

- Sharpe. Identifying and Meeting the Social, Emotional and Behavioural Needs of Refugee Children in a Primary School, Doctoral Thesis (Beth Sharpe, 2010)
- The educational experiences and aspirations of newly-arrived Polish people, aged 12 to16, in a large urban Local Authority in the UK, Doctoral Thesis (Louise Oland, 2009)

Appendix B – Case Study Protocol

Case Study Protocol

Overview of Case Study project

Rationale
The area of research that this current study focuses on is of particular importance because there are growing numbers of INA pupils entering schools in the UK and research regarding this group of young people highlights the importance of a positive school experience within the host country. A sense of belonging is a specific psychological construct that has been found to have positive effects for all children in school, however the importance of it may be heightened for INA pupils who may face cultural, language and systemic barriers to establishing feelings of belonging. To date there has been little attempt at investigating the factors in school that can promote a sense of belonging for this group. This research attempts to fill some of the gaps in the research that have been identified. It builds on each of the areas of research and psychological theories discussed and attempts to combine them into a better understanding of meeting the needs of INA pupils. Unlike the other research that does exist in this field, the current study focuses on the experience of secondary school aged pupils specifically in UK schools.

Objectives

This research aims to take an ecological viewpoint to investigate how secondary schools support International New Arrivals (INA) and promote a sense of belonging. There are 3 over-riding objectives for this research.

- 1. To consider what belonging is in relation to INA pupils
- 2. To investigate what practices are currently in place to support INA in the two target schools.
- 3. To explore what impact these practices have on peer and INA’s perceptions of INA belonging

Research Questions being addressed

The above objectives have informed the following research questions:

RQ 1. How do school staff, INA pupils and their peers define belonging for INA pupils?

RQ 2. What current strategies do school staff perceive as promoting a sense of belonging for INA pupils and what challenges do they face?
RQ3. How are the strategies used to promote a sense of belonging experienced by INA pupils and their peers?

1. Field Procedures

Gaining access to participants

All arrangements regarding the focus groups and interviews will be arranged via the key contact member of staff in both of the schools. Both the peer focus group and individual interviews will take place over 2 x half hour sessions on the same day with a scheduled break in between. The staff focus group will take place during 1 x one hour and a half session. The staff focus group will take place after school during a ‘twilight’ session. The researcher will be flexible to ensure the timing of the interviews/ focus groups take place at a time that is convenient for the participants. Where possible more than one will be arranged for the same day.

The key contact will inform other members of school staff when the peer focus groups/ interviews will take place. After taking part in the focus groups/ interviews student participants will be given a paper slip to be given to the lesson teacher when they return to explain where they have been. This is in line with school policy.

Resources

Each of the focus groups and interviews will follow the designated schedule. In the peer focus group and interviews visual prompts will support the different level of questions e.g. regarding peers, teachers, the classroom and the whole school. This is alongside pictures that illustrate the focus of ‘belonging’ or ‘not belonging’. Within the staff focus group and peer focus group a quotation/ adapted quotation from Goodenow (1993) will be used to prompt discussion re. belonging. In the individual interviews a length of string with a bulldog clip will be used to encourage pupils to illustrate where they would put themselves in relation to feelings of belonging to prompt discussion about what has supported them to feel like they belong/ do not belong.

Each of the interviews/ focus groups will be audio recorded using a digital recorder. Extra batteries will be taken to ensure they do not run out. Flipchart paper and pens will be used record key discussion points in both the staff and peer focus groups.

Schedule of data collection activities

<table>
<thead>
<tr>
<th>Data Collection Process</th>
<th>School A</th>
<th>School B</th>
</tr>
</thead>
<tbody>
<tr>
<td>INA Interviews</td>
<td>(Pilot) 29th June, 11.15-1pm 16th July 11.15-1pm 20th September, 9.45-11.15am</td>
<td>3rd July 11-12.45pm</td>
</tr>
<tr>
<td>Staff Focus Group</td>
<td>20th June, 2.45- 4.15pm</td>
<td>3rd July 2- 3.30pm</td>
</tr>
<tr>
<td>Peer Focus Group</td>
<td>24th October 11.15-1pm</td>
<td>11th July 9-11 am</td>
</tr>
</tbody>
</table>

*breaks in-between
Providing for unanticipated events

If participants are unexpectedly unavailable on the days/times that have been arranged, if possible, the key contact member of staff will inform the researcher as soon as possible. If this is in relation to the peer/staff focus groups they will go-ahead as planned unless the numbers deem it more worthwhile to re-arrange i.e. less than 4 participants. If circumstances mean the NA pupils taking part in the interviews are unable to take part at the arranged time, they will be re-arranged where possible.

If the researcher is unavailable to conduct data collection on the agreed day/time they will inform the contact member of staff in the school as soon as possible and re-arrange it for another time.

Gaining Consent

The participants selected for the staff focus groups will be informed 2 weeks before each of the focus groups take place to allow for anyone to opt out. On the day of the focus group participants will be asked to sign a consent form, but will be informed that they have the right to opt-out at any time if they choose.

The identified peers for the peer focus groups in each of the schools will be approached by the staff member contact to ask if they would like to take part and explain what it will involve (with the use of an interpreter if required) by reading through the Participant Information Sheet together. Parent Information Sheets and Parental Consent Forms will then be distributed directly to the parents/carers of the young people by the contact member of staff (again with the use of an interpreter where required). The first 5 young people who obtain parental consent will be selected to take part.

The 2/3 identified INA in each of the schools will be approached by the staff member contact to ask if they would like to take part and explain what it will involve (with the use of an interpreter if required) by reading through the Participant Information Sheet together. Participant Information Sheets and Parental Consent Forms will then be distributed directly to the parents/carers of the young people by the contact member of staff (again with the use of an interpreter where required).

2. Case Study Questions

1. How do the staff, selected INA pupils and their peers in this school define belonging?

2. What current strategies do school staff perceive as promoting a sense of belonging for INA pupils and what challenges do they face?

3. How do INA pupils and their peers describe INA pupils experience of these strategies in this school?
3. A guide for Case Study Report

The data collected will be partially transcribed then imported into NVivo for data management. The findings from the different relevant units of analysis will be collated to address each of the 3 research questions. A process of thematic analysis (Braun & Clarke, 2006) will be followed. Codes will be identified from the transcriptions across the data sources which will be refined and developed into themes. The final report will explore the findings from the 3 data sources for each of the cases (schools) separately before comparisons are made between the findings from the two.
Appendix C – INA Pupil Interview Schedule

Semi-Structured Interview Questions
(Interpreters will be used where necessary)

The interview schedule will be piloted prior to data collection to ensure the questions can be clearly understood and they can be effectively discussed in 30 minutes. Pictures and visual supports will also be used to illustrate the questions being asked.

Session 1 (30 minutes)

Introductions – explanation of consent and their right to withdraw. The interview will be audio-recorded but it will remain anonymous – name not used in write up. I might also take some notes as we go along.

- There are many children like you who join schools from other places and countries. I’m here today as I’m interested in finding out how schools help to make children who have recently arrived from different places feel welcome. This school has many children who have come from different countries like you - I’d like to find out what this school did to help you feel part of the school – what you think helped and what you think could have been better. There are no right or wrong answers.

I’m going to be talking about belonging, when I talk about belonging I mean feeling welcome and part of the school community. 5 minutes

Questions:

1. What does belonging mean for you? 5 minutes

2. When people are new to a place they sometimes feel like they belong and sometimes they feel like they don’t belong there. What do you think can help people to feel like they belong somewhere? 5 minutes
   - What do other people do?
   - What is happening around them?
   - How do they feel?

3. Remember back to your first day at this school. What happened to make you feel like you belonged/did not belong at this school? (Using visuals to illustrate each of the contexts) 10 minutes
   - Teachers
   - Peers
   - Classroom
   - Whole School
- What went well?
- What did you find difficult?

Summary of the discussion and opportunity for them to ask any questions. 5 minutes

Session 2 (30 minutes)

- Re-cap – reminder of their right to withdraw.
- Re-focus through reminding them of their description of belonging 5 minutes

1. Thinking about now, how much do you feel like you belong at this school? 5 minutes
   0= do not belong at all, 10 = belong very much (Stretch out wool and markers using blu-tac. Ask child to place ‘me’ where they think they are)

2. What has made you feel like a (insert number they’ve chosen)? (Using visuals to illustrate the different school contexts) 10 minutes
   - Teachers
   - Peers
   - Classroom
   - Whole School
   - What do you think works well?
   - What do you think could be better?

3. How does feeling like you belong/ feeling like you do not belong at this school make you feel?
   - What impact does it have? 5 minutes

Summary of the discussion and opportunity for them to ask any questions. Reminder of what will happen to the information collected and explanation that they will receive a summary of the findings when the research is finished. 5 minutes

RESOURCES:

Audio Recorder
Pictures
Interview Questions
String
Peg
Classroom
Pupils
Whole School
Belong

Do not belong
Appendix D – Staff Focus Group Schedule

Staff Focus Group Questions

Introduce self and discuss ground rules. Reminder of their right to withdraw.

(Focus Group will be recorded with notes also made on flip chart paper)

Provide different definition of ‘belonging’.

- How would you describe belonging for INA
  - Can the same definition be used?
  - Are there cultural differences?
  - How can we define belonging for this group?

- How does this school promote a sense of belonging with INA pupils?
  - Whole school practices (do you have a policy regarding INA?)
  - Targeted Interventions
  - Individual Support
  - How are these monitored?

- What are the main challenges when trying to include INA?
  - What can go wrong?
  - How are these overcome?

- Do INA pupils in this school feel like they belong?
  - How do you know?
  - What impact does this have?

Summary of discussion – referring back to flip chart paper. Opportunity for anyone to ask questions/make final comments.
Goodenow (1993) described a sense of belonging in educational environments as the following:

Students’ sense of being accepted, valued, included, and encouraged by others (teacher and peers) in the academic classroom setting and of feeling oneself to be an important part of the life and activity of the class. More than simple perceived liking or warmth, it also involves support and respect for personal autonomy and for the student as an individual.
Appendix E – Peer Focus Group Schedule

Peer Focus Group

Session 1 (30 minutes)

*Introduction and reminder that they have the right to opt-out.*

*Ground Rules (including ‘don’t focus or mention names/ individuals’)*

This school has several young people who have recently arrived from other countries. I’m trying to find out what schools do to support these young people.

**Questions**

1. Think of a time when you were in a new place (e.g. when you first started coming to school here) – how did it feel? what made you feel like you were welcome?

   *Provide definition of belonging.*

2. Thinking about the young people in this school who have recently arrived in this country. How did the school help them to feel like they belonged here on their *first day*? (Using visuals of each of the levels and making notes on flip chart paper)

   - Teachers
   - Pupils
   - Classroom
   - Whole School
   - What works well?
   - What could be better?

Summary of discussion – referring back to flip chart paper. Opportunity for anyone to ask questions/ make final comments.
Session 2 (30 minutes)

Recap from previous session – reminder of ground rules and their right to opt-out.
Last time we talked about belonging and what this school does to help young people that have recently arrived on their first day at school.

1. Now I’d like you to think about what this school does to make the young people feel like they still belong here when they have been in school for a couple of months? (using visuals to illustrate each of the contexts and flipchart paper to make notes)
   - Teachers
   - Pupils
   - Classroom
   - Whole School
   - What works well?
   - What could be better?

2. Do you think pupils that are have recently moved from other countries feel like they belong in this school?
   - How do you know?
   - What impact does this have?
     (on them and on you)

Summary of discussion – referring back to flip chart paper. Opportunity for anyone to ask questions/ make final comments.

Reminder of what will happen to the information collected and explanation that they will receive a summary of the findings when the research is finished.
A sense of belonging can be described as:

A students’ feeling of being accepted, valued, included, and encouraged by others (teacher and peers) in the classroom and feeling an important part of the class. More than being liked, it also involves support and respect for the student’s independence and individuality.
Appendix F – Description of Thematic Analysis

F.1. Data sources are imported into NVivo

F.2. Each data source (interview/focus group) is coded
F.3. All codes are collated for each case study under each research question.

F.4. The codes are then exported to Microsoft Excel for printing.
F.5. Codes are manually sorted into potential themes.

F.6. Themes are refined several times
F.7. The themes and corresponding codes are tabulated within a MS Word document (see Appendix G).

F.8. Thematic maps are developed and refined.
### Appendix G – Themes and Corresponding Codes (RQ 1)

**SCHOOL A: BELONGING**

<table>
<thead>
<tr>
<th>Organising Theme</th>
<th>Basic Theme</th>
<th>Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fitting in</td>
<td>Fitting In</td>
<td>• Automatically included</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Other students going through the same things</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Part of school community</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Not highlighting that they are different</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The same as others</td>
</tr>
<tr>
<td>Adjusting to new context</td>
<td></td>
<td>• Knowing how our society works</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Know their way around</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Feels like home</td>
</tr>
<tr>
<td>Friendships</td>
<td></td>
<td>• Having friends/Make friends/Friends</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Relationship with peers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Spend time with others</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Not alone</td>
</tr>
<tr>
<td>Personal Development</td>
<td>Personal Development</td>
<td>• Being confident</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Not worrying about making mistakes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Being independent</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Show development</td>
</tr>
<tr>
<td>Communication</td>
<td></td>
<td>• Speaking English (parents)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Having things translated and explained</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Knowing English/ Able to speak English</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Teachers who speak different languages/Teachers who speak their language</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Communication</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Using own language</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Language</td>
</tr>
<tr>
<td>Understood as a person</td>
<td></td>
<td>• Being understood as a person</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• It’s OK to be themselves</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Have strengths identified</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Feeling understood</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Peers from same country/same language</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Empathic staff</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• People having background</td>
</tr>
<tr>
<td>Positive Emotions and Behaviour</td>
<td>Positive Emotions</td>
<td>Support from Others</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>-------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Teachers get to know you as a person</td>
<td>Smiling – expressing emotions</td>
<td>Peers help with school work</td>
</tr>
<tr>
<td>Emotionally Intelligent School</td>
<td>Feeling happy</td>
<td>Support from teachers</td>
</tr>
<tr>
<td>Having space and time</td>
<td>Feeling welcome/ Feel welcome</td>
<td>Support from the school</td>
</tr>
<tr>
<td></td>
<td>Enjoy going to school</td>
<td>Special classrooms</td>
</tr>
<tr>
<td></td>
<td>External behaviour</td>
<td>Feeling supported</td>
</tr>
<tr>
<td></td>
<td>Not feeling sad</td>
<td>Additional support</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Receive Praise</td>
</tr>
</tbody>
</table>
## SCHOOL B: BELONGING

<table>
<thead>
<tr>
<th>Organising Theme</th>
<th>Basic Theme</th>
<th>Codes</th>
</tr>
</thead>
</table>
| **Fitting in**   | Fitting in | • Fitting in  
|                  |            |   • Feel like ‘one of us’  
|                  |            |   • Part of the school community  
|                  |            |   / Part of the community  
|                  |            |   • Feel you are from here  |
| **Friendships**  |            | • Friendship network  
|                  |            | • Having friends / Friends  
|                  |            | • Relationship with peers  |
| **Not Feeling Different** |            | • Having peers from other countries  
|                  |            | • Not feeling different  
|                  |            | • Not alone/ Not on your own  
|                  |            | • Peers who speak same language  |
| **Personal Development** | Personal Development | • Self-Awareness  
|                  |            | • Learning  
|                  |            | • Showing progress  
|                  |            | • Adapting to situations  
|                  |            | • Making a contribution  
|                  |            | • Participate More  |
| **Communication** |            | • Knowing English/ Helped with English  
|                  |            | • Communication  
|                  |            | • Having things explained/ Having things translated  
|                  |            | • Understand what you’re doing  |
| **Positive Emotions** | Positive Emotions | • Being happy  
|                  |            | • Not sad  
|                  |            | • Positive emotion/ Positive emotions  
|                  |            | • Feel Welcome  
|                  |            | • Feeling Happy  
|                  |            | • Enjoy lessons  
|                  |            | • Enjoy going to school  |
| **Feeling Secure** |            | • It’s OK to be themselves  
|                  |            | • Open  
|                  |            | • External Behaviour  
|                  |            | • An environment where they can be safe and confident  
|                  |            | • Comfortable  
|                  |            | • Being confident  |
| **Not Feeling Different** |            | • (As above)  |
| Support from others | Support from others | • Peers help with schoolwork  
• Learning from each other  
• Support from teachers  
• Getting support throughout the year  
• Having someone you can go to for help  
• Teaching style that suits them  
• Support from others  
• More than learning  
• Support from peers  
• Having needs met |
|---------------------|---------------------|--------------------------------------------------------------------------------|
| Attitude of Others  |                      | • Other students not being negative  
• Valued/ Being Valued  
• Respect  
• Teachers are friendly  
• Someone needs you  
• Attitude of others  
• Others are friendly  
• Not discriminated against  
• Peers not displaying negative behaviour |
| Communication        | (As above)           |                                                                                  |
| Respecting Cultural Differences |                       | • Accepting Cultural Differences  
• Being Proud of where they’re from  
• Cultural Differences regarding belonging  
• Cultural Awareness and Respect |


Appendix H – Ethical Approval

Ethics Approval Application - CONFIRMATION for Medium Risk

From: Ethics Education (ethics.education@manchester.ac.uk)

Sent: 12 April 2012 15:56:49

To: Hannah Cartmill (hannah.cartmill2@postgrad.manchester.ac.uk); Hannah Cartmill (hannahcartmill@hotmail.com); Caroline Bond (caroline.bond@manchester.ac.uk); Deborah Kibiena (debbie.kibiena@manchester.ac.uk); Shelley Darlington (shelley.darlington@manchester.ac.uk)

Cc:

Dear Hannah,

Ref: OR 5099712 A1

I am pleased to confirm that your ethics application has been approved by the School Research Integrity Committee (RIC) against a pre-approved UMEC template.

If anything untoward happens during your research then please ensure you make your supervisor aware who can then raise it with the RIC on your behalf.

 Regards

Gill Oswald
POT & Quality Assurance Administrator
School of Education
Appendix I – Participant Information and Consent Forms

“An investigation into how Secondary Schools promote a sense of belonging with Pupils who are International New Arrivals (INA)”

Participant Information Sheet
(Staff Focus Group)

You are being invited to take part in a study which will be written up as a doctoral thesis for the Doctorate in Child and Educational Psychology at The University of Manchester. The findings from the study will also be fed back to the school to inform future developments.

Before you decide it is important for you to understand why the study is being done and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. Please ask if there is anything that is not clear or if you would like more information. Take time to decide whether or not you wish to take part.

Thank you for reading this.

Who will conduct the study?

Hannah Cartmell (Trainee Educational Psychologist)
The University of Manchester,
Oxford Road,
Manchester,
M13 9PL

Title of the study

“An investigation into how Secondary Schools promote a sense of belonging with Pupils who are International New Arrivals (INA)”

What is the aim of the study?
This research aims to take an ecological viewpoint to investigate how secondary schools support International New Arrivals (INA) and promote a sense of belonging.

Why have I been chosen?
You have been chosen to take part as a member of the school staff team to share your views on how the school supports International New Arrivals.
What would I be asked to do if I took part?
You will take part in focus group lasting 1 hour 30 minutes in 1 session. This will be arranged at a convenient time for you and your colleagues. You have the right to withdraw from taking part in the focus group at any time.

What happens to the data collected?
The responses from the focus group will be analysed using Thematic Analysis and written up in a doctoral thesis. Any quotations used for written reports or feedback will be done so anonymously.

How is confidentiality maintained?
Participants names will not be identified, the partial-transcription will make use of numbers to label the participants. All data will be stored securely and destroyed when it is no longer needed.

What happens if I do not want to take part or if I change my mind?
It is up to you to decide whether or not to take part. If you do decide to take part you will be given this information sheet to keep and be asked to sign a consent form. If you decide to take part you are still free to withdraw at any time without giving a reason.

What is the duration of the study?
This study will take place for 7 weeks during the summer term 2012.

Where will the study be conducted?
The focus group will take place at the school in a quiet room. You will be informed of the exact location if you choose to take part.

Will the outcomes of the study be published?
The study will be written up as part of a doctoral thesis for the Professional Doctorate in Child and Educational Psychology at the University of Manchester. The findings from the study will also be fed back to the school.

Contact for further information
Hannah Cartmell
hannah.cartmell-2@postgrad.manchester.ac.uk

If a participant wants to make a formal complaint about the conduct of the study they should contact the Head of the Research Office, Christie Building, University of Manchester, Oxford Road, Manchester, M13 9PL.
“An investigation into how Secondary Schools promote a sense of belonging with Pupils who are International New Arrivals (INA)”

CONSENT FORM

(Staff Focus Group)

If you are happy to participate please complete and sign the consent form below

1. I confirm that I have read the attached information sheet on the above study and have had the opportunity to consider the information and ask questions and had these answered satisfactorily.

2. I understand that my participation in the focus group is voluntary and that I am free to withdraw at any time without giving a reason.

3. I understand that the focus group will be audio-recorded

4. I agree to the use of anonymous quotes

5. I agree that any data collected may be published in anonymous form in a doctoral thesis.

I agree to take part in the above project

Name of participant ___________________________ Date __________ Signature ___________________________

Name of person taking consent ___________________________ Date __________ Signature ___________________________
“An investigation into how Secondary Schools promote a sense of belonging with Pupils who are International New Arrivals (INA)”

Participant Information Sheet

(Focus Group)

Your child is invited to take part in a study which will be written up as part of the Doctorate in Child and Educational Psychology at The University of Manchester. The findings from the study will also be fed back to the school to help inform future developments.

Before you decide it is important for you to understand why the study is being done and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. Please ask if there is anything that is not clear or if you would like more information. Take time to decide whether or not you wish to take part.

Thank you for reading this.

Who will conduct the study?
Hannah Cartmell (Trainee Educational Psychologist)
The University of Manchester,
Oxford Road,
Manchester,
M13 9PL

Title of the study
“An investigation into how Secondary Schools promote a sense of belonging with Pupils who are International New Arrivals (INA)”

What is the aim of the study?
This research aims to investigate how secondary schools support International New Arrivals (INA) and promote a sense of belonging.

Why has your child been chosen?
Your child has been chosen to take part as the research aims to explore how schools support young people that have recently arrived from other countries. Your child along with several other children have been identified as they share a class with other young people that have recently joined the school and have previously lived in another country. Your child’s involvement in the research will not have any impact on their current school placement or future assessment.

It is hoped that the findings from the research will help to show what is currently working well and what could be improved in relation to the support that young people from other countries receive.
What would my child be asked to do if they took part?
Your child will take part in 2 focus groups (group discussions), each discussion will last no longer than 30 minutes. The groups will be arranged with the school at a convenient time to cause the least disruption to your child. The discussions will involve open questions to explore your child’s views regarding how the school helps other young people that have recently joined the school from another country.

What happens to the data collected?
The discussions will be analysed and written up in a doctoral thesis. Any quotations used for written reports or feedback will be done so anonymously. Your child’s name will not be used.

How is confidentiality maintained?
Your child’s name will not be identified in the research, numbers will be allocated to those taking part. All of the information collected will be stored securely and destroyed when it is no longer needed.

What happens if I do not want your child to take part or if I change my mind?
It is up to you to decide whether or not you would like your child to take part. If you decide you would like your child to take part you will be given this information sheet to keep and be asked to sign a consent form. Your child will still be free to withdraw at any time without giving a reason.

What is the duration of the study?
This study will take place for 7 weeks during the summer term 2012.

Where will the study be conducted?
The focus groups will take place at the school in a quiet room. Your child will be informed of the exact location if you decide you would like them to take part.

Will the outcomes of the study be published?
The study will be written up as part of a doctoral thesis for the Professional Doctorate in Child and Educational Psychology at the University of Manchester. The findings from the study will also be fed back to the school. Your child’s name will not be used in the report or in the feedback to the school and any quotations used from what your child has said will be done so anonymously.

Contact for further information
Hannah Cartmell
hannah.cartmell-2@postgrad.manchester.ac.uk

If a participant wants to make a formal complaint about the conduct of the study they should contact the Head of the Research Office, Christie Building, University of Manchester, Oxford Road, Manchester, M13 9PL.
**INTRODUCTION**

You are being invited to take part in research which will be written up for the ‘Doctorate in Child and Educational Psychology’ at The University of Manchester. The overall findings from the research will also be fed back to the staff at your school.

Before you decide if you would like to take part it is important that you understand why the research is being done and what you will be asked to do. Please read this information carefully and discuss it with your teachers.

**WHO?**

Who will conduct the research?
Hannah Cartmell (Trainee Educational Psychologist)
The University of Manchester,
Oxford Road,
Manchester,
M13 9PL

Why have you been chosen?
You have been chosen to take part as the research is about International New Arrivals, these are people who have recently arrived in the UK from another country. You share a class with young people who have recently arrived from another country and we would like to know how you think your school helps them to feel welcome.

**WHAT?**

What is the aim of the study?
This research aims to explore how secondary schools support International New Arrivals (INA) and help to make them feel that they are welcome in school.

What will you be asked to do if you take part?
You will take part in a 2 group discussions with 4 of your classmates and the researcher each lasting 30 minutes. These will be arranged with your teachers at a suitable time so you do not miss a lot of school work. The group discussion will involve you answering questions to explore what you think your school does to help support young people who are International New Arrivals in your school.

Where will the study be conducted?
The group discussion will take place at the school in a quiet room. You will be told of the exact location if you choose to take part.
WHAT NEXT?

What will happen to the information?

The group discussions that take place with all the young people taking part will be recorded so the researcher can listen to them later to try and find any themes between the responses. Only the researcher and their supervisor will listen to the recordings. The research will be written up as a report for Manchester University. The findings from the research will also be fed back to your school so they know what they can do to help young people like you feel welcome in school. Your name will not be used in the research report or when feeding back the findings to your school.

What happens if you do not want to take part or if you change your mind?

It is up to you to decide whether or not you would like to take part. If you decide you would like to take part you will be given this information sheet to keep and be asked to sign a consent form. You will still be free to withdraw at any time without giving a reason.

The researcher’s name is Hannah Cartmell, if you have any questions you can speak to ***** in school or contact Hannah Cartmell using her email address:

hannah.cartmell-2@postgrad.manchester.ac.uk

Thank you for reading this!
“An investigation into how Secondary Schools promote a sense of belonging with Pupils who are International New Arrivals (INA)”

CONSENT FORM
(Focus Group)

If your child would like to take part and you are happy for them to do so please complete and sign this consent form together. *The statements written like this are for your child to read.*

1. I confirm that I have read the attached information sheet on the above study and have had the opportunity to consider the information and ask questions and had these answered satisfactorily.

2. I have read and understood the information sheet, any questions I had were answered.

3. I understand that the participation of my child in the focus groups is voluntary and they are free to withdraw at any time without giving a reason.

4. I understand that I can choose whether I take part or not, and if during the focus groups I want to stop I can.

5. I understand that the focus groups will be audio-recorded

6. I understand that the researcher will record the focus groups

7. I agree to the use of anonymous quotes from my child

8. I am happy for the researcher to report things I say without using my name.

9. I agree that any data collected may be published in anonymous form in a doctoral thesis.

10. I am happy for the information that is collected to be used in a written University report without my name being mentioned.

Please Initial Boxes

<table>
<thead>
<tr>
<th>Parent</th>
<th>Child</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Parent</th>
<th>Child</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Parent</th>
<th>Child</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Parent</th>
<th>Child</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Parent</th>
<th>Child</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Parent</th>
<th>Child</th>
</tr>
</thead>
</table>
I agree for my child to take part in the above project
I agree to take part in the study

<table>
<thead>
<tr>
<th>Name of Child</th>
<th>Date</th>
<th>Parent/ Carer Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of child</td>
<td>Date</td>
<td>Child Signature</td>
</tr>
<tr>
<td>Name of person taking consent</td>
<td>Date</td>
<td>Signature</td>
</tr>
</tbody>
</table>
"بحث في كيفية تشجيع المدارس الثانوية لحس الانتهاي لدى الطلبة الواقفين الجدد"

ورقة معلومات ولي الأمر

(مقابلات الطلبة)

ندعوك (ابتدأ) للمشاركة في دراسة مكتوبة كجزء من رسالة دكتوراة في علم نفس الطفل والتربة من جامعة مانشستر. ستقدم تناول الدراسة للمدرسة أيضاً لتسريع التطورات المستقبلية.

قبل إتخاذ قراركم من المهم معرفة أسباب القيام بهذا البحث وما الذي ستتطابق المشاركة فيه. أرجو قراءة المعلومات التالية على مهندس ومشاركتها مع غيركم إن تفضلتم. وتشتهر الاستفسار عن أي إشكال أو أي أرتبة المبدعين. جدًا مهندس اتخاذ قراركم بالمشاركة أو عدمها.

شكرًا لكم.

من الذي سيقوم بالدراسة؟
هانا كارنتيل (مندوب في علم النفس التربوي)
The University of Manchester,
Oxford Road,
Manchester,
M13 9PL

عنوان الدراسة
"بحث في كيفية تشجيع المدارس الثانوية لحس الانتهاي لدى الطلبة الواقفين الجدد"

ما الهدف من الدراسة؟
بهدف هذا البحث لمعرفة كيف يدعم مدارس الثانوية الواقفين الجدد، وكيف تشجيع حس الانتهاي لديهم.

لماذا اختيارنا (ابتدأ)كم؟
اختارنا (ابتدأ)كم للمشاركة من حيث أن البحث يهدف لمدارس كيف تدعم المدارس الواقفين جديدًا من دول أخرى. تم تحديد (ابتدأ)كم وبعض طلبة آخر على أنهما اتبعوا للمدرسة وكلاهما قد عاشوا من قبل في دولة أخرى. إن المشاركة (ابتدأ)كم في البحث لن يكون لها أي أثر على وضعهم الدراسي الحالي أو تقييمهم في المستقبل.

نرجو أن تسهم نتائج البحث في كشف ما يجب بشكل سليم وما الذي يمكن تطويره فيما يتعلق بالدعم الذي يتلقى الواقفين الراهبين.

305 | Page
ما الذي سيطلب من ابنة(ش)كم إن شاركوا؟
سيشمل ذلك ابنة(ش)كم في مقابلات متخصصة. ستستغرق كل منها ما لا يزيد عن 30 دقيقة. سيتم تحديد موعد مناسب للمقابلة مع المدرسة لغادي أكبر قدر من الإزعاج لابنة(ش)كم. ستستغرق المقابلة أسلمة مفتوحة للاستفسار تجريب ابنة(ش)كم في المدرسة في المملكة المتحدة.

ما الذي سيتحدث بالبيانات التي يتم جمعها؟
سيتم تحليل الأدوات من المقابلات وكتابتها في رسالة دكتوراة. أي تقل يتم عن التقارير المكتوبة أو رود الأفعال سيكون بهوية مجهولة. لن يتم استخدام اسم ابنة(ش)كم.

كيف نضمن الخصوصية؟
لن يذكر اسم ابنة(ش)كم في البحث، إذا كنت تحديد أرقام للمشاركين. ستُحفظ جميع المعلومات المجمعة بأمان، وسيتم التخلص منها إلا إن تقتضي الحاجة إليها.

ماذا سيحدث إن لم أرغب بمشاركة ابنة(ش)كم أو إن غيرت رأيك؟
القرار لا يمكن أن يكون أوزنًا شرطيًا للمشاركين أو عدمها. إن اختيار قرارك يغلب بمشاركة ابنة(ش)كم ستعطيك ورقة المعلومات هذه للحفاظ عليها، وسنطلب منك توقيع استمارة موافقة. ستكون ابنة(ش)كم حرية الانسحاب في أي وقت دون تبرير.

ماهي مدة الدراسة؟
ستنغرق الدراسة سبع أسابيع خلال الفصل الصيفي 2012.

أين ستتم المقابلة؟
ستتم المقابلات في جرعة هادئة في المدرسة. وسيتم إعلام ابنة(ش)كم بالمكان المحدد إن اختتم مشاركتهم.

هل ستستغرق نتائج الدراسة؟
سيكوب الدراسة جزء من رسالة دكتوراة للحصول على الدكتوراه المهنية في علم نفس الطفل والذين من جامعة مانشستر. ستُقدم نتائج الدراسة للمدرسة أيضًا. لن يستخدم اسم ابنة(ش)كم في التقرير أو في النتائج المقدمة للمدرسة، وأي تقل يتم عن ابنة(ش)كم سيكون بهوية مجهولة.

لل更多信息 من المعلومات يمكنك الاتصال بـ
هانا كارتميل
hannah.curtmell-2@postgrad.manchester.ac.uk

إذا أراد أحد المشاركين تقديم شكوى رسمية عن طريقة إدارة الدراسة فعليهم الاتصال بـ
Head of the Research Office, Christie Building, University of Manchester, Oxford Road, Manchester, M13 9PL.
ماذا بعد؟

ماذا يحدث للمعلومات؟

سيتم تسجيل جميع المقابلات مع الطلبة المشاركين من أجل أن تستمع إليها الباحثة لاحقًا لمحاولة إيجاد أية موضوعات متشابهة في الأبوية. الباحثة والمشرف على بحثها فقط سيستخدمان للمقابلات المسجلة. سيتم تقديم البحث كقرير لمادة مانشستر. سيتم تقديم نتائج البحث لمرسلينا أيضًا لعرفوا كيف يمكنهم مساعدة الطلبة أمالكم لتشجيعًا بالتوحيب في المدرسة. لن تستخدم اسمك في القرار المقدم للجامعة ولا في النتائج المقدمة لمدرستك.

ماذا يحدث إن قررت عدم المشاركة أو إن غبت وأرسلت؟

القرارات ترجع إليك إن أردت المشاركة أو عدم المشاركة. إن أردت المشاركة سنطلب منك ورقة المعلومات هذه للاستماع إليها، وسنطلب منك توقيع استمارة موافقة. ولتك حرية الانسحاب في أي وقت من دون أن تجاهلا لذكر أية أسباب.

الباحثة اسمها هانا كارميل، إن كانت لديك أي أستفسرات بإمكانك التحدث لها في المدرسة، أو إرسال رسالة على البريد الإلكتروني لهانا كارميل:

hannah.cartmell-2@postgrad.manchester.ac.uk

شكرًا لقراءتك هذه الورقة!
لا يوجد نص يمكن قراءته بشكل طبيعي من الصورة المقدمة.

الرجاء التوضيح أو إعادة صياغة النص بشكل ملائم للقراءة والفهم.
<table>
<thead>
<tr>
<th>توقيع ولي الأمر</th>
<th>التاريخ</th>
<th>اسم الأبنية</th>
</tr>
</thead>
<tbody>
<tr>
<td>توقيع الأبنية</td>
<td></td>
<td></td>
</tr>
<tr>
<td>توقيع</td>
<td></td>
<td></td>
</tr>
<tr>
<td>التاريخ</td>
<td></td>
<td>اسم الشخص الذي أخذ الموافقة</td>
</tr>
</tbody>
</table>
Appendix J – Example of Student Feedback

“An investigation into how Secondary Schools promote a sense of belonging with Pupils who are International New Arrivals (INA)”

Feedback

INTRODUCTION

In June 2012, your school took part in some research that looked at how schools support young people that have recently arrived from other countries. This involved talking to teachers and students including young people who had recently arrived from another country themselves. The aim of the research was to investigate what schools do to help these young people feel like they belong at the school and find out what works and what could be improved.

WHAT HAPPENED?

The research involved your school and another high school. In both schools the researcher talked to school staff and students in groups to gain their views. Individual interviews were also carried out with young people who had recently arrived at the school who had previously lived in another country. All of the information was collected and then looked at to see if there were any similarities or differences between the responses.

WHAT DID WE FIND OUT?

Belonging
People thought that young people who have recently arrived from another country will feel like they belong in the school when:

- ********
- ********
- ********
- ********
- ********

- ********
- ********
WHAT DID WE FIND OUT?

What are schools are doing?
The information from the two schools told us that to support young people who are newly arrived from other countries they:

- ********
- *********
- *********

What works well?
Young people including you told us the things that help to support people that have recently arrived from another country include:

- ********
- *********
- *********

What could be improved?
You also told us what could be made better. This includes:

- *********
- ************
- ************
- ****************

WHAT NEXT?
The research is going to be written up as part of the researcher’s work for the Professional Doctorate in Child and Educational Psychology at the University of Manchester. The findings from the study will also be fed back to the school during a meeting with some of the school staff. Your name will not be used in the written report or when feeding back to the school. It is hoped the findings from the research will help the school to think about how they can best support young people who have recently arrived from another country.

If you would like to ask any questions about the research you can speak to ......... in school or email the researcher (Hannah Cartmell) directly:

hannah.cartmell-2@postgrad.manchester.ac.uk