“WORK HARD AND NEVER GIVE UP”: A NARRATIVE EXPLORATION OF THE SCHOOL EXPERIENCES OF PUPILS WHO HAVE MIGRATED TO ENGLAND

By

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ABSTRACT

The UK is a diverse and multicultural country with large numbers of both children and adults living in the UK having been born abroad. Research, however, has suggested outcomes for pupils who were born abroad and moved to the UK (*migrant pupils*) may be poorer than for UK born pupils, both in terms of academic attainment and wellbeing (OECD, 2012, 2018). Despite this, there is limited existing literature exploring migrant pupils' views of their school experiences in the UK.

This study explores the school experiences of migrant pupils who have moved to England from non-English speaking countries. Narrative interviews were used with five secondary aged migrant pupils to consider what they viewed to be significant school experiences in their education, both positive and negative. The study examined how their experiences changed over time from their initial arrival to the present day, and what was deemed significant to both their wellbeing and academic attainment at different stages.

The findings provide in-depth insight into the unique journeys and experiences of these migrant pupils within their education in England. Key challenges within participants' narratives were their initial experiences of adjusting to an unfamiliar environment, learning a new language, and peer difficulties. For most pupils, academic difficulties were evident throughout their narratives, although many also indicated increased enjoyment of learning, motivation, confidence, and a greater sense of school belonging as they adjusted to their new school and began to learn English. Making friends appeared to be a key turning point which helped lead to these improvements. Aspects of school that allowed pupils to feel involved and experience a sense of achievement, such as extra-curricular activities and academic progress, were also cited as important to these positive changes. Key implications for further research and professional practice for educational practitioners and educational psychologists (EPs) are discussed.

DEDICATION

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CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDICES

ABBREVIATIONS

LA Local authority

EPS Educational psychology service

EP Educational psychologist

TEP Trainee educational psychologist

OECD Organisation for Economic Co-operation and Development

PISA The Programme for International Student Assessment

DfE Department for Education

EAL English as an additional language

BLM Black lives matter

CYP Children and young people

RQ Research question

RQ1 Research question 1

RQ2 Research question 2

BPS The British Psychological Society

BERA British Educational Research Association's Ethical Guidelines for Educational Research

SENCO Special Educational Needs Coordinators

BICS Basic Interpersonal Communication

CALP Cognitive Academic Language Proficiency

CHAPTER 1: INTRODUCTION

1.1. Introduction

This study explored the school experiences of pupils who have migrated to England. The research was conducted as Volume 1 of a two-volume thesis for the Doctorate in Applied Educational and Child Psychology. This study was completed over Years 2 and 3 of the training course whilst on placement in a local authority (LA) educational psychology service (EPS) in the West Midlands. Within this chapter an outline of the national and local context for the research is provided, followed by the rationale for, and focus of, the study.

1.2. National context

The UK is an increasingly diverse and multi-cultural country. In 2019, an estimated 14% (9.5 million people) of the UK's total population and 6% of children (roughly 896,000) living in the UK were born abroad (Fernández-Reino, 2020; Vargas-Silva & Rienzo, 2020). With international migration continuing to add to the UK population, this number is likely to increase (Office for National Statistics, 2020c). UK statistics regarding the migrant population do, however, vary as the term *migrant* does not have a universally accepted definition. Migrants may be defined as individuals born in a different country, those with foreign citizenship, those who move to a new country (either temporarily or permanently), or those who move to a new country with intent to stay long term (Anderson & Blinder, 2019). Children born in the UK to parents who were born abroad or who are foreign-nationals are also sometimes classified as migrants (Anderson & Blinder, 2019); these children are often referred to as *second-generation migrants*. This study will use the United Nations International Organization for Migration's definition of a migrant as "any person who is moving or has moved across an international border or within a State away from his/her habitual place of residence, regardless of (1) the person's legal status; (2) whether the movement is voluntary or involuntary; (3) what the causes for the movement are; or (4) what the length of the stay is" (Villa & Raviglione, 2019, p. 47). Accordingly, within this study children are referred to as migrants if they themselves were born abroad (*first-generation migrants*).

The three most common birth countries for UK residents born abroad are India, Poland, and Pakistan, with the number of Indian born UK residents overtaking Polish born residents in 2018 (Vargas-Silva &

Rienzo, 2020). Since 2019, there has been an increase in immigration and net migration, meaning more people have moved to the UK than have left (Office for National Statistics, 2020c). The most commonly cited reasons for migration were work and family; however, in those from non-EU countries family reasons were most common whereas in those from EU countries it was work (Vargas-Silva & Rienzo, 2020).

Of children in the UK born abroad, an estimated 60% moved to the UK when aged 4-17, meaning the majority were school aged on arrival (Fernández-Reino, 2020). For many of these children, school may be their first experience of the language, culture, and norms of the UK, meaning schools play an important role in supporting these pupils (Hamilton, 2013). Long term, however, research from the Organisation for Economic Co-operation and Development (OECD) suggests that, on average, migrant pupils have lower educational attainment and indicators of poorer wellbeing than non-migrant pupils (OECD, 2012, 2018).

1.2.1. Political and socio-cultural context

Within English education policy the status of pupils as migrants is often not referred to, with schools and policies predominantly focusing on pupils with English as an Additional Language (EAL) or those who are from ethnic minority groups (Manzoni & Rolfe, 2019; Reynolds, 2008). Yet, research has argued the importance of recognising migrant pupils as a specific group as opposed to "being subsumed under other labels" (Reynolds, 2008, p. 2). In 2007, the Department for Education (DfE) produced a 'New Arrivals Excellence Programme Guidance'. Key principles included the importance of a process to support pupils' integration; the value of pupils being educated with peers; meaningful assessment of pupils' prior knowledge, experience, and language proficiency; and support for pupils' parents.

Since 2007, there has been no governmental guidance specifically on supporting migrant pupils and limited guidance on support for pupils with EAL. However, following the closure of separate language centres in the 1980s, due to them being deemed discriminatory (Commission for Racial Equality, 1986), policies have encouraged integration of EAL pupils into mainstream classes (often referred to as *mainstreaming*) (Anderson et al., 2016; Leung, 2016). From 2013 onwards, the National Curriculum insinuates the principle of "learning English through participation in the school curriculum" (Leung,

2016, p. 164). Within versions of the National Curriculum since 2010, however, there has been a reduction in guidance on supporting EAL learners (Flynn & Curdt-Christiansen, 2018). Details as to how EAL pupils "must" and "should" be supported are outlined in Section 4.5 and 4.6 of the National Curriculum (e.g., "teachers must also take account of the needs of pupils whose first language is not English" and "teachers should plan teaching opportunities to help pupils develop their English"; DfE, 2014). However, very little practical guidance as to how teachers can do this is provided (Flynn & Curdt-Christiansen, 2018). Consequently, some teachers report feeling inadequately prepared for supporting the diverse needs of migrant and EAL pupils, with knowledge being developed through "fragile, ad hoc responses", such as informal support from more knowledgeable colleagues (Murakami, 2008; Prentice & Ott, 2021, p. 10).

Consideration of the broader political and socio-cultural context is also key, as schools do not exist in a vacuum, meaning these factors are likely to impact on pupils. The issue of immigration continues to be a contentious subject in the UK, with negative narratives about migrants often being dominant within the media (Drywood & Gray, 2019). Government policy changes have further exacerbated these negative narratives (Burrell & Schweyher, 2019). In 2012, Theresa May initiated policy changes aiming to create a "hostile environment" for migrants without leave to remain (Kirkup & Winnett, 2012). Following this, in 2016 the Brexit referendum took place. This led to an increase in hate crime (Carr et al., 2020) and created uncertainty for many young migrants (Tyrrell et al., 2019). Brexit was also found to have impacted on some young migrants' sense of belonging and wellbeing in the UK (Tyrrell et al., 2019). Further legislation changes proposed within the Nationality and Borders Bill 2022, such as the tightening of immigration rules and powers to strip citizenship without warning, may also impact on migrant families' sense of safety and belonging. Furthermore, recent national and global events such as the COVID-19 pandemic and the Black Lives Matter (BLM) movement, have highlighted inequalities in the UK leading to increased discussions of issues that may be pertinent to many migrant families (e.g., racism and socio-economic status inequalities). Consideration of migrant pupils' school experiences is therefore currently a pertinent topic.

1.3. Local context

This research was conducted within England's largest LA with a population of over a million people and a higher than average proportion of young people (Office for National Statistics, 2020a). Between 2019-2020, there was an inflow of 17,494 long-term international migrants and nearly a quarter of the population were estimated to be non-UK born (Office for National Statistics, 2020b). Although it is not clear precisely how many of these individuals were school aged children, this high level of migration is likely to be reflected within schools in the LA. Furthermore, 2021 school census data indicated a high level of diversity, with only 28.5% of pupils in this LA being classified as White British (Birmingham City Council, 2021).

This research was conducted whilst I was on placement within an EPS within the LA. Key values of the EPS include advocacy (a commitment to giving pupils a voice) and inclusion (promoting fair access and equal opportunities for all). In line with these values, recent global events such as the BLM movement, COVID-19, and international conflicts leading to a possible increase in refugee pupils, has provided a renewed focus on improving equality and support for minority and migrant pupils. Therefore, this research was deemed to be relevant and fit well with the EPS' values.

1.4. Rationale

This study aimed to gain a deeper understanding of the school experiences of migrant pupils. This was deemed important due to the high numbers of migrant pupils in the UK and research suggesting these pupils may experience lower educational attainment and poorer wellbeing (OECD, 2012, 2018). Limited existing literature explores migrant pupils' views of their experiences (as outlined in Chapter 2). This study, therefore, aimed to add to the limited research by sharing migrant pupils' individual stories of their educational experiences in England. Through interviews with five migrant pupils, this research explored what these pupils identified in their narratives to be significant school experiences, both positive and negative. The study examined how their experiences changed over time from their initial arrival to the present day, and what was deemed significant to both their wellbeing and academic attainment at different stages. By sharing these experiences, it was hoped this would help address gaps in the literature (identified in Chapter 2), increase professionals' understanding of migrant pupils'

perspectives, and help educational practitioners reflect on their current practices and how these can be adapted to further support migrant pupils.

1.5. Relevance to educational psychologists

Educational psychologists (EPs) can play a role in supporting the academic attainment, wellbeing, and inclusion of pupils, due to their knowledge of psychological theory and being well positioned to support key systems such as school staff, families, and pupils (Farrell et al., 2006; Squires & Farrell, 2007). Historically, however, approaches used by EPs to assess migrant populations such as psychometric tests, developed by and based on westernised cultures, has led to the social exclusion and wrongful classification of some migrant pupils as "educationally subnormal" (Coard, 2021, p. 84; DECP, 2021). Although there is now greater awareness of the limitations of these approaches, standardised testing is still used within EP practice (Farrell, 2010; Smillie & Newton, 2020). Promotion of the voices and experiences of these young people is therefore key to enable EP practice to promote inclusion and enable broader consideration of cultural and environmental factors that may influence on pupils' school experiences and academic attainment.

1.6. Structure of the study

Following the overview of the context and rationale for the research outlined in this chapter, Chapter 2 reviews psychological theory around adjusting to a new country and research into outcomes for migrant pupils. A review of the current literature on migrant pupils' views is provided, leading to the justification for the current research. Chapter 3 describes the methodology for the study, outlining my philosophical stance, the data collection approach, and the process for data analysis. Consideration of ethical issues and the trustworthiness of this study is also given. Chapter 4 outlines the findings of the research and Chapter 5 then discusses these findings in relation to existing literature. Finally, a conclusion to the study is provided considering the limitations of the research, implications for practice, and suggestions for future research.

CHAPTER 2: LITERATURE REVIEW

2.1. Chapter overview

This chapter aims to provide the context for the current research by looking at existing research in this area. A funnel approach is taken, starting with psychological theory surrounding the experience of moving to a new country, followed by considerations of the outcomes for migrant pupils, and then finally a literature review into the school experiences of first-generation migrant pupils in the UK.

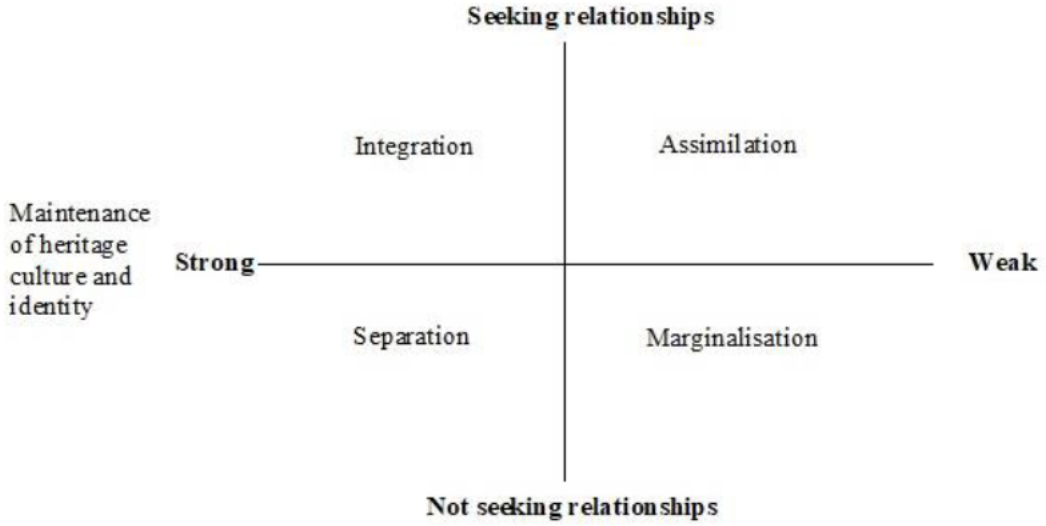
2.2. Moving to a new country: acculturation

Moving to a different country is likely to be a significant transition for both adults and children, often involving the loss of cultural norms, familiar environments, and social support, whilst also adjusting to being surrounded by different cultures and/or customs, and in some cases a new language (Bhugra & Becker, 2005). Sustained contact between individuals from different cultures results in a process of cultural and psychological change, including changes to ones sense of identity, known as *acculturation* (Berry, 2005; Ward, 2001). Acculturation, however, does not solely refer to changes in the individual moving into a new cultural group (e.g. cultural changes in migrant individuals) but instead is a reciprocal process in which either or both groups may experience cultural change (Sam, 2006). One group is, however, normally more "dominant" than the other due to power differences (e.g., greater numbers or economic powers) and so may exert more influence than the other non-dominant or minority group (Berry, 1974, p. 18). The cultural and psychological changes as a result of acculturation are a long term process, which may span across generations and centuries (Berry, 2005). This means acculturation is not only relevant when individuals first move to a new country but is an ongoing process within society.

Within acculturation literature, many different theories have been proposed; however, the framework and ideas proposed by Berry (Berry, 1990, 1997, 2005; Berry et al., 2002) are most frequently cited (Sam, 2006). Berry (1970, 1974) proposed that there are different acculturation strategies or approaches which vary along two dimensions: how much individuals seek relationships between groups, and how much individuals value maintenance of heritage culture and identity. Furthermore, these strategies vary depending on whether individuals are part of the dominant group (larger society) or non-dominant group (minority group). Those in the minority group seeking relationships between groups may either lose

their heritage culture and identity (*assimilation*), or may seek to maintain their culture and identity, whilst still wanting to be part of the wider social network of the dominant group (*integration*) (see Figure 1). Individuals who do not seek relationships between groups, sometimes due to discrimination or exclusion, may either maintain their heritage culture and identity (*separation*) or may not maintain their culture and identity, either due to lack of possibility or lack of interest (*marginalisation*).

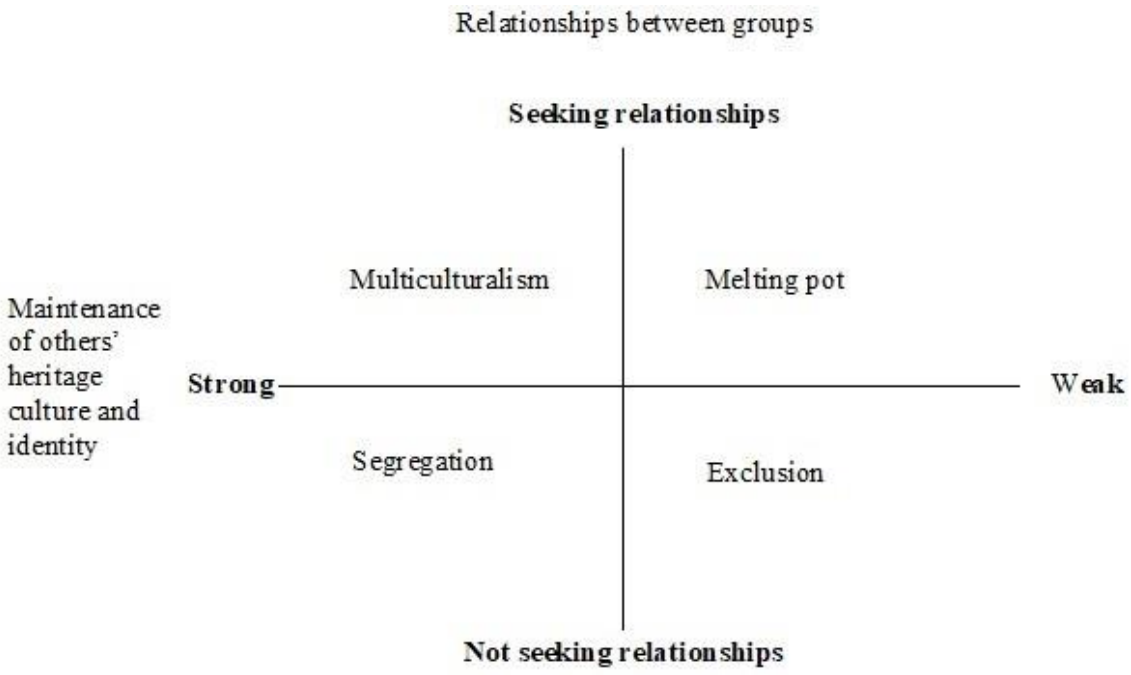
Figure 1. Acculturation strategies of non-dominant or minority group. Image adapted from Berry (2005, p. 705)



Minority or non-dominant groups do not always have full control as to their acculturation strategy, for example integration can only be obtained when those from the dominant group are inclusive and open to cultural diversity (Berry, 1974, 1991). Migrants' acculturation approach is determined by both their attitude (preference of strategy) but also what is possible based on the choices of the other group (Berry, 2005); therefore, the above framework needs to be considered in conjunction with the dominant group's acculturation strategies (see Figure 2).

Where there is maintenance of the minority group's heritage culture, the dominant group may either choose to accept these individuals into their society (*multiculturalism*) or may instead enforce separation from the minority group (*segregation*). When the dominant group seeks assimilation from minority groups (expectations of the change or loss of culture and/or identity to fit in with the dominant group) this is termed the *melting pot*. Finally, *exclusion* is a result of the dominant group not allowing individuals to become part of the dominant society, despite loss of their individual heritage culture.

Figure 2. Acculturation strategies of dominant or larger group. Image adapted from Berry (2005, p. 705).



Acculturation strategies are not fixed, and may vary over time and within different contexts as acculturation is a continuous process (Sam, 2006). Berry (2005) highlights it is not possible to measure a person's level of acculturation, only the extent to which they currently are showing a specific strategy; therefore, where literature refers to level of acculturation, this instead may often be considering level of assimilation.

2.2.1. Acculturation and wellbeing

Identifying acculturation approaches may be useful as some research has indicated migrants' level of acculturative stress may vary dependent on strategies (Coatsworth et al., 2005; Sullivan & Kashubeck-West, 2015). As previously mentioned, however, migrants' ability to choose their acculturation strategies will vary by context, depending on the views of the dominant group (Berry, 1974, 1991). Therefore, wellbeing outcomes are likely to depend on the level of congruency between the attitudes of the individual and their receiving society, as well as other contextual factors such as family beliefs, as opposed to the specific strategy (Phinney et al., 2001; Ward & Geeraert, 2016).

For migrant pupils, school will likely be their main context for acculturation (Vedder & Horenczyk, 2006). The values and approaches to acculturation shown by individuals within the school and the wider school ethos (e.g. the extent to which different approaches are supported, such as multiculturalism) will influence the acculturation strategies available to migrant pupils, and therefore pupils' wellbeing and adaption (Phinney et al., 2001).

2.2.2. Critique of acculturation theory

Acculturation theory has been criticised as an oversimplification and, from a relativist theoretical standpoint, for suggesting acculturation is a universal construct (Ozer, 2017). This universalist, "one size fits all" approach has been critiqued as being oversimplistic due to the huge diversity within migrants, such as differences in reasons for migration, levels of cultural differences, language, and ethnicity (Schwartz et al., 2010, p. 5). Context is also key to acculturation, in terms of multiple factors such as the reasons for contact, socio-political background, and family capital (Moskal, 2014; Sam, 2006). For example, whilst some forms of cultural capital may not transfer into migrants' new cultures (e.g. language, qualifications), it is proposed some families can benefit from drawing "on the culture capital originating from the educational practices in their home country" (Moskal, 2014, p. 284). Therefore, without this understanding of context, acculturation is meaningless, making a universal theory difficult (Sam, 2006).

From an anti-oppressive and social justice standpoint, although acculturation theory has come a long way from the initial unidirectional conceptualisation of what is now referred to as assimilation, there are still limitations. Even the later models, which acknowledge the influence of both the migrant and the dominant culture, still focus on the dominant cultures' beliefs of how migrants should acculturate as opposed to consideration of how society can itself adapt their cultural identity (Ngo, 2008). Overall, acculturation theory may provide a useful framework; however, it should be used with these limitations in mind and with consideration of the unique experiences of individuals.

2.3. School outcomes for migrant pupils

The Programme for International Student Assessment (PISA) has consistently found that, across most countries, there is an attainment gap between pupils with an immigrant background and native-born peers (Schleicher, 2019). Even after accounting for pupil and school socio-economic profile, pupils

with an immigrant background still on average have lower attainment in the UK, although the gap does lessen (OECD, 2019). This is not, however, the case across all countries. Migrant pupils in countries such as Australia, Singapore, Brunei, Jordan, and China on average score higher or at least equal to peers, indicating policy and practice may be significantly influencing pupils' outcomes (Schleicher, 2019). This data suggests the UK could be doing more to minimise disparities. Additionally, although on average these pupils perform worse academically within the UK, it is important to note this is not the case for all pupils. 21% of pupils with an immigrant background scored in the top quarter of reading scores in 2018 (OECD, 2019). This PISA research, however, referred to pupils with an "immigrant background" which included both first- and second-generation migrant pupils (Schleicher, 2019). This is therefore a large and diverse group of pupils, and it may be that these top scorers are all second-generation migrants.

For pupils who have themselves migrated (first-generation), the academic attainment gap tends to be even greater (OECD, 2018). Across countries, first-generation migrant pupils also show indicators of poorer wellbeing than both non-migrant and second-generation migrant pupils, such as a weaker sense of belonging, lower life satisfaction, and higher schoolwork related anxiety (OECD, 2018). Again, these poorer outcomes were not consistent for first-generation pupils across all countries, indicating it is possible to improve outcomes for these pupils (OECD, 2018). Within the UK specifically, the percentage of migrant pupils that reported being satisfied with their life was on average lower than other countries, suggesting this is a particularly pertinent issue within the UK (OECD, 2018). Despite this, indicators of achievement motivation showed first-generation migrant pupils were more likely to indicate they "want to be the best in whatever they do" than native-born or second-generation migrant peers (OECD, 2018, p. 74).

Migrant pupils' age of arrival into their new countries has been shown to impact on both academic and wellbeing outcomes (OECD, 2012, 2018). Across most countries, migrant pupils who arrived at a younger age, on average, showed higher academic attainment and reported a stronger sense of school belonging than pupils who arrived after they were 12 years old (OECD, 2012, 2018). This relationship was not found to be linear, with those who arrived at a later age showing a progressively larger

discrepancy in outcomes than earlier arrivals (OECD, 2018). There are also a range of other factors likely to impact on experiences and outcomes, such as migrants' educational experiences in their birth country, and first language. Findings indicate those most vulnerable are pupils who moved from less-developed countries when lower secondary school aged, where their first language was different to that of their destination country (OECD, 2012).

In summary, these findings indicate there are, on average, poorer outcomes for migrant pupils and particularly for first-generation migrants. There is, however, variability between, and even within countries, with some pupils showing positive outcomes (OECD, 2018; Schleicher, 2019). Data suggests there may be a range of factors that may impact on pupils' outcomes; however, to enable the most effective policies and practices to be established, hearing the views and experiences of migrant pupils themselves is key (Craig, 2015). The next section therefore aims to consider the existing research in this area.

2.4. Literature review: migrant pupils' school experiences

This literature review aimed to explore current research into the educational experiences of migrant pupils in the UK. In line with the focus of this study, the review aimed to identify and synthesise the literature on pupils' views of their experiences.

2.4.1. Search strategy

Papers were selected based on a set of inclusion and exclusion criteria (outlined in Table 1). Only studies conducted in the UK were included for this review as differences between countries, including policies and procedures for integrating and supporting migrant pupils, may limit the applicability to the UK context. Research focusing on unaccompanied minors was excluded as these pupils are usually also within the care system. Their status as a child in care may therefore also influence their school experiences. Research papers on accompanied asylum seekers (or refugee) pupils were, however, included. From initial literature scoping, it was apparent that reasons for migration were often not stated for pupils who migrated with their families, possibly due to schools often not being aware of the reasons for migration or reasons not always being clear cut (Cartmell & Bond, 2015; McIntyre & Hall, 2020). It therefore would not have been possible to separate research into refugee pupils from research into other migrant pupils. Furthermore, although experiences before moving to the UK may differ, initial

scoping of the literature suggested refugee pupils have similar experiences in their UK education to other migrants, such as language difficulties and adjusting to an unfamiliar culture and education system (Hamilton, 2013).

Table 1. Inclusion and exclusion criteria for literature review.

	Inclusion criteria	**Exclusion criteria**
Topic/method	Contains qualitative data on first-generation migrant pupils' views of their school experiences Peer reviewed articles	Contains only quantitative data Not focused on school experiences or gathers only parents or professionals' views of migrant pupils' school experiences Guidance, legislation, and newspaper articles
Population	First-generation migrant pupils (including accompanied asylum seekers) UK studies Pupils in mainstream primary or secondary school	Unaccompanied minors Studies conducted outside the UK Pupils in special schools, nurseries, or college/university
Language	Studies published in English	Studies not published in English
Publication date	Studies published between 2002-2022	Studies not published between 2002-2022

Papers were identified through a systematic search using key words (outlined in Table 2) of the databases: EBSCO, ProQuest, and Google Scholar. EBSCO comprises of five databases: Child Development and Adolescent Studies, British Education Index, ERIC, Educational Administration Abstracts, and Education Abstracts. The titles and abstracts of papers were first screened, followed by full text screening. The reference list of papers meeting the inclusion criteria were screened to identify any additional relevant papers.

Table 2. Search terms.

	Search terms
Population	Migrant* OR immigrant* OR 'newly arrived' OR newcomer* OR refugee* OR 'asylum seeker*' Pupil* OR student* OR child* OR 'young pe*' OR adolescen*
Topic	School OR education* Experience* OR perception* OR views
Location	'United Kingdom' OR UK OR Engl* OR 'Northern Ir*' OR Scot*

2.4.2. Results

From the search, twelve papers were identified for the review, see Appendix 1 for an outline of the studies.

The papers that emerged from the literature search were published between 2005 and 2021. Of the 12 papers, nine of the studies were conducted within England, one in Scotland, one in Wales, and one in Northern Ireland. Differences in ethnic makeup and level of diversity were reported between locations, with some papers noting the research area had previously very low immigration rates (e.g. Hamilton, 2013) and others being conducted in culturally diverse schools (e.g. Hastings, 2012; Hek, 2005). All papers used qualitative approaches although the methodologies varied, including ethnographic approaches using multiple data collection methods, multiple case studies, and action research designs. Whilst all studies gained pupils' views (part of the inclusion criteria for selection), eight of the studies also included adults' views; these were most often school staff and sometimes parents or other professionals.

The age range of pupils in the papers varied, with four of the studies being conducted with secondary aged pupils, five with primary aged pupils and the remaining three used a mix of primary and secondary aged pupils. Within four of the studies pupils had all migrated from eastern European countries, five studies included pupils from a wide range of countries, and the remaining three did not state pupils' countries of birth. Although within most papers reasons for migration were not stated, two papers looked

specifically at refugee pupils, and one stated the pupils were children of migrant workers. Length of time pupils had been in the UK was not always stated, but where it was the time ranged between 2 months and 7 years. Four papers reported to be recruiting newly arrived or newcomer pupils; however, this was not always clearly defined and within several papers the range of time participants had been in the UK varied greatly. It was therefore not possible to separate out papers looking at early transition experience (or newly arrived pupils) versus longer-term school experiences as there was not a clear distinction or cut off point.

The findings were synthesised using thematic synthesis (Thomas & Harden, 2008; see Appendix 2 for an outline of the stages). This was deemed an appropriate approach as thematic synthesis was developed for, and has been used within, qualitative systematic reviews of individuals' experiences and perspectives (Thomas & Harden, 2008). From these 12 papers, five key themes were identified: adjusting to change, language acquisition, academic difficulties, relationships, and sense of belonging and identity.

2.4.3. Theme 1: Adjusting to change

Children and young people (CYP) are embedded within multiple systems all of which impact on their development and experiences, from the more direct influences such as school and family, to the less direct influences of the wider environment, for example government policies and wider cultural values (Bronfenbrenner & Morris, 2006). On moving to a new country all these systems will be affected, resulting in a significant change for CYP. Pupils described a sense of loss, uncertainty, and frustration when migrating, due to leaving behind important people (friends, teachers, and often family), places, and possessions (Dakin, 2017; Gaulter & Green, 2015; Hamilton, 2013; Hek, 2005). Some, however, also experienced conflicting emotions of excitement (Evans & Liu, 2018). On arrival in their new country, pupils then face the challenge of adjusting to the new environment (or systems) in which they find themselves.

For many, school may be their first experience of the language, culture, and norms of the UK (Hamilton, 2013; Vedder & Horenczyk, 2006). Pupils indicated key anxieties when starting school were making friends, not speaking English, and being shouted at by teachers (Hamilton, 2013). Many pupils made

comparisons to their educational experiences abroad and discussed adjusting to their new environment (Cartmell & Bond, 2015; Dakin, 2017; Hastings, 2012; Moskal, 2016). This included learning to navigate their new physical environment (McMullen et al., 2020), differing expectations of teachers, and differences in teaching and discipline methods (Hamilton, 2013). Outside of school, Hamilton (2013) identified many pupils also experienced changes within the family, such as parents working long hours and the absence of extended family members. Managing these changes, whilst also trying to master a new language and engage with school work, appeared to contribute to pupils feeling stressed, isolated, and low in confidence during the transition (McMullen et al., 2020).

Despite the many changes faced by migrant pupils during their transition, Hamilton (2013, p. 179) found the majority of pupils "adjusted quickly" to their new school environment and welcomed certain differences in their schooling, such as more active learning methods and the opportunity to play in school. Within Hamilton's (2013) research, however, it is not stated how long participants had been in the UK, and no indicator is provided as to what "quickly" meant. It is therefore unclear if this adjustment and settling in process referred to days, months, or years.

2.4.4. Theme 2: Language acquisition

One of the most discussed themes for migrant pupils starting school was their experiences of learning English. Pupils commonly reported their experiences of entering an English-speaking classroom as scary (Evans & Liu, 2018; Safford & Costley, 2008). For some, this led to reluctance to start school (Moskal, 2016). Pupils reported that this fear was related to concerns about not understanding or being able to express themselves; for some, fears were specifically about the social implications such as others talking about them or being socially excluded (Evans & Liu, 2018). Many pupils initially chose to maintain silence in class to avoid any attention on themselves (Hamilton, 2013; Safford & Costley, 2008). Within EAL literature, a "silent period" in which pupils are listening to and absorbing the new language is a commonly referred to stage (Krashen, 1981, p. 60). Safford and Costley (2008, p. 136), however, reflected this silence instead appeared more of a "survival reaction". In some cases having peers in their class who spoke the pupil's first language helped to reduce anxieties (Hamilton, 2013);

although, others reflected they felt they benefited from not having any peers speaking the same language as it helped them learn English more quickly (Moskal, 2016).

A common theme across the literature was the importance and value pupils placed on learning English (Cartmell & Bond, 2015; Hastings, 2012; Moskal, 2016). Pupils reported that speaking English was key to fitting in, coping both in school and in public, and important so they could help translate for family members (McMullen et al., 2020; Moskal, 2016; Safford & Costley, 2008). With this importance, however, came a sense of pressure which in some cases led to feelings of anxiety and even resistance or resentment (Gaulter & Green, 2015; McMullen et al., 2020; Moskal, 2016).

Pupils' views of the EAL support they received varied, with some feeling more specific support was necessary and others being satisfied with the support they had received (Moskal, 2016). Cartmell and Bond's (2015) findings highlight the importance of support to communicate both through development of their English and having support in their home language. In particular, support from specialist teachers who spoke their first language was commonly valued or desired by pupils, with some wanting more time with these teachers (Gundarina & Simpson, 2021; Hek, 2005; Moskal, 2016). These discrepancies in pupils' views as to whether they were receiving enough support may be due to the differing ages and lengths of time participants had been in the UK between, and even within, studies. In the UK, funding to support EAL pupils is only provided for a maximum of 3 years (The Bell Foundation, 2022). Research, however, suggests it takes pupils between 4-7 years to acquire the academic language necessary to succeed in school (Cummins, 1981; Demie, 2013). Recent findings have indicated two thirds of pupils who start school as "new to English" are not classed as competent after 6 years (Strand & Lindorff, 2020). Therefore, after three years, support may have reduced whilst difficulties persisted, leading to pupils feeling more support was needed. Furthermore, although younger children do not acquire language more easily than older children, the higher language requirements of the classroom for older pupils may mean they require more support initially to access learning (Cummins, 1981; Hartshorne et al., 2018). However, discrepancies in pupils' views of support may also be indicative of variations in support provided between schools due to the lack of clear government guidance, as discussed in Chapter 1 (Flynn & Curdt-Christiansen, 2018).

2.4.5. Theme 3: Academic difficulties

Within the literature, many pupils reported high aspirations and motivations to achieve academically (Gaulter & Green, 2015; Hek, 2005; McMullen et al., 2020; Moskal, 2016) . For some, moving countries led to feelings of a loss of "academic status" and confidence (Dakin, 2017, p. 430). Concerns about attainment also resulted in stress and fears about "falling behind" peers (McMullen et al., 2020, p. 132). Within class, pupils indicated feeling unable to understand the work had both physical and emotional impacts, such as headaches, anger, and feelings of humiliation (Hastings, 2012; Hek, 2005). Many pupils therefore adopted a range of strategies both within class and out of school to attempt to achieve academically and, in some cases, hide their difficulties. Within class, strategies included copying others, getting help from peers, and lip reading or using others' body language to help with understanding (Dakin, 2017; Hek, 2005; Safford & Costley, 2008). Pupils also reported feeling they needed to do a large amount of extra work outside of class, and some indicated they would attempt to hide their lack of understanding within class, then try to go back and understand the lesson in private or at home (Hastings, 2012; Safford & Costley, 2008). This often involved relying on family, the internet, or other academic resources, and many reported they felt they would have benefited from more multilingual resources, such as text books in their first language (Safford & Costley, 2008). However, as this research was conducted over 10 years ago, increased availability of, and improvements in, technology such as translation software and multilingual resources, may have led to changes in pupils' experiences. More research is therefore necessary.

2.4.6. Theme 4: Relationships

When starting school in the UK, migrant pupils reported forming positive peer and staff relationships to be a key anxiety (Hamilton, 2013). Pupils indicated forming these relationships can be challenging for many reasons, such as the language barrier, and bullying/racism (Evans & Liu, 2018; Hastings, 2012; McMullen et al., 2020). However, despite this Hamilton (2013) found the majority of pupils quickly established relationships with both peers and staff.

2.4.6.1. Peer relationships

Migrant pupils reported forming friendships can often initially be challenging due to their limited ability and confidence with English (Hek, 2005; McMullen et al., 2020). Many pupils felt their lack of English

led to them feeling excluded, rejected, and in some cases ridiculed or in fights with peers due to peers thinking their lack of responsiveness was rude (Moskal, 2016; Safford & Costley, 2008). As a result of this, many pupils reported feelings of loneliness and isolation within the initial transition (Hamilton, 2013; Hastings, 2012; Hek, 2005; McMullen et al., 2020). Where possible, pupils often initially formed friendships with other peers who spoke the same language as them (Evans & Liu, 2018; Gaulter & Green, 2015; Hanna, 2020; Moskal, 2016), although many indicated a desire to make English friends (Evans & Liu, 2018; Moskal, 2016). Research indicates it takes up to 2 years to develop a conversational level of fluency in English (Cummins, 1981, 2000), thus it is unsurprising that for many migrant pupils language is a barrier to forming friendships. This suggests that for schools, a key focus needs to be consideration of how these pupils can be supported in forming peer relationships regardless of language ability.

Activities that have lower language requirements such as sports were reported to be helpful in forming friendships (Moskal, 2016). Conversely, other pupils were able to use their language as a communicative exchange; they used their first language to bond with peers by teaching them new words, and in return peers supported them with English (Evans & Liu, 2018). In addition to language support, peers were also reported to help the pupils in other ways within school, such as with finding their way around and explaining the school rules (Hanna, 2020; Hastings, 2012). Over time, it appeared most pupils did successfully form friendships within their UK schools and friendships were identified as a key protective factor in the vast majority of papers (e.g., Cartmell & Bond, 2015; Hamilton, 2013; Hek, 2005).

Whilst peers could be a protective factor, within many of the papers they were also cited to be a significant cause of distress. For some, these negative experiences with peers were in the form of social exclusion such as avoiding, ignoring, or refusing to let pupils join in with activities (Hastings, 2012; Moskal, 2016), but for others this included verbal and physical abuse (Gaulter & Green, 2015; Hastings, 2012; McMullen et al., 2020). Pupils cited the reason for bullying was their ethnicity, culture, and accent (Hek, 2005; McMullen et al., 2020; Moskal, 2016). For some pupils, these experiences of bullying led to them seeking to ignore or avoid local peers and where possible stick with peers from the same country

of origin (McMullen et al., 2020). This suggests the acculturation approaches reinforced by the dominant group within these schools were those of segregation and exclusion (Berry, 2005), meaning pupils had little choice but to remain with peers of shared heritage or become socially isolated.

2.4.6.2. Staff relationships

The support provided by teachers was highlighted to be important to migrant pupils' school experiences in multiple different ways, and many pupils praised the support they received from staff (Cartmell & Bond, 2015; Gaulter & Green, 2015; McMullen et al., 2020). Pupils identified key factors in forming positive relationships with staff were consistency, reliability, and flexibility from staff members, as well as staff showing a genuine interest in them (Hastings, 2012). Pupils valued teachers who listened and took their concerns seriously, explained tasks clearly and slowly, and showed recognition of the difficulties of adjusting to the range of subjects (Hek, 2005). Hastings (2012) identified teachers' roles went beyond just academic support and included providing advice, protection from bullying, raising aspirations, and providing directions. Some pupils, however, reported feeling they were treated unfairly by specific teachers and, in some cases pupils felt this was a result of racism (Hek, 2005).

Staff expectations were also a source of frustration for some pupils. Pupils reported feeling that, due to their EAL status, staff had lower or inaccurate expectations of their abilities, often resulting in them being placed in low ability groups (Gundarina & Simpson, 2021; Moskal, 2016; Safford & Costley, 2008). Pupils indicated frustration and boredom at being given easy or menial tasks such as colouring or infant picture books (Hamilton, 2013; Moskal, 2016; Safford & Costley, 2008). These low expectations meant some pupils felt they had to work extra hard or argue with staff to prove themselves and gain recognition of their previous experiences and qualifications (Safford & Costley, 2008). Conversely, in McMullen et al.'s (2020) paper pupils reported feeling staff expectations were often too high and support withdrawn too quickly, indicating careful consideration is needed to ensure pupils' previous learning and experiences are recognised, whilst still providing adequate support for EAL pupils.

2.4.7. Theme 5: Sense of belonging and identity

Within the reviewed papers, migrant pupils' sense of belonging within school and their sense of identity appeared to be strongly linked. Safford and Costley (2008, p. 146) found pupils did not feel "100% 'in'

or ‘out’ of their ‘home’ cultures, nor did they feel completely ‘outside’ or comfortably ‘inside’ the mainstream academic and social systems”. External factors such as the whole school ethos and attitudes of others affected both pupils’ sense of belonging (Cartmell & Bond, 2015) and how confident they felt to express their identity (Hek, 2005). Migrants’ acculturation approach is determined by what is possible based on the choices of the dominant group (Berry, 1974). Sense of belonging and expressed identity is therefore likely to depend on the level of congruency between the attitudes of the individual and their receiving society (Ward & Geeraert, 2016). Positive relationships thus appeared to be a key factor in fostering a sense of belonging (Cartmell & Bond, 2015; Hastings, 2012). Feeling listened to, respected and able to make a valued contribution within school, for example by helping new migrant pupils, were highlighted as important (Hamilton, 2013; Hek, 2005). Pupils’ experiences and identities being valued within the curriculum was also important to them feeling able to contribute, express their identities, and develop their self-esteem (Hanna, 2020; Hek, 2005). For example, religious education lessons provided an opportunity for pupils to be the “expert” and pupils valued teachers knowing about and supporting their home culture (Hanna, 2020, p. 550).

Teaching practices, for example migrant pupils always being seated at the back with the teaching assistant, and pupils’ prior knowledge and qualifications not being recognised, were a barrier to pupils feeling a sense of belonging and inclusion (Hanna, 2020; Safford & Costley, 2008). Furthermore, another significant barrier to developing a sense of belonging was peer bullying (Cartmell & Bond, 2015). Many pupils identified bullying to be due to their ethnicity, culture, or accent (Hek, 2005; McMullen et al., 2020; Moskal, 2016) and indicated a strong desire to fit in to avoid isolation (McMullen et al., 2020; Safford & Costley, 2008). Therefore, pupils may have felt they had to assimilate aspects of their identity to align with the majority culture as a coping strategy to avoid bullying and isolation as opposed to this being their chosen acculturation approach.

Schools’ policies and attitudes towards pupils’ first language was also an important factor which, for some, influenced their sense of identity and school belonging. Many pupils perceived they should not or were not allowed to speak their first language in school, and some pupils indicated they were punished for doing so (Gundarina & Simpson, 2021; Hastings, 2012). This positions schools as

monocultural and monolingual spaces (Gundarina & Simpson, 2021; Welply, 2017) to which pupils must assimilate. For some pupils, this led to conflicting emotions, or even resentment of English (Gundarina & Simpson, 2021), due to fears of forgetting their first language and feeling alienated from their home community and sense of identity (Hastings, 2012; Safford & Costley, 2008). Whilst some of this research may be considered outdated, Gundarina and Simpson's (2021) findings indicate monolingual practices may still prevail in some schools. As this is a single case study, however, it is not possible to generalise these findings, meaning further research is necessary to establish current practices and pupils' experiences of these in schools.

2.5. Summary and limitations

This review of the current research has identified a range of key factors that influence migrant pupils' school experiences. Pupils identified the initial experience of starting school in the UK to be a significant change associated with a range of emotions (e.g., Hamilton, 2013). The importance and value of English ability was highlighted, with language playing a key role in relationship formation and ability to engage with academic work (Cartmell & Bond, 2015; Safford & Costley, 2008). Many pupils therefore initially felt socially isolated and adopted a range of strategies to cope in lessons (McMullen et al., 2020; Safford & Costley, 2008). Relationships with peers and teachers appeared to be a key influence on pupils' school experiences and could be both a significant support but also a source of challenge (e.g., Moskal, 2016). Pupils' sense of belonging and identity was affected by a range of internal and external factors, although the school ethos, teaching practices, and attitudes of others appeared significant influences (Cartmell & Bond, 2015; Hastings, 2012). However, these findings should be interpreted with caution due to the limitations of the current literature.

A number of papers had very small sample sizes, with five papers having less than six pupil participants, and the maximum number being 41 (see Appendix 1). The generalisability of these findings is therefore limited. Furthermore, some of these papers were published more than 10 years ago, with only four published in the last 5 years. Whilst older papers were still deemed useful to include due to the limited literature, and the congruence with themes of more recent literature suggesting findings may still be relevant, these should be interpreted with caution. Studies also varied in methodological quality and

many did not state pupils' age on arrival in the UK, which may be important as it has been shown to impact on outcomes (OECD, 2012, 2018). Additionally, pupils' length of time in the UK, where stated, varied greatly both between, and in some cases, within studies (from 2 months to 7 years). This is important as what is significant to pupils on their initial arrival is likely to be different to their experiences later in education. However, as discussed in Section 2.4.2. it was not possible to distinguish between earlier school experiences and those who had been in the UK longer due to the research designs and lack of clarity of definitions. Furthermore, only four papers gained solely the views of pupils, with all others also including other sources of information (e.g., staff's views, parents' views and/or observations). Whilst multiple methods and sources of information may be beneficial to gaining more in-depth understanding of an area (Carter, 2014), a weakness of this is the pupils' views may get diluted or lost, and within some of the studies there was limited discussion of pupils' views. For further analysis of the strengths and weaknesses of these papers see Appendix 1.

2.6. Justification for this research

Migration continues to add to the UK population and the data indicates migrant pupils experience poorer outcomes than non-migrant pupils (OECD, 2012, 2018; Office for National Statistics, 2020c; Schleicher, 2019). Yet, this review has identified there is limited current research focused on migrant pupils' views and experiences (four papers in the last 5 years with only two small scale studies focusing solely on pupils' views). More research into pupils' views is important to ensure the voices of these CYP are being heard and taken into account when planning for these pupils, in line with article 12 of the United Nations Conventions on the rights of the child (United Nations, 1989). As such, the current study aims to add to the limited existing literature in this area by enabling migrant pupils' individual stories of educational experiences to be heard. Furthermore, as discussed in Chapter 1, the current political and global context (e.g., Brexit, Nationality and Borders Bill 2022, the COVID-19 pandemic, Black Lives Matter movement) will have influenced migrant pupils' experiences, meaning current research is needed.

Research has suggested migrant pupils experience a journey to adapt to school in the UK (Hastings, 2012) with many aspects such as friendship formation and language acquisition taking time (Cummins,

2000; McMullen et al., 2020). Within the existing literature, however, it was not always stated how long pupils had been in a UK school, and none of these studies directly sought to consider how pupils' experiences may change over time. Consideration of this is important to develop an understanding of what is supportive or challenging for individual migrant pupils at different stages of their school life. The current study aimed to address this gap by asking pupils to reflect back on significant school experiences at different points in their education in England to enable consideration of how experiences changed over time.

Furthermore, there has been very limited recent research which discusses the implications of migrant pupils' school experiences for EP practice. Gaulter and Green (2015) identified the value of EPs eliciting the views of pupils to share with school staff and Cartmell and Bond (2015) highlighted the role for EPs in supporting migrant pupils' sense of belonging. More recent research, however, is necessary to consider the practical implications of migrant pupils' experiences on EPs practice, including implications for direct work with pupils and how EPs can support school staff. This is important to enable EP practice to promote inclusion and facilitate consideration of cultural and environmental factors that may influence on pupils' school experiences and academic attainment (as discussed in Section 1.5). This research therefore aimed to add to the existing literature by considering the direct implications of the findings for EP practice.

CHAPTER 3: METHODOLOGY

3.1. Chapter overview

This chapter provides an overview of the methodology adopted within this study. The research aims and philosophical approach that underpinned the methodology are described. My rationale for choosing narrative inquiry over other methodologies is provided and the key features of narrative research are outlined. An explanation of how narrative interviews were utilised, the participant recruitment process, and selection criteria are provided. Ethical issues and the steps taken to ensure good quality research are outlined, and the data analysis process is explained.

3.2. Research aims

Following the identification of gaps in the literature, as detailed in Chapter 2, this study aimed to provide an in-depth exploration of migrant pupils' narratives of their educational experiences in England. This research sought to explore migrant pupils' views on what they identified to be key experiences within their education.

This research aimed to address the following questions:

- Research question 1 (RQ1): What do migrant pupils identify as significant experiences within their narratives of education in England?
- Research question 2 (RQ2): How do migrant pupils' narratives illuminate changes in their educational experiences throughout their time in education in England?

3.3. Philosophical approach

A researcher's view about the nature of reality (ontology) and what can be known (epistemology) has direct implications for the methodological decisions within their research (Cohen et al., 2018). This research was shaped by a social constructionist worldview which takes an anti-realist ontology, asserting that there is "no such thing as an objective fact" (Burr, 1995, p. 6). Ones understandings of the world are instead "social artifacts" constructed through the social interactions between people (Gergen, 1985, p. 267). Therefore, what is regarded by individuals as 'truth' or 'reality' is considered to be a product of social processes as opposed to an objective, universal truth (Burr, 1995).

From an epistemological perspective, social constructionists hold the belief that knowledge is not discovered but instead is created through interactions and language (Holstein & Gubrium, 1995).

Knowledge is historically and culturally bound and therefore open to change (Burr, 1995). Hence, social constructionism rejects the positivist position that knowledge is tangible with a single, objective truth (Cohen et al., 2018). Research is instead viewed as a site of knowledge production where the participant and interviewer actively construct a story and its meaning (Holstein & Gubrium, 1995).

This social constructionist view influenced the methods adopted in the present study, which aimed to explore individuals' socially constructed narratives of their educational experiences, thereby rejecting an objective approach (Cohen et al., 2018). I have taken the view that narratives are not fixed and in the process of individuals telling their stories this can reaffirm, modify, and lead to the creation of new stories (Clandinin & Connelly, 2000). Through the use of a multiple case study design, I have sought to acknowledge the existence of multiple realities based on individual interpretations (Willig, 2008). Furthermore, I have made the assumption that my own experiences and multiple ways of viewing the world will have shaped all aspects of the research and influenced the narratives shared by participants (Bold, 2012), as discussed in Section 3.10.

3.4. Methodology: Narrative inquiry

Narrative inquiry is based on the principle that we actively construct and make sense of the world through stories (Murray, 2003). Narrative theory proposes that "we are born into a storied world, and we live our lives through the creation and exchange of narrative" (Murray, 2003, p. 113). A narrative is a way in which events are organised into a sequence enabling the meaning and significance of these events to be conveyed (Elliott, 2005). It is proposed that the creation of narratives is "central to human experience" (Bold, 2012, p. 17) and allows us to form a sense of coherence of "the seeming chaos of human existence" by structuring events into a story (McAdams, 1993, p. 166). Narratives help us make sense of not only the world but also ourselves through the stories we tell about our lives and therefore are central to our identity (Murray, 2003).

Whilst narrative inquiry is not a set approach, with researchers using a variety of methods and analytical approaches, Elliott (2005) identified three key interlinking features of narratives:

1. Narratives are chronological or temporal in that they represent a sequence of events or experiences.

2. Narratives are meaningful; evaluative statements and the order in which events are conveyed communicates the meaning of the experiences.
3. Narratives are shared in a specific social context for a specific audience and purpose, meaning that in a different context the same story is likely to be told in a different way.

The extent to which researchers focus on these different aspects of narratives varies. Some focus more on structural aspects of the narratives, whereas others suggest that the meaning narratives create and share is more important (Bold, 2012) as a focus on language structure may lose other important aspects such as gestures, body language, and images (Riessman, 2008).

The influence of social context, as well as the limitations and openness to change of human memory, are key critiques of narrative inquiry (Alvermann, 2002; Robson & McCartan, 2016). Within a social constructionist view, however, this is not a concern as the view is that narrative "re-presents experience rather than providing the reality" (Bold, 2012, p. 35). Murray (2003, p. 115) argues that "all narratives are provisional; they are subject to change as new information becomes available". Narrative inquiry is instead useful to understand how people construct meaning and make sense of the world (Murray, 2003).

3.4.1. Rationale for narrative

Following consideration of other qualitative methodologies (see Section 3.5.), I chose to use narrative inquiry within my research as it fitted with my philosophical position and personal values, the research aims, and gaps identified in previous literature.

Narrative inquiry can be used within different research paradigms and methodologies (Bold, 2012; Elliott, 2005). The approach, however, aligns well with a social constructionist view as narratives are proposed to be developed through everyday social interactions (Murray, 2003) and are influenced by the social context in which they are shared (Elliott, 2005). Clandinin and Connelly (2000, p. 61) highlight that narrative researchers are "not merely objective inquirers" and it is therefore impossible for the researchers' role and experience not to actively impact the findings. Use of narrative would therefore not aim to produce rules but instead generate rich descriptions of experiences to enable a co-constructed understanding of actions and events (Polkinghorne, 1995).

Narrative inquiry also fitted well with the aim of my research to explore the educational experiences of migrant pupils, as the use of narrative helps to maintain the complexity and emotional significance of events (Polkinghorne, 1995). The appreciation within narrative of the temporal nature of individuals' experiences and an interest in change over time (Bold, 2012; Elliott, 2005) also supported my second research question of exploring how pupils' educational experiences change over time. Furthermore, narrative has been suggested to be particularly useful for exploring disruptions or changes to everyday life (Murray, 2003) which fits well with the experience of migrant pupils in moving countries.

Narrative inquiry is increasingly being used and found to be an effective method with a range of CYP (Moran et al., 2021). As the notion of storytelling is suggested to be found across cultures and societies (Bell, 2002; Moran et al., 2021) and is viewed as a natural everyday activity (Riessman, 2008), it is likely to be a familiar and more comfortable approach for many CYP. Furthermore, narrative research focuses on how both the individual and the wider social and cultural context shape stories (McAdams, 2005; Murray, 2003). This is likely to make it a useful approach for working with migrant pupils as acculturation is a two way process shaped by the individuals' context (Sam, 2006). Within previous research this approach has successfully been used to elicit the narratives of newly arrived and refugee pupils (Goodman, 2004; Hulusi & Oland, 2010), suggesting narrative inquiry is a relevant and useful approach for the current study.

Finally, I believe a narrative approach fits well with my values of empowering CYP and social justice. Narrative approaches are suggested to be empowering for individuals and have a history of being utilised to enable the views and stories of marginalised or oppressed groups to be heard (Elliott, 2005; McAdams, 2005). Within EP practice, historically tools used to assess migrant children have been designed for a White North American or European population, with limited tools that enabled the accurate assessment of the needs of other migrant children, including the eliciting of their views (Coard, 2021; DECP, 2021). The voice of migrants is also often missing within research (Craig, 2015). Within the literature review in Chapter 2, it was noted that there is very limited research focusing solely on gaining the views of migrant pupils. Continued efforts to hear and highlight the views and experiences of these pupils is therefore necessary to ensuring the needs of this population can be identified and met

to allow for social inclusion. A narrative approach was therefore deemed useful as a method to empower migrant pupils to share their views.

3.5. Consideration of alternative methodologies

Before deciding on narrative inquiry, I explored the strengths and limitations of other methodologies in relation to my research aims. Table 3 provides my rationale for choosing a narrative approach over similar research methodologies.

Table 3. Consideration of the applicability of alternative methodologies.

Methodology	**Description**	**Applicability to this research**	**Limitations/Reasons for not choosing**
Interpretative phenomenological analysis (IPA)	IPA examines individuals' lived experience and the meaning individuals make of these experiences (Smith et al., 2009). IPA's philosophical roots are in phenomenology in that the focus is on exploring experience in its own terms as opposed to imposing predefined categories (Smith et al., 2009). IPA is idiographic in that the focus is on detailed understanding of an individual case, within context, before making more general claims (whilst still within the particular context of the specific group of people) (Smith et al., 2009).	IPA aims to examine "how people make sense of their major life experiences" with IPA researchers often looking at how individuals make sense of major transitions (Smith et al., 2009, p. 1). This would have been relevant to looking at migrant pupils' experiences of starting school in England and therefore could have been used to answer my first research question. It also fits with my social constructionist worldview in that the focus is not on gaining truth or objective facts but rather it is on how people make sense of their experiences within their social context (Smith et al., 2009).	IPA requires a fairly homogenous sample to enable exploration of similarities and differences between cases (Smith et al., 2009). Within my research I was not, however, seeking a homogenous sample as pupils were from different countries and had very different prior life experiences. IPA aims to explore similarities and differences between cases leading to the identification of shared themes (Smith et al., 2009) whereas narrative methods can focus on analysis of participants' stories as a whole, with an appreciation of the temporal nature and an interest in change over time (Bold, 2012; Elliott, 2005). For my second research question, I felt holistic analysis was important to develop an understanding of the chronology and how events were linked. I did not feel this could be adequately captured through themes.
Grounded theory	Grounded theory provides a systematic approach for analysing qualitative data to derive a theory (Charmaz, 2014). It is routed in positivism in that the aim is theory generation (Bryant & Charmaz, 2007). Based on this positivist standpoint, this approach suggests the theory emerges from the data and does not acknowledge any influence of the researcher's standpoint or background (Bryant & Charmaz, 2007).	This could have been useful to develop a theory around migrant pupils' school experiences. This could have been relevant to my research questions, for example, it could have allowed for generation of a theory around how migrant pupils' school experiences change over time (RQ2).	The positivist assumptions of this approach do not align with my social constructionist worldview. The aim of this research was not to generate a theory as theory generation is suggestive of an objective truth. Instead, the aim was to understand individuals' experiences. Ground theory requires a larger sample size in order to reach 'saturation' and establish patterns (Charmaz, 2014). Due to the time constraints and word count limit on this research this large sample size would have likely meant the research would have had to compromise on the depth of individual accounts meaning each individuals' experiences were not fully highlighted.

Methodology	Description	Applicability to this research	Limitations/Reasons for not choosing
Discourse analysis	Discourse analysis is concerned with "the role of language in the construction of social reality" (Willig, 2003, p. 159). Narrative inquiry has therefore been suggested to be a sub-type of discourse analysis (Pierce, 2008); however, the two main forms of discourse analysis are discursive psychology and Foucauldian discourse analysis (FDA) (Willig, 2003).	As forms of discourse analysis, discursive psychology and FDA fit with my social constructionist worldview (Willig, 2003). FDA "seeks to describe and critique the discursive worlds people inhabit and to explore their implications for subjectivity and experience" (Willig, 2008, p. 96). This could have been relevant to RQ1, allowing for exploration of the experiences of pupils in school who are positioned as migrants and "what kinds of ways-of-being" this makes available to them (Willig, 2008, p. 96).	Discursive psychology is best used to analyse naturally occurring talk and examine how individuals use discursive resources and what the impact of these are, whereas FDA is concerned with power relations constructed through language (Willig, 2003). My research questions were, however, focused on the individual experiences and events within participants' discourse therefore lending itself more towards a narrative approach.

In summary, narrative inquiry was deemed to be the best approach to align with my philosophical stance and research questions. IPA and discourse analysis approaches (such as FDA) fit with my social constructionist philosophy and could have been useful for my first research aim of exploring migrant pupils' school experiences. However, I deemed narrative inquiry fitted both RQ1 and was more suited to my second research aim around exploring how pupils' experiences change over time. Furthermore, IPA requires a fairly homogeneous sample, in order to make generalisations to a specific population (Smith et al., 2009). I did not aim to seek a homogenous sample, as in line with my philosophical stance, I deemed that how each pupil constructs and makes sense of their experiences will be unique regardless of similarities, for example, in demographics. Therefore, my main aim was to highlight the unique stories and experiences of each pupil which better suited narrative inquiry.

3.6. Methods: Narrative interviews

Narratives can be in the form of written or oral stories and researchers may gather these narratives in various ways. The researcher may use pre-existing narratives (e.g., letters, videos, and blogs), seek out spontaneous narratives such as by recording naturally occurring conversations, or may elicit narratives for the purpose of the research, such as through interviews (Czarniawska, 2004). Murray (2003), however, proposed that interviews are the primary source of data for narrative researchers. Within this research, interviews were considered the best approach as it was deemed unlikely there would be sufficient pre-existing forms of narratives available. There was also no clear setting in which spontaneous narratives could be recorded with enough depth to address the research questions. A longitudinal approach would therefore have been necessary, which was not possible within the remits of this research.

3.6.1. Interview design

Within narrative research there are different forms of narratives. Creswell (2013) identified five popular approaches:

- Biographical: the researcher records the life experiences of another person.
- Autoethnography/autobiographical: the author records reflections on their own story and its cultural meaning.

- Life history: a narrative of an individual's entire life.
- Personal experience story: a narrative focusing on single or multiple events within an individual's life.
- Oral history: narratives of personal reflections on events and the causes and effects of them.

Within the present study, a biographical personal experience story was deemed most appropriate to gathering pupils' views about their experiences within school (a series of events). A life history approach was considered to be inappropriate for the research questions and may have given rise to ethical issues as pupils may have had difficult experiences prior to moving to England. An oral history approach may have also been appropriate. The research questions, however, focused more on identifying what participants' experiences were and how these changed as opposed to specifically gaining participants' reflections on the causes and effects of events. This experience focus was considered more appropriate, as due to their age, pupils may have found reflections on causes and effects difficult. Therefore, by just asking about experiences, participants were free to discuss cause and effects if they wished but did not have to.

Within narrative research a distinction has also been made between event-centred versus experience-centred narratives (Squire, 2013). Event-centred narratives focus on placing specific past events within the structure of a story, whilst experience-centred narratives are more flexible (Squire, 2013). Experience-centred narratives encompass all meaningful stories rather than just specific events, and consider movement over time (e.g., life turning points and, current and future events) (Squire, 2013). By focusing only on event-centred narratives, it is thought this may ignore non-event related aspects of stories that are significant to the narrator (Squire, 2013). This approach also does not acknowledge the co-construction of stories between the researcher and participant (Squire, 2013). Within the current study, the research questions relate to both particular events in participants' schooling (as is the focus of RQ1), but also their overall experiences. This allowed participants to decide which stories are meaningful to them. RQ2 also focuses on change over time, making it more akin to experience-centred narratives. Furthermore, in line with my social constructionist stance, acknowledgement of the social

context and co-construction of stories is key (see Section 3.10. reflexivity); therefore, an experience-centred approach was emphasised.

Narrative interviews commonly take a semi-structured format; however, the level of structure varies. Some researchers provide an open invitation for participants to share their story, intervening as little as possible, whereas other researchers provide a greater level of structure and are more active within the interview, resulting in a more conversational approach (Squire, 2013). Within this research, I opted for a more structured approach to my semi-structured interviews as I perceived some pupils may find a more open approach unnatural and overwhelming. This more structured approach was not, however, an attempt to standardise interviews, but instead the aim was to gain greater depth of responses. Flexibility in interview structure is important, as asking follow up questions may help to "convince" participants that the researcher is interested in their stories (Murray, 2003, p. 117). This may be especially important when working with CYP, particularly with marginalised groups such as ethnic minority pupils, who may not be used to adults asking for and valuing their views and experiences (Hardy & Hobbs, 2017). The interview guide (Appendix 3) was therefore used as prompts to generate conversation as opposed to a formal structure.

An adapted version of McAdams' (1993) interview schedule was selected for use within my research. Within McAdams' (1993) interview schedule, participants are asked to think of their life as a book and highlight key events within it, such as a peak experience, a nadir experience, and a key turning point (McAdams, 2005), as is outlined in Table 4. Whilst this schedule was designed for use in life history research (McAdams, 2005), the focus on key events and the evaluation of these events was thought to align well with my research questions. Furthermore, McAdams' interview guide has previously been adapted and used within unpublished research looking at specific pupil experiences, such as the experience of hospitalisation and hospital school (Pelter, 2015) and the experiences of asylum-seeking CYP (Doggett, 2012). Within this research, similar adaptions were made as were within Doggett (2012) and Pelter's (2015) research to make the prompts appropriate to the understanding level of pupils and to school experiences as opposed to life history (see Table 4). For the full interview guide see Appendix

3. Adaptions to the specific wording used were also made based on the age, English language ability, and developmental level of participants, as judged during my initial rapport building sessions.

Table 4. An outline of how McAdams' (1993) schedule was adapted for this research.

McAdams' (1993) interview schedule	**Adapted schedule**
1. Life chapters Participants are asked to think of their life as a book and identify the chapters of their book.	1. School life chapters Participants were given a template of a blank storyboard and asked to create between three to eight chapters to describe different parts of their school experiences (an example storyboard is shown in Appendix 4).
2. Key events - Peak experience (a high point – best moment in life) - Nadir experience (a low point - worst moment in life) - Turning point (an episode of significant change in your understanding of yourself) - Earliest memory (one of your earliest memories - setting, characters, thoughts and feelings) - An important childhood memory (any memory from childhood, positive or negative that stands out) - An important adolescent memory (any memory from teenage years, positive or negative, that stands out) - An important adult memory (any memory from age 21 onwards, positive or negative, that stands out) - Other important memory (one particular event from either recent or distant past, positive or negative, that stands out)	2. Key events - Best experience (a high point – best moment in school in England) - Worst experience (a low point - worst moment in school in England) - Turning point (an episode of significant change in your understanding of yourself) - Earliest memory (one of your earliest memories of school in England- setting, characters, thoughts and feelings) - Other important memory of school (one particular event from either recent or distant past, positive or negative, that stands out)
3. Significant people	No adaptions made.
4. Future scripts Participants are asked to think about what they would like the next few chapters of their lives to look like.	This section was removed as it was not deemed relevant to the research questions of this study.
5. Stresses and problems	This section was removed for ethical reasons (as was done within Pelter (2015) and Doggett's (2012) design). Having already asked about a worst experience I felt this question may lead to unnecessary distress for the pupils.
6. Personal ideology	Consistent with Pelter (2015), this section was removed as the question may be too complex and challenging for pupils to understand.
7. Life theme	7. Theme of school experiences

McAdams' (1993) interview schedule	Adapted schedule
	Participants were asked to summarise their experiences of school in England. Participants were then asked to identify a particular theme running through their story. They were also asked to think back to the idea of their experiences being like a book and to think of a title.

3.6.2. Interview process

Prior to data collection, a pilot interview was conducted with one participant who met the recruitment criteria (see Table 5). Pilot studies are necessary to ensuring high research quality, particularly in studies such as this where the research seeks to gain a depth of understanding (Malmqvist et al., 2019). The purpose of the pilot was to test out the suitability of the interview structure and specific questions, and to practice my skills as an interviewer. Whilst the overall structure of the interview was deemed appropriate, the pilot allowed for the identification of some adaptations to aid the clarity of questions. It was found that further explanation of what was meant by a 'turning point' and 'theme' was necessary, so this was added into the script for the main data collection. Furthermore, reflections on my role within the interview led to me leaving longer pauses to enable participants thinking time and ensure I did not interrupt the flow of their narrative with further questions or comments. As highlighted by Murray (2003), the rapport building process was found to be key to helping the participant feel relaxed; therefore, within the data collection it was ensured that ample time and space was allowed for this. As no major changes to the interview content were made, that I deemed would have significantly changed the interview, the participant's narrative from the pilot study was included within the research.

Interviews lasted between 40 to 75 minutes. Whilst Elliott (2005) highlighted that several authors suggest 90 minutes to be the optimum interview length, I predicted interviews may need to be shorter given the ages of participants. I deemed it to be most appropriate to be led by the participants in terms of when they felt they had completed their narrative, to avoid unnecessary distress or discomfort. Participants were also offered a break or to continue the interview on another day after 30 minutes, however, all participants chose to complete the interview in one session.

The interviews were audio recorded to ensure data was not missed or forgotten and to allow me to pay full attention to the participants (Elliott, 2005). During the interview, I used active listening skills, such as reflecting back or checking I had understood aspects, and non-verbal prompts (e.g., nodding, smiling), to convey my interest in participants' narratives. Some supplementary questions (e.g., can you tell me more about that?) were also used to prompt further details when deemed appropriate (Murray, 2003).

3.7. Participants

3.7.1. Recruitment process

Participants were recruited using a purposive sampling method to ensure participants were well placed to be able to answer the research questions. The Special Educational Needs Coordinators (SENCOs) of mainstream secondary schools, within the local authority in which I was on placement as a trainee educational psychologist (TEP), were initially sent a letter (see Appendix 5). The letter asked them to consider if they had any pupils in school fitting my criteria (see Table 5) who may like to participate in my study. Schools who responded to this, were asked to share the parental information sheet and consent form (Appendix 6), and pupil information sheet (Appendix 7) with eligible pupils and their parents. Once parental consent forms were returned, I then arranged an initial meeting with each pupil to discuss the purpose of the study and check whether they would like to participate. If pupils were happy to participate, they then completed the pupil consent form (Appendix 8).

Table 5. Participant inclusion and exclusion criteria.

Inclusion criteria	**Exclusion criteria**	**Rationale**
Moved to England from any non-English-speaking country.	Moved from an English-speaking country.	This was decided as language acquisition was a key theme within the literature review in Chapter 2 and as there may be greater cultural differences between non-English and English-speaking countries.
Moved to England when school aged (aged five or older).	Moved to England when under 5 years old.	The research sought to gain the experiences of first starting school on arrival in England therefore being school aged on arrival was necessary.
Lived in England and attended an English school for at least 3 years.	Lived in England and attended an English school for less than 3 years.	A key focus of this research was considering how pupils' experiences changed over time. Therefore, it was decided participants needed to have been in England at least 3 years in order to have a number of years to reflect back on.

Inclusion criteria	Exclusion criteria	Rationale
In key stage 3 or above.	In key stage 2 or below.	This was decided as children's autobiographical memory skills and ability to form a coherent narrative develop over time, with research suggesting the ability to situate an event within time and space emerges during adolescence (Fivush, 2011; Reese et al., 2011). It was deemed the research methods would therefore be most accessible to secondary aged pupils.
Sufficient competence in English to share their views verbally.	Insufficient competence in English to share their views verbally.	This was added as a practical consideration to ensure participants were able to share their views using the chosen interview structure. A judgement as to whether pupils met this criterion was made by the member of school staff sending out the recruitment information.
Attends a mainstream setting.	Attends a specialist setting.	Pupils attending specialist settings are likely to have significant additional needs, therefore the methods used in the research may not have been appropriate to get their views. Furthermore, specialist settings are generally set up very differently to mainstream schools (e.g., staffing, class sizes, policies) meaning these pupils' experiences may be significantly different and warrant separate research.
Moved to England with one or both parents for any reason.	Unaccompanied asylum seekers.	Unaccompanied asylum seekers were excluded as these pupils are usually also within the care system, meaning their status as a child in care may also influence their school experiences. All other migrant pupils (defined as pupils born in a different country) who moved to England with their parent(s) were included regardless of the reason for migration (e.g., for parents' work, family, or asylum seeking). This was decided as schools are often not aware of the reasons for pupils' migration and reasons are not always clear cut as there are often multiple reasons (Cartmell & Bond, 2015). As the research focused on educational experiences in England it was deemed unnecessary to ask participants/families to share this information. Furthermore, the literature review in Chapter 2 found commonality in the experiences of pupils migrating for various reasons (e.g., refugee versus pupils of migrant workers).

Two schools responded to the recruitment letter, and following discussions about the research, subsequently sent out parental information and consent forms.

3.7.2. Participant details

Five participants aged between 12-14 years old were recruited from across two secondary schools. Both schools were located in the West Midlands and were large, mixed gender academies (with between 1000 to 1500 pupils enrolled) with high numbers of pupils eligible for free school meals (approximately

49% in school A and 50% in school B) (DfE, 2022). Both schools also received 'requires improvement' on their most recent Ofsted inspections. Census data from 2011 indicates school A is located in an area where just over 80% of the population are of white ethnicity and school B to have approximately 75% white ethnicity in the local population, within both areas the remaining population is predominately made up of individuals of Black or Asian ethnicity (Birmingham City Council, 2018). School staff, however, reported both schools to be ethnically diverse and have high numbers of EAL pupils. Ofsted data from school B also confirmed the school to have a "well above average" proportion of pupils with EAL. Table 6 provides demographic information for the participants.

Table 6. Participant demographic information.

Participant number	**Name**[1]	**Gender**	**Age**	**Ethnicity**	**Location of birth**[2]	**Estimated number of years in England**
1	Safia	Female	14	North African	Southern Europe	5
2	Adam	Male	12	North African	Southern Europe	5
3	Risk	Male	13	South Asian	South Asia	3
4	Javad	Male	12	South Asian	South Asia	4
5	Farida	Female	14	Middle Eastern	Scandinavia	3

3.8. Ethical considerations

When planning this research, the BPS Code of Human Research Ethics (BPS, 2021) and the British Educational Research Association's Ethical Guidelines for Educational Research (BERA, 2018) were drawn upon to ensure ethical considerations were fully addressed. Ethical approval was also gained from the University of Birmingham's ethics committee (see Appendix 9). A range of measures were adopted to ensure key ethical issues were addressed within this research (see Table 7).

[1] The names used throughout are the pseudonyms chosen by the participants

[2] All reference to the specific countries' participants had previously lived in were removed to protect participants' anonymity

Table 7. Key ethical issues and the steps taken to address these.

Ethical issue	**Steps taken to address ethical issues**
Informed consent	• The parents/carers of pupils meeting the recruitment criteria were sent an information sheet and consent form (Appendix 6) and a pupil information sheet (Appendix 7). After reading the information sheet and consent form and having the opportunity to ask any questions, parents/carers were asked to sign the consent form and return it to the school if they were happy for their child to participate. • After reading the pupil information sheet, school staff checked if the pupils were happy to meet with me. • I then had an initial meeting with potential participants to explain the purpose of the study using the pupil information sheet (Appendix 7) and to allow the pupil to ask any questions. It was clearly stated to pupils that they did not have to participate and would not get in any trouble if they chose not to (BPS, 2021). Following this if pupils wished to take part, they completed the pupil consent form (Appendix 8). • Before starting the interviews, I also revisited the consent form and gained oral consent again for their participation and for the session to be audio recorded.
Right to withdraw	• Participants' right to withdraw was clearly indicated within the parent and participant information sheets and consent form (Appendix 6-8). • At the start of the interview, I also reminded participants that they could stop at any time with no consequences or need to provide a reason (BERA, 2018). • I informed participants and their parents that if they chose to withdraw from the study at any point prior to two weeks after the interview then all their data will be destroyed immediately; however, after two weeks following the interview it would no longer be possible to withdraw their data (BPS, 2021).
Confidentiality	• Participants were asked to choose a pseudonym and their real names were not used at any point during the data collection, analysis or write up stages. Participants and parents/carers were informed of this within the information sheets. • All reference to the specific countries' participants were born in or had previously lived in were removed. • Participants were also informed of the limits of confidentiality, including the need for information sharing should a safeguarding concern arise. They were also informed of the possibility that some people who know them well may be able to identify distinctive aspects of their story; however, efforts would be taken to minimise this risk when providing feedback to schools (BPS, 2021).

Ethical issue	Steps taken to address ethical issues
Avoidance of psychological distress	Avoidance of distress to participants: • Selection criteria excluded participants who were unaccompanied asylum seekers, and therefore likely to have had a more traumatic experience. • I had an initial session with the participants prior to the interview to answer any questions and build rapport. My TEP training also enabled me to utilise therapeutic and active listening skills to build rapport and ensure I was responding in a sensitive and empathic manner to participants. • The narrative approach allowed for open questions enabling participants to remain in control of what experiences and stories they would like to share. • Interview questions focused on participants' school experiences in England to reduce the risk of distress from discussing difficult experiences prior to moving to England or experiences outside of school. • Participants were reminded they did not have to answer any questions they did not wish to. • I was vigilant for any signs that participants were becoming distressed and had planned that if I sensed a participant was becoming distressed, I would suggest a break from the interview and then check with the participant if they would like to end the interview or continue. A member of school staff was also identified within each school prior to the interviews that participants could be signposted to for aftercare, should any distress occur. • Participants were debriefed after the interview and given the opportunity to ask any questions or raise any concerns they may have. Avoidance of distress to researcher: • There was a risk of distress to myself should participants share particularly upsetting or distressing experiences. Therefore, I utilised supervision from placement and university supervisors, as well as peer supervision, to reflect on the experience and my emotional response as and when necessary.
Data storage	• After each interview, the audio recordings were transferred from the recording device to a password protected folder on the University of Birmingham's BEAR DataShare which only I have access to. The recordings were then deleted from the recording device. • Pseudonyms were used within transcripts and any identifying details were removed (e.g., school name, names of family, friends, or staff). • Transcripts and scanned consent forms were stored in a password-protected folder on BEAR DataShare. • Data will be stored on BEAR DataShare for 10 years, in accordance with the university policy. After 10 years the data will be erased.

3.9. Data analysis

Despite the increasing popularity of narrative research, there is no set method for narrative analysis (Elliott, 2005). There are multiple aspects of narrative that researchers may be interested in analysing leading to differing approaches (Elliott, 2005). Lieblich et al.'s (1998) framework proposes two dimensions on which analysis may focus. Firstly, researchers may be interested in content (e.g., descriptions and evaluations of events) or they may instead focus on form (e.g., the structure and coherence of the story) (Lieblich et al., 1998). Secondly, Lieblich et al. (1998) proposed a distinction based on holistic versus categorical analysis. Categorical analysis examines sections of individuals' narratives and places these into categories across different participants' stories; whereas holistic analysis aims to understand the individuals' narrative as a whole by examining sections of the story within the context of the rest of the narrative (Lieblich et al., 1998).

Polkinghorne (1995) also provided a framework for categorising analysis approaches, distinguishing between analysis of narrative versus narrative analysis; both of which are valuable approaches but produce different results. Analysis of narrative refers to the analysis of stories to create a set of common themes. Themes may be derived from the data (inductive) or predetermined from theory (deductive) (Braun & Clarke, 2012; Polkinghorne, 1995). Within narrative analysis, however, events or experiences are structured into a story (Polkinghorne, 1995). Polkinghorne's (1995) distinction is therefore similar to Lieblich et al.'s (1998) holistic (narrative analysis) versus categorical (analysis of narrative) framework. Whilst these frameworks provide a useful way to examine the different approaches to analysis, they are likely to be an oversimplification with many researchers focusing on more than one aspect of the narrative, such as both content and form (Elliott, 2005).

Within the current study multiple analysis approaches were taken in order to best answer the research questions. RQ1 focused on the content or meaning of participants' stories (Lieblich et al., 1998) as this question asked "What do migrant pupils identify as significant experiences within their narratives of education in England?" To answer RQ1 a holistic, narrative analysis approach (restorying) was used to outline the experiences of the pupils followed by a categorical approach (thematic analysis) to identify the key themes within each participant's experiences. RQ2 lends itself to a holistic analysis approach

as it asked, “How do migrant pupils’ narratives illuminate changes in their educational experiences throughout their time in education in England?” Both restorying and an analysis of plot development using Gergen and Gergen’s (1997) framework were used to answer this question. Table 8 outlines the stages taken in the analysis process, these are then described in greater depth in the following sections.

Table 8. Stages in the data analysis process.

Stage	Explanation of analysis process	Research question
1	Contemporaneous notes • After each interview, notes on my initial thoughts and reflections were recorded in a reflective log (these reflections are provided in Section 4.2.).	
2	Transcription & familiarisation • Verbatim transcription of each interview. • Following initial transcription, audio recordings were listened to again to check for any errors or missed utterances.	
3	Narrative summaries • A brief summary of each participants’ story was created to highlight the key events in their narratives, using the structure of beginning, middle, and end (Murray, 2003).	
4	Restorying • Events were chronologically ordered into a coherent story of participants’ individual experiences, considering what happened, the meaning participants ascribed to the events, and my interpretations as the researcher.	RQ1 & 2
5	Thematic analysis • Braun and Clarke’s (2012) approach to thematic analysis was used. Participants’ narratives were individually coded and then codes were used to identify key themes within each narrative. See Table 9 for an outline of the stages of thematic analysis.	RQ1
6	Analysis of plot development • Each participants’ stories were analysed using Gergen and Gergen’s (1997) classification of progressive, regressive, or stable.	RQ2

3.9.1. Transcription

I transcribed the interviews to help familiarise myself with the data. To aid transparency, and in line with my social constructionist stance on the socially, co-constructed nature of narratives, my words as the interviewer were also included (see Appendix 10 for an example transcript). Linguistic devices such as pauses, repetition, exclamations, and non-lexical utterances (e.g. umm and err) were included to enable a thorough transcription of participants’ accounts (Murray, 2003). However, as English was not participants’ first language these conversational features (such as pauses and repetition) were not analysed specifically as they may be representative of language difficulties as opposed to providing

additional information useful to understand the narrative (Goodman, 2004). Repetition, for example, may be due to uncertainty about a word rather than indicating emphasis or importance as it may for fluent English speakers (Riessman, 1993).

3.9.2. Narrative summaries

Murray (2003, p. 120) suggests the creation of short narrative summaries for each participant is useful in helping "familiarise oneself" with the narrative and allows for identification of key issues. Narrative summaries identify the key events within the participants' stories including the beginning, middle, and end, and allow for consideration of how parts of the narrative connect together (Murray, 2003). A summary was created for each participant considering their initial experiences of starting school in England (beginning), their school experiences over the following couple of years (middle), and their current school experiences (end).

3.9.3. Restorying

To answer both research questions, a holistic, narrative analysis approach was taken based on Polkinghorne's (1995) concept of *emplotment* to order events chronologically into a coherent story of participants' individual experiences. Rather than simply being event focused, stories also included participants' evaluative comments alongside my interpretations and reflections as the researcher to allow for a more experience-centred narrative (Squire, 2013). To understand events and experiences, an understanding of the meanings the individual ascribes to the event is crucial (Polkinghorne, 1995).

Within this process, I focused on the content and meaning ('what' occurred) rather than aspects of emplotment relating to "how and why a particular outcome came about" (Polkinghorne, 1995, p. 19). I have therefore chosen to instead use the more generic term, *restorying*, which has been used to refer to the process of retelling or recreating a participant's story within narrative research, rather than the term emplotment (Clandinin & Connelly, 2000; Ollerenshaw & Creswell, 2002). This approach of recreating participants' stories into coherent accounts has been used within educational contexts across multiple countries to understand the experiences of teachers (De Wet, 2011; Liu & Xu, 2011) and sometimes also students or children (Clandinin et al., 2006; Wang, 2017). Within unpublished research in England,

restorying has also been used within the narrative analysis of a range of CYPs' experiences (Ackland, 2018; Pelter, 2015; Simons, 2019).

The process of restorying was a recursive process from the data to the development of the plot, going back and forth to ensure all key elements were included, whilst still creating a cohesive and comprehendible story. Each participants' story was split up into chapters and the events within each chapter were described alongside the participants' evaluative comments and my interpretations. The chapters identified in the restorying process were based on the chapters that participants identified during their interview relating to their school experiences in England (an example storyboard is provided in Appendix 4). In some cases, additional chapters were added in during the restorying to ensure all aspects of participants' narratives were included. Details as to how each participants' chapters were identified for the restorying process, and how these relate to the chapters participants chose in their storyboard are provided in Chapter 4.

3.9.4. Thematic analysis

Participants' data were analysed thematically in order to help answer RQ1, as key themes would help identify the significant aspects of participants' narratives. This type of analysis, seeking shared themes within data, is common within qualitative research (Polkinghorne, 1995) and thematic analysis has been proposed to be the most common approach to narrative analysis (Riessman, 2008). Thematic analysis has been used in narrative inquiries for a range of different types of data, epistemological positions, and theoretical perspectives (e.g., Ardern, 2016; Kim & Asbury, 2020; Ross & Green, 2011); however, as the focus is solely on the content of what is said other analysis methods are sometimes used alongside this approach (Riessman, 2008).

The thematic analysis process was both inductive and deductive. Whilst the aim was to derive themes from the data in a bottom-up inductive approach, my prior knowledge of the literature in this area as well as my own experiences and views will likely have influenced the analysis (Braun & Clarke, 2012). Whereas Polkinghorne (1995) suggests identifying themes across all participants, I chose to analyse each participant separately to highlight the individual stories and views of each participant. I noted,

however, that aspects of the narratives or themes which were similar across participants were increasingly salient to me and therefore may have influenced my analysis.

Thematic analysis was completed following the stages outlined by Braun and Clarke (2006) (see Table 9). Braun and Clarke's (2006) approach to thematic analysis was chosen as it is a widely used approach to thematic analysis which provides clear guidelines (Terry et al., 2017). Within this approach "the subjectivity of the researcher is seen as integral to the process of analysis" (Terry et al., 2017, p. 20), which fitted with my social constructionist stance. As this approach has also been used within narrative research studies, it was deemed appropriate for the current study (Kim & Asbury, 2020).

Table 9. Stages taken for the thematic analysis, based on Braun and Clarke's (2006) suggested phases.

Stage	**Description**
1. Familiarisation with the data	This stage involved reading through the verbatim transcripts to familiarise myself with the data.
2. Initial coding	I worked systematically through the transcripts coding line by line any aspects which related to my research questions.
3. Generating themes	At this stage, I looked through the initial codes and considered how these may be linked or grouped together into themes; some codes were combined, and some were discarded or renamed. Initial themes and subthemes were generated and a draft thematic map was created.
4. Reviewing themes	Themes were reviewed; at this stage some themes were combined into an overarching theme with several subthemes and some were further broken down into two separate themes.
5. Defining and labelling final themes	Names of themes were refined and an explanation for each theme was generated. Extracts of data were selected to demonstrate each theme.

3.9.5. Analysis of plot development

The final stage of analysis involved holistic analysis of the plot development in each participant's story. The aim of this was to examine sections of the story within the context of the rest of the narrative, as opposed to categorising extracts separately to the narrative, as is done within thematic analysis. (Lieblich et al., 1998).

Gergen and Gergen's (1984) threefold classification scheme (see Table 10 and Figure 3) was used to consider shifts over time within each individual participant's story (Murray, 2003) allowing for consideration of how their school experiences have changed over time (RQ2). Once narratives had been

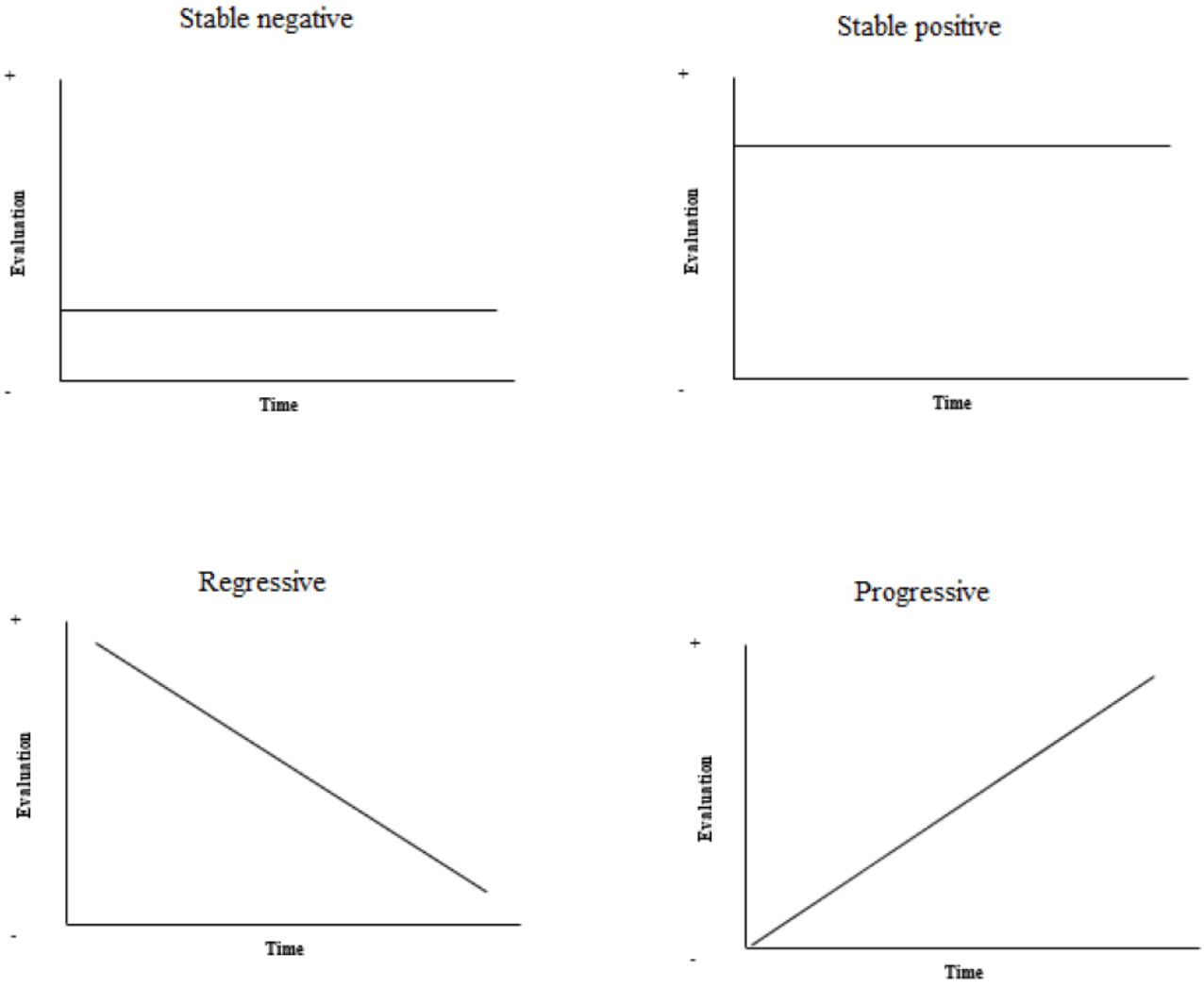
temporally sequenced into a cohesive account (the restorying), each story was examined and classified into being progressive, regressive, or stable at different points throughout the story (Gergen & Gergen, 1984).

Table 10. Gergen and Gergen's (1984) classification scheme.

Classification	**Description**
Progressive	A narrative in which there is progress towards a goal or desired state.
Regressive	A narrative in which there is movement away from a goal or desired state.
Stable	A narrative in which there is little or no change in evaluative position over time. A stable narrative could refer to a positive, negative, or neutral narrative, as the key aspect is there is little change to this over time.

Gergen and Gergen (1997) showed how the four basic types of narrative (stable negative, stable positive, progressive, and regressive) can be depicted on a graph (see Figure 3). They also proposed a limited set of commonly described specific narratives, such as "the tragedy" (a rapidly regressive narrative of a previously positive narrative), the "Comedy-Melodrama" (a regressive narrative followed by a progressive narrative) and the "Happily-Ever-After" (a progressive narrative followed by a stable positive narrative) (Gergen & Gergen, 1997, p. 167). For the purpose of the current study, however, it was deemed these frameworks (e.g., tragedy) were too generic to properly represent the nuances of participants' narratives. Therefore, bespoke graphs were created for each participant to visually demonstrate my analysis of how their narratives changed over time (e.g., progressive, regressive, or stable).

Figure 3. Image depicting the four basic types of narrative on graphs.



3.10. Reflexivity

Reflexivity refers to "an awareness of the identity, or self, of the researcher within the research process" (Elliott, 2005, p. 153). From a constructionist viewpoint research is not merely the collection of data from participants but is instead an active site of meaning production in which the researcher is fundamentally involved (Holstein & Gubrium, 1995). Reflexivity is therefore key to the credibility and quality of research (discussed further in Section 3.11.), as it enables a greater level of transparency (Hiles & Čermák, 2007). Good reflexivity is not just identifying possible sources of bias but should include all aspects of the research, such as an examination of the researcher's epistemological assumptions, data collection, analysis, and interpretation of findings (Willig & Rogers, 2017). Elliott (2005) highlights the importance of not simply identifying the researcher's experiences but also

providing a reflexive account of how their personal and professional experiences may have influenced the research process.

Within this research, I am aware that as the researcher my interests and experiences, both professional and personal, will have influenced all aspects of the study (Willig & Rogers, 2017). My personal upbringing, as the daughter of a first-generation child migrant, as well as my professional values in relation to inclusion, social justice, and the importance of hearing and advocating pupils' views, will have influenced the research process. During the interviews, for example, these experiences meant I showed a high level of attentiveness, interest, and empathy to participants' stories through my non-verbal and verbal cues. My personal characteristics and demographics may also have shaped participants' openness and responses, for example my dual heritage ethnicity may have enabled participants to feel more comfortable to discuss issues of race and racism.

My experiences, prior psychological knowledge, and reading on this topic will also inevitably have influenced my constructions of participants' narratives (Elliott, 2005). Within transcripts I therefore included my words as well as the participants' and throughout my analysis I use the first person to highlight and remind readers of my role in the creation and interpretation of narratives. Following interviews, and throughout the transcription and analysis process, I also kept reflexive records of additional contextual information, thoughts, and reflections. In order to increase transparency, I have shared interpretations and reflections throughout the analysis (see researcher reflections on each interview in Section 4.2. and reflections on researcher interpretations throughout each restorying process in Appendix 11, 14, 16, 18, and 20).

3.11. Trustworthiness

Consideration of quality is important within all research, although the criteria used to assess this, should be appropriate to the type of research (Smith, 2003). Terms such as validity and reliability originate from a positivist paradigm which seeks to measure or reflect an external reality or 'truth' (Elliott, 2005). From a social constructionist view, this was not however the aim. Instead narrative research posits that "narrative is not an objective reconstruction of life – it is a rendition of how life is perceived" (Webster & Mertova, 2007, p. 3) meaning assessment of validity may not be relevant. Instead, it is proposed that

within qualitative research, rather than assessing validity and reliability, researchers should instead consider the trustworthiness and dependability of the research (Webster & Mertova, 2007).

Yardley (2000) highlights that to be good quality or trustworthy, qualitative research must be sensitive to context, rigorous, transparent and coherent, and must have impact and importance (i.e., it is useful or will make a difference). These criteria are, however, open to interpretation, and dependent on the particular research approach the way in which these criteria are fulfilled will differ (Yardley, 2000). Considerations of the trustworthiness of the current study, using Yardley's (2000) criteria, are summarised in Table 11.

Table 11. An evaluation of the quality of this research using Yardley's (2000) criteria.

Criteria for good qualitative research	How the study met the criterion	Limitations
Sensitivity to context: Examples of this include sensitivity to: • The relevant existing literature (substantive or theoretical) • The socio-cultural context and perspectives of participants • The relationship between researcher and participants • Ethical issues • The data (e.g., through openness to alternative explanations)	• An outline of key theoretical concepts and a systematic review of previous literature was carried out, identifying gaps in the literature (Chapter 2) which informed the focus of the present study. • Open ended questions were used to encourage participants to talk about what was important to them, to allow for sensitivity to participants' perspectives and social-cultural contexts. • Attempts were made to reduce the impact of the power imbalance between the researcher and participant (discussed further in Chapter 5, Section 5.5.2.). • The influence of the researcher was acknowledged and discussed (Section 3.10. reflexivity), such as the impact of my personal characteristics and demographics e.g., my dual heritage ethnicity may have enabled participants to feel more able to discuss race and racism. • The wider socio-cultural context for the research is considered within Chapter 1 and was reflected on during the analysis and discussion (e.g., in Section 4.2.1. I consider how the BLM movement may have influenced Safia's confidence in discussing racism and in Section 5.2.7. the possible impact of the political context is discussed). • Ethical issues were considered, and ethical approval was gained (Section 3.8.).	• Despite attempts to reduce the power imbalance, there would have still been a large imbalance between myself as the researcher (and an adult) and the children as participants (discussed further in Chapter 5, Section 5.5.2.).
Commitment and rigour: • Knowledge of the field of research • Competence and skills in the research methods • Depth and breadth of data collection and analysis • Suitability of sample	• Extensive reading and systematic review of the existing literature (Chapter 2). • Depth of reading into appropriate methodology and the chosen methodology (outlined in Section 3.4., 3.5., 3.6.). • Clear considerations of sample, including inclusion and exclusion criteria (Section 3.7.).	• I did not triangulate my data with other sources, which may have enabled a more multi-layered understanding of the topic. This decision was made in line with my commitment to highlighting pupils' views, as pupils' views sometimes appeared diluted by others' views within existing literature. Furthermore, triangulation may imply a search

Criteria for good qualitative research	How the study met the criterion	Limitations
	• Throughout the interviews, I regularly summarised and fed back to participants to check my understanding of what they had said.	for a 'truth', which does not fit with my social constructionist perspective (Webster & Mertova, 2007).
Transparency and coherence: • Coherence of narrative of the findings • Coherence of the research philosophy, research questions, methods, and analysis • Transparency of data collection and analysis process • Reflexivity	• Participants' narratives are summarised into coherent accounts (Chapter 4). • Consideration and justification for methodological decisions including consideration of alternative approaches and the relevance to the researcher's philosophy (Chapter 3). • Detailed explanation of the data analysis procedure (Section 3.9.). • Participant quotes are provided for transparency and coherence. • Reflections of how my own characteristics, background, views, and experiences may have influenced on the data collection and analysis provided (e.g., Section 3.10.).	• I did not share my analysis with participants to seek their feedback. Whilst I had initially hoped to do this, delays at the early stages of this research meant this was not feasible within the time constraints of this thesis (see further discussion of this in Section 5.5.2.).
Impact and importance: • Usefulness or relevance of the research to make a difference	• A clear rational for the research is provided, linked to highlighted gaps in existing literature (Chapter 2, Section 2.6.). • Possible implications of this research for future research and practice are discussed (Chapter 5, Section 5.6.). • Findings will be shared with participating schools to help inform their practice. • Feedback will be provided to participants. • Findings are being used to inform EP training for school staff on supporting migrant pupils.	• In line with my social constructionist stance, the aim of this research was not to make generalisations but instead to seek understanding of the unique experiences of participants. Strengths and limitations of this with regards to impact and importance are discussed in Chapter 5.5.

CHAPTER 4: FINDINGS

4.1. Chapter overview

Within this chapter my research findings are presented. A pen portrait of each participant alongside contextual information is provided, followed by my analysis of each participant's narrative. Each narrative is analysed individually to retain the individual stories, and supplementary information is provided in Appendix 11-21 to preserve the depth of information shared by participants.

The findings are analysed using the stages outlined in Section 3.9. For each participant, a narrative summary is provided followed by restorying and thematic analysis. My interpretations of how this analysis answers RQ1 (What do migrant pupils identify as significant experiences within their narratives of education in England?) are summarised. An analysis of the plot development in the participant's story is then provided, followed by my interpretations of how this and the restorying process answers RQ2 (How do migrant pupils' narratives illuminate changes in their educational experiences throughout their time in education in England?).

Direct quotes from participants are used throughout, in line with my commitment to keep participants' voices central to my research, whilst providing my interpretations as the researcher. It is important to acknowledge my influence as the researcher on both the construction of these narratives within the interviews and on the analysis process (as discussed in Section 3.10. and Section 4.2.). Whilst the aim was to keep each participant's analysis separate, analysis of other participants' narratives may have influenced which aspects were salient to me. Therefore, I have written in the first person throughout the analysis to highlight my influence and interpretations.

4.2. Pen portraits and contextual information

Pen portraits are provided below to share some background information about the participants and help make their stories understandable and meaningful to the reader (Hollway & Jefferson, 2012). The pen portraits were developed from information participants shared during the rapport building session. Any information shared by teachers about participants was not included to ensure the narratives were led by participants themselves. All participants chose the pseudonyms used.

Narratives are not created in a "vacuum" and are instead shaped through the interactions between the narrator and the audience (Elliott, 2005; Murray, 2003, p. 116). The social context, such as who might overhear the conversation or possible future audiences, as well as the broader socio-cultural context also effects the narrative that is shared (Elliott, 2005; Murray, 2003). My reflections on how the context of the interview, such as the location and participants' interactions with myself, may have impacted on the participants' narratives are provided below.

4.2.1. Participant 1: Safia

Table 12. Pen portrait and contextual information for Safia.

Pen portrait	**Contextual information and researcher reflections**
Safia is a 14-year-old girl in Year 10. Safia's hobbies include taking part in sports such as swimming. She also enjoys drawing and singing. When she is older, she would like to be an interior designer. Safia lives at home with her younger brother (Participant 2-Adam) and her parents. Safia is of North African heritage and her parents grew up in a North African country. Safia was born in Southern Europe and attended school there until she moved to England when she was about 9 years old. Safia has lots of family in North Africa whom she misses. Safia indicated that she spoke two other languages in addition to English.	Safia found out about this research project by seeing the information sheet sent to her brother. She then sought out the teacher who I was liaising with and requested to take part. She told me that she had wanted to take part so she could share her views and experiences. In the interview, Safia talked freely and required little additional prompting or questioning. She shared her views clearly and articulately and was very self-reflective. Before the interview, she had clearly thought about what she would like to say. She shared concerns, however, that she might "waffle too much" and on occasions checked if it was okay to talk about specific topics. Safia initially seemed cautious when talking about certain topics (e.g., her experiences of racism), but with non-verbal reassurance (e.g., nodding) she spoke more confidently. On reflection, I wondered if my dual heritage ethnicity and the wider social context of the BLM movement may have also increased Safia's confidence in discussing racism.

4.2.2. Participant 2: Adam

Table 13. Pen portrait and contextual information for Adam.

Pen portrait	**Contextual information and researcher reflections**
Adam is a 12-year-old boy in Year 8. He enjoys playing football with his mates and hanging out with friends. His favourite football team is Liverpool. Adam lives at home with his older sister (Participant 1-Safia) and his parents. Adam was born in Southern Europe and attended school there until he moved to England when he was in Year 3. Adam speaks two other languages in addition to English.	Adam appeared to be comfortable in the interview and was able to share his experiences and feelings clearly. When Adam came to meet me, his sister (Participant 1) was just leaving and chatting to me about her day. She told him she had enjoyed talking to me which appeared to make Adam feel more comfortable. Adam often gave quite short answers and did not talk much about his current school experiences. However, he talked openly about his early school memories and spoke more animatedly about key events (e.g., getting picked for the football team). I felt the limited details about his current experiences were due to

	him feeling everything was now "fine" as opposed to not wanting to, or feeling uncomfortable to, talk about them.

4.2.3. Participant 3: Risk

Table 14. Pen portrait and contextual information for Risk.

Pen portrait	**Contextual information and researcher reflections**
Risk is a 13-year-old boy in Year 9. He lives at home with his parents and siblings. Risk enjoys playing with his friends and his sister, talking to friends, and gardening. He described himself as a "risk taker" and hence wanted his pseudonym to be Risk. Risk was born in South Asia. His dad moved to Southern Europe when Risk was young and lived there for 8 years before Risk and the rest of his family moved to join him. Risk then lived in Southern Europe for 2 years before moving to England when he was in Year 7. He attended schools in both South Asia and Southern Europe before starting school in England.	Risk spoke confidently and appeared to enjoy talking with adults. He had difficulties remembering when events had happened and frequently got distracted from his original topic. This meant his narrative was jumbled at times. Although he spoke confidently, I sensed Risk sometimes struggled to have the words to sufficiently articulate his experiences, and he indicated that things were "hard to describe" at times. Drawing appeared to help him express feelings he found difficult to, or was reluctant to, articulate. For example, he drew a picture of when he first started school of him standing alone, followed by an image of him later on standing with friends (see Appendix 4), but he appeared to want me to describe the difference between the pictures rather than doing so himself. Although Risk's interview was roughly the same length as most participants, his narrative of his school experiences in England was shorter than others. I deemed this to be because he had been in England for less time than most participants and therefore had less experiences to discuss. He was, however, keen to discuss experiences from abroad, and shared many memories of his schools and friends abroad during his interview.

4.2.4. Participant 4: Javad

Table 15. Pen portrait and contextual information for Javad.

Pen portrait	**Contextual information and researcher reflections**
Javad is a 12-year-old boy in Year 8. Javad enjoys watching cricket and spending time with his friends and family. His favourite hobby is playing football with his friends, which he does both in school and outside of school. In school, his favourite lessons are science and PE. Javad lives at home with his parents, younger sister, and older brother. He was born in South Asia and attended school there from when he was 4 years old. Javad then moved to England when he was 9 years old and in Year 4. He shared that he did not speak English when he moved to England.	Javad's interview took place in the school library. The presence of the librarian in the room, although out of earshot, may have influenced Javad's narrative. He initially appeared nervous and required lots of rapport building and prompting. However, he appeared to relax and become more confident throughout the interview. At the end of the interview, he indicated that it was the first time he had talked about his experiences, and it had made him feel happy. From his responses, I believe Javad may have had difficulties understanding many of my additional questions. Javad's narrative was therefore shorter than other participants as asking further questions was not always helpful in getting Javad to elaborate on answers. When listening back to Javad's recording, I noticed at times I had misheard him in the interview. When I checked my understanding with him, however, he sometimes agreed with me even if it was not what he had said. This suggests

	he did not feel able to correct me or had not understood my question. This could have affected the rapport building and information shared, as Javad may have felt he was not being understood properly.

4.2.5. Participant 5: Farida

Table 16. Pen portrait and contextual information for Farida.

Pen portrait	Contextual information and researcher reflections
Farida is a 14-year-old girl in Year 10. Her favourite thing to do is to eat desserts, particularly ice cream. She also really enjoys drawing and at school her favourite subject is art. Farida was born in Scandinavia and lived there for 6 years before moving to a Middle Eastern country with her family. Farida is of Middle Eastern heritage, and her extended family live there. Farida lived in a Middle Eastern country for 4 years before moving to England when she was in Year 7. Whilst living in the Middle East, Farida attended an American school where she learnt to speak English. She can now speak three languages.	Farida shared her views confidently and appeared keen to talk about her experiences. She talked freely and required little additional prompting to extend her narrative. Although, at times Farida would go off on a tangent from her initial story so benefited from some prompting to remind her of her original topic. I sensed Farida had experience of telling people her story and talking about her experiences, therefore I felt she found the interview easier and more familiar than some other participants. The interview was interrupted a couple of times by staff or pupils entering the room which interrupted the flow of Farida's narrative.

4.3. Safia's Narrative: "Work hard and never give up"[3]

An analysis of Safia's narrative is provided below. A summary of her narrative is given, followed by in-depth analysis through restorying, thematic analysis, and an analysis of the plot development in her story.

4.3.1. Narrative summary

A summary of Safia's narrative is provided in Table 17. This shows what I interpreted to be key events in Safia's narrative at the beginning (when she first started at an English school in Year 5), in the middle (Years 6-8), and towards the end of her narrative (Years 9-10).

Table 17. Narrative summary of Safia's experiences in education in England.

Stage	Researcher's interpretation of the key aspects of Safia's narrative
Beginning	When Safia first moved to England, she was initially unable to get a school place for around 8 months to a year. She missed being in education and watched a lot of TV to try and teach herself. She first started school in England when she was in Year 5. At this time, she did not speak English so described having to listen to peers and copy

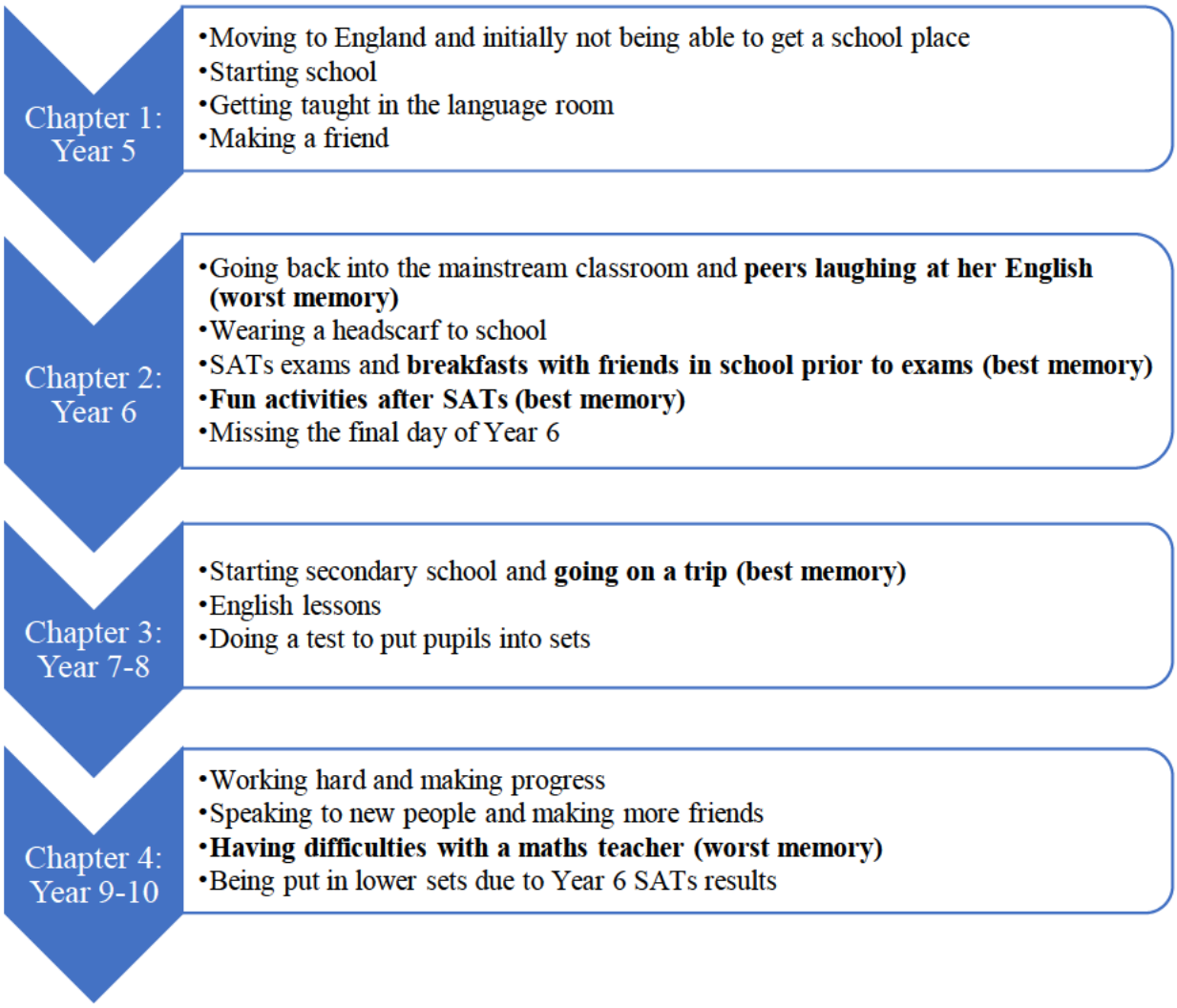
[3] This quote was what Safia identified as the key message within her story

Stage	Researcher's interpretation of the key aspects of Safia's narrative
	what they said to get her basic needs met. Safia recalled being in a separate "language room" during Year 5 where she received support to learn English. She shared that this was a positive experience although she felt she missed out on learning maths skills. Safia indicated that she was initially reluctant to try and make friends due to negative experiences with peers prior to moving to England. However, her brother introduced her to a peer who spoke her first language, and they ended up becoming friends.
Middle	From Year 6, Safia remembered going back into mainstream classes. She talked about things "getting better" as she had friends and her English was improving. Safia described having a "wonderful teacher" and receiving lots of academic support when needed. However, Safia discussed academic difficulties throughout this period, particularly once she had moved to secondary school in Year 7 and 8. She described being "dead quiet" and peers laughing at her when she tried to speak in class and made a mistake. At secondary school, she indicated that she felt "frustrated" and "down" that she was in lower sets than her friends. During this period, friendships were very important to Safia. She shared that having a friend from primary school who went to the same secondary school as her helped her with the transition. Safia reflected that at this time she was not very focused on her learning and was instead more interested in hanging out with friends.
End	Safia explained that once she went into Year 9 her attitude towards learning changed and she was very determined to do well academically. She discussed having made progress in her learning but still experienced academic difficulties in English, and also maths lessons, due to gaps in her learning. Safia talked about the steps she was taking to try and improve her learning but also the challenges she had experienced, such as the ongoing effects of her Year 6 SATs results. She shared that these scores meant she was placed in lower sets where other peers' behaviour distracted her from learning. Safia felt that she was now much more confident in talking to new people and making friends. Safia reflected on previous school experiences in England and her birth country which she now felt "uncomfortable" about. In some cases, she indicated that she regretted not challenging the behaviours of others (e.g., when witnessing racism). She summarised that she felt "more comfortable" to express herself and her religion in England compared to when she was abroad.

4.3.2. Restorying

A restorying process was used to combine all key elements of Safia's narrative into a cohesive and comprehensible story (see Appendix 11). The division of Safia's story into chapters was based on the chapters of her school experiences in England that she identified within the interview; however, some chapters were further divided into smaller segments to ensure all aspects of her story were included. The events Safia identified as key (best and worst memories) are shown within Appendix 11 in bold text. Direct quotes from Safia are provided alongside my interpretations. From this restorying, a summary of the chapters and key events from Safia's narrative was created (Figure 4). Experiences she identified as key (best and worst memories) are again shown in bold text.

Figure 4. A summary of the chapters and key events within Safia's narrative derived from the restorying process.



4.3.3. Themes

Key themes were identified from Safia's narrative using thematic analysis (Braun & Clarke, 2012). A summary of the themes and subthemes are outlined in Figure 5 (see Appendix 12 for details of initial codes and the development of these into themes). A description of my interpretation of each theme, alongside direct quotes from Safia, is provided in Table 18. A thematic map showing my interpretation of the links between themes and subthemes can be found in Appendix 13.

Figure 5. Themes and subthemes within Safia's narrative.

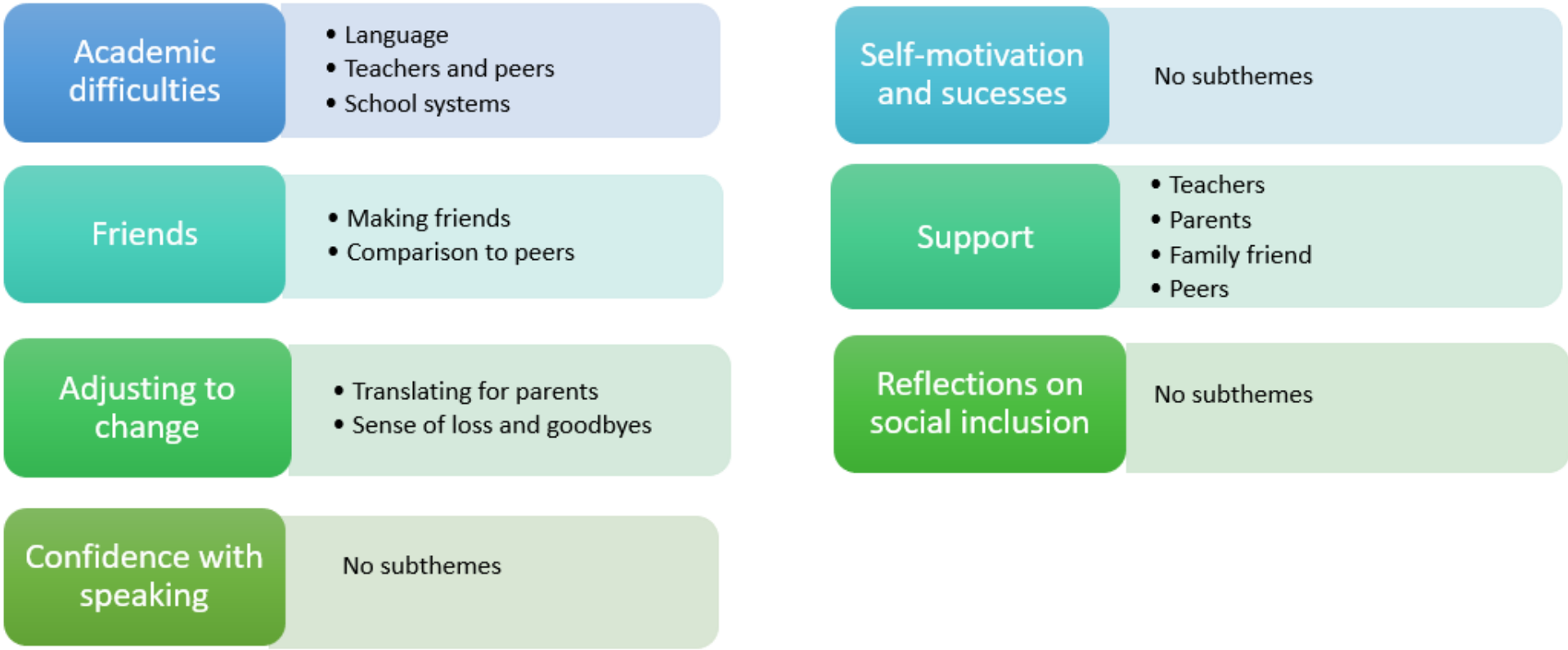


Table 18. Descriptions of the themes within Safia's narratives with example quotes.

Themes and subthemes	**Description**	**Example quotes**
Academic difficulties - Language - Teachers and peers - School systems	Academic difficulties were evident throughout Safia's narrative. She experienced difficulties in relation to her English language ability but also as a result of teachers, peers, and the school systems and processes (e.g., missed education and gaps in her learning, SATs and attainment setting).	• "The whole of Year 5 so I was like learning English and it was actually good I liked it…but the thing that I missed a lot is maths…there is some stuff that I don't understand quite yet right now" • "my spelling…it's so bad. I think I'm still used to with the [first language] spelling" • "the children in there they like talk a lot and they distract and they wouldn't let you like listen" • "I had this maths teacher… she's on her laptop like the whole time so when it comes to you putting your hand up and asking her a question she would just like ignore it" • "One thing that I don't really like about is, you know the SATs that we did, they affect the whole of your secondary, because right now I have lower places... last year I did better but like they still took it because of the SATs… it puts me into lowers sets"
Self-motivation and successes	Throughout her narrative Safia frequently referred to her goals and determination to achieve academically. She discussed the multiple ways in which she had tried to improve her grades and achieve her goals, and how this hard work had begun to lead to academic progress.	• "I gotta work now hard like and get my good grades" • "I get the math test results and I'm like okay I'm gonna see what I can get next time and I'm gonna try and revise" • "I'm like let me just show Sir and see what I can make better, what I can do better, so yeah I showed him and he explained" • "In Year 7 I used to be in set 4 for my English but now I've moved to set two, so I think that's a good improvement"
Friends - Making friends - Comparison to peers	Safia discussed the process of her making friends in school in England; the difficulties she had faced and the positive impact of having friendships. Her best memories appeared to be times where she was able to be with friends and bond with peers. Friends also appeared to be a source of comparison for Safia which had resulted in her feeling frustrated in her academic	• "so yeah I've become friends with many people right now. It's not like before it was hard for me to because my English that's first thing… I didn't really talk to people it was like in [birth country] as well like when I moved schools people were like you became friends with someone the first day, the second day and then third day she'd go to her friends and leave you and talk about you, like talk loads of crap about you umm so that's why I didn't really trust in people when I came here" • "... luckily, I had my friend, my best friend, with me [when starting secondary school] … so it wasn't quite as hard for me" • "…seeing that I'm in a lower set and all my friends are in a high set, it's not jealousy but like, I feel down you know"

Themes and subthemes	Description	Example quotes
	performance and missing her extended family abroad.	• "…it's very hard like you see people with their cousins and stuff and then I wish I had my cousin as well"
Support - Teachers - Parents - Family friend - Peers	Support from her parents, peers, teachers, and a family friend was key within Safia's narrative. Teachers and peers provided support with her learning and her parents, peers and a family friend also provided practical, and moral support and encouragement.	• I had this very, very wonderful teacher in Year 6 she was so nice to me and she was like helping me out as well, like if I didn't understand anything she would help me" • "…so now I have a friend, I write a story and she gives me feedback" • "He's [Safia's dad] very concerned for our future so he would help us and anything you tell him like I wanna do an after school you know to do better in my reading and stuff he will actually take me he doesn't really care how much that is, expensive or it's cheap or anything like that he doesn't really mind" • "She [family friend] helped take us to school and that, you know apply for and that and if anything happened or anyone called or something she would actually translate to my mum"
Adjusting to change - Translating for parents - Sense of loss and goodbyes	Safia discussed adjusting to her new school and environment when she moved to England and between schools abroad. A sense of loss and goodbyes appeared frequently in her narrative, both when moving to England and within her experiences in England (e.g., leaving primary school and missing family abroad). She also highlighted the additional responsibility of translating for her parents that she gained after moving to England, which was initially challenging for her.	• "So moving to the UK it was like a bit tricky as well my mum wasn't used to it, and in [birth country] the weather is like normally not that rainy and not that cold…" • "In [birth country] we didn't have much Asian people or you know like other culture people so it was just in my school there was just like white people and you know Christian people because it was like a Catholic school so it was just us [Safia's family] like [North African] people so like I came here and I learned so many more people and you met so many people like different cultures" • "So I had to translate to my mum and it was very hard like for the person to understand me, like they were asking for translator and I didn't understand" • "…now as I grew up my parents don't know that much English so like I because I'm the oldest of my siblings, I have to like translate to them and stuff, so moving house like for the applying stuff I had to do that… anything with the water and the electric stuff" • "It was very, very hard for me because obviously you've gotta leave your best friends" • [seeing family abroad] "…so yeah we go every summer and but the hard bit, the thing that hurts the most is when you have to go come back" • "The last day is I didn't see my teachers properly especially my favourite one because I had to go [North Africa] … so I just like write a note like a card and I gave it to someone so that she can give it to her"

Themes and subthemes	Description	Example quotes
Reflections on social inclusion	Safia frequently reflected back on prior experiences (both abroad and within England) that she now felt uncomfortable about. These reflections related to experiences of racism, and lack of social inclusion (e.g., of different races, religions, sexualities etc.). She reflected she now felt "more comfortable" to express herself (e.g., her religion).	• "…. we used to go to the park and that, sometimes people would just, certain children, would just come and say like chocolate to you or something like that because of your skin colour" • "…they don't let you learn your religion, there's not many mosques in there and, you know I learned so much now here. I didn't know how to read Arabic, I came here and I know Arabic now but and also in here compared to [birth country] here is like much better, much, I feel more comfortable here than in [birth country], here they don't really mind if you're wearing a headscarf, they don't mind if you go to mosques like it's better than [birth country]" • "Yeah you feel free here, you get to do whatever you want, it's not like in [birth country], you have to wear skirts also I don't like that… and also if you were like gay or lesbian they would like make fun of you definitely"
Confidence with speaking	Safia's confidence levels in speaking to people were a key theme throughout her narrative. She discussed initially being very quiet in class and reluctant to speak to new people; however, throughout her time in school her confidence had grown.	• "My worst memory is like…when you like when you trying to stay confident an you put your hand up and talk to the teacher but like your English is kind of messy and then when you're trying to say a word and it goes bad" • "Because normally in Year 7 and Year 8 I was like dead quiet in classes, I didn't really talk that much so like right now I guess it's like I'm not quiet right now I chat a lot" • "Now talking to someone and I'm a bit confident because I've done it before and I know that I can do it better right now so yeah" • "It's easy for me now to talk to people and become friends with them as well…so yeah I'm the kind of person that talks a lot"

4.3.4. Summary of findings in relation to RQ1: What do migrant pupils identify as significant experiences within their narratives of education in England?

The restorying process (see Appendix 11) provides an in-depth analysis of the significant experiences identified within Safia's narrative, and these are summarised within Figure 4. Safia's best memories were experiences where she was able to do fun activities with peers and hang out with friends such as school trips, Year 6 parents' assembly, and shared breakfasts before SATs. These activities may have enabled Safia to feel involved, and therefore fostered a sense of connectedness and school belonging. Furthermore, within a school trip, a significant event for Safia was succeeding at archery ("I'd never tried it before so I tried it and like I popped the balloon and that was like also very cool, like my first try and I popped the balloon"). As comparisons to peers[4] was a theme within Safia's narrative, this experience may have enabled her to feel a sense of achievement amongst her peers that she felt unable to get within the classroom due to her academic difficulties. Safia's worst memories related to difficulties with peers and teachers. These included peers laughing at her when she made mistakes and a teacher not providing her with support in maths lessons. This lack of support exacerbated her academic difficulties and, both this and peers laughing, affected her confidence.

The other experiences Safia discussed tended to relate to her adjusting to change at key transition points (e.g., starting primary and secondary school, and leaving primary school), academic experiences, or friendships. Safia discussed the challenges she experienced when moving to England such as the losses and goodbyes of leaving behind her friends, extended family, and country. She also highlighted the many differences that she had to adjust to including the weather, increased ethnic diversity, the new language, and having to translate for her parents. Safia was particularly keen to talk about translating for her parents and indicated that this was a significant experience for her ("I want to talk as well about translating. It was an experience for me…"). Although she identified that this was stressful and a big responsibility, Safia felt these experiences had helped build her confidence with speaking.

Academic difficulties were a significant theme throughout Safia's narrative and related to many of the experiences discussed. Her self-motivation to achieve, however, was a key driving factor that helped

[4] Underlined text indicates a link to a theme/subtheme identified within the participant's narrative

her “never give up”. Peers and staff provided both a risk factor (as highlighted above in Safia’s worst memories) but also a protective factor for academic difficulties. Support from teachers and making friends appeared to be significant for Safia. Friends helped her with academic work, but also appeared to provide a welcome distraction when she was having academic difficulties (“I just left it and go with my friends play”). However, comparisons to friends’ academic attainments were a source of distress, and school systems, such as attainment setting, further exacerbated these (“seeing that I'm in a lower set and all my friends are in a high set… I feel down you know what I mean?”). Safia discussed the long-term effects of her Year 6 SATs scores on attainment setting; “last year I did better but like they still took it because of the SATs”. I inferred she felt frustrated that despite her hard work, factors outside of her current control (SATs scores and missed maths learning due to being withdrawn from classes in Year 5 to learn English) were leading to her being placed in lower sets where peers’ behaviours (“talking a lot”) were distracting from her learning.

The final theme threading through Safia’s narrative, were her reflections on social inclusion. This theme related to her experiences both abroad and within England of racism and differences in social inclusion between countries (e.g., rules on wearing headscarves). Whilst Safia concluded she now felt “more comfortable” and “free” in England, she shared that she had experienced “a journey” with her headscarf. When she started wearing her headscarf in Year 6, a teacher asked Safia if her parents forced her to wear it. She indicated that she now felt uncomfortable about this and “wondered why” she had been asked this.

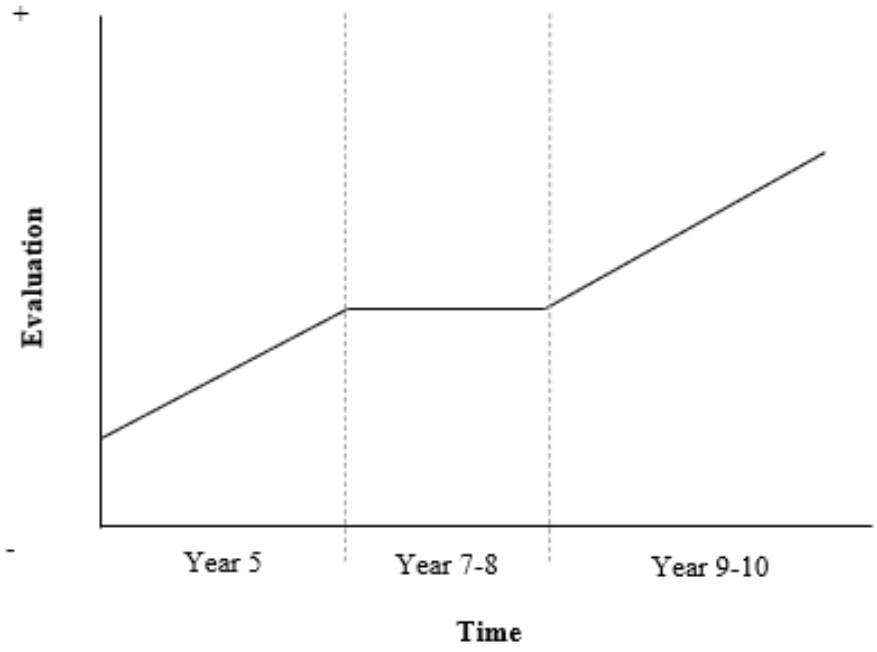
In summary, Safia identified a number of key experiences throughout her narrative. Overall, significant positive experiences related to memories of times she felt involved and included with peers (e.g., fun activities, breakfasts, and making friends) or when she experienced feelings of success (e.g., academic progress and archery success). Significant negative memories, on the other hand, were often experiences of feeling excluded, laughed at, unsupported, or upset with comparisons between herself and peers.

4.3.5. Plot development

Safia’s story was analysed holistically using Gergen and Gergen’s (1984) threefold classification scheme (progressive, regressive, stable) (as described in Chapter 3, Table 10). A visual representation

of my interpretation of Safia's narrative is provided in Figure 6. This is not a scale drawing based on data but instead a way to demonstrate my perceived changes in Safia's narrative (further description of these types of graphs was provided in Chapter 3, Section 3.9.5.). Her narrative was interpreted to initially start off as negative but progressive, then during Year 7-8 her narrative was inferred to become stable. Year 9/10 appeared to be a turning point at which her narrative again became progressive. In Section 4.3.6. further explanations of the changes in Safia's narrative, depicted in Figure 6, are provided.

Figure 6. Interpretation of Safia's experiences in school over time.



4.3.6. Summary of the plot development and restorying in relation to RQ2: How do migrant pupils' narratives illuminate changes in their educational experiences throughout their time in education in England?

Despite the multiple challenges and difficulties Safia highlighted during her education, I interpreted her narrative to be mostly progressive throughout, with a short stable period around Year 7 to Year 8. She initially discussed difficulties due to not having a school place and not speaking English when she first started school. However, I interpreted her narrative remained progressive as she discussed the ways she strived to overcome these challenges and the factors that helped her (e.g., learning from watching TV, copying peers' English, and support of peer buddies). Her narrative remained progressive throughout primary school with her starting to make friends and her English improving. She stated, "it was fine I had friends and my English was increasing so it was getting good, it was getting better". Again, although

she experienced challenges, with peers laughing at her English when she returned to mainstream classes in Year 6 and throughout secondary school, she shared: “I don't really care…so I just I tried talking to the teacher. I try and put my hand up and like answer the questions”.

During Years 7 and 8, Safia’s narrative about her academic performance appeared to become regressive as she indicated that she felt *“*down” about her progress in relation to friends. Yet, I interpreted her overall narrative to remain stable as she shared that, at this stage, she was not very bothered about schoolwork and was instead enjoying time with friends (“in Year 7 and 8 I didn't take work very serious like I was just like I'm gonna work this out later… I just left it and go with my friends play”).

Within the restorying process and the plot development, Years 9/10 appeared to be a significant turning point for Safia due to a “redefinition of goals” (Murray, 2003, p. 122). I deemed her narrative again became progressive at this point. Safia identified that since Year 9 she had been more focused on her schoolwork, motivated to achieve academically, and had made progress. She also highlighted that she had become more confident in talking to new people and making friends since starting Year 10. Whilst Safia still highlighted ongoing difficulties and frustrations during this period, I interpreted her overall narrative as progressive due to her determination and focus on her goals.

In summary, Safia’s educational experiences changed as her confidence increased, leading to her making more friends and feeling more comfortable talking to others. Throughout her education, academic difficulties remained a consistent theme; however, her experiences changed as her English improved and the support she received reduced. Going into adolescence, her relationship with peers and desire to compare herself to friends led to more negative views of her academic ability. As she got older, she indicated increased frustration towards perceived barriers (e.g., school systems, peers, and teachers). Her desire to achieve, however, appeared to have helped her keep motivated to overcome difficulties.

4.4. Adam's Narrative: "The future boy"[5]

Adam's narrative was analysed and interpreted through restorying, thematic analysis, and an analysis of the plot development.

4.4.1. Narrative summary

A summary of my interpretations of the key events at the beginning, middle, and end of Adam's narrative are provided in Table 19.

Table 19. Narrative summary of Adam's experiences in education in England.

Stage	**Researcher's interpretation of the key aspects of Adam's narrative**
Beginning	Adam first started school in England when he was in Year 3. When he first started, he described knowing very little English and feeling scared. From his second day he was taken into a "language room" to receive support to learn English. Although he remembered still not understanding anything, seeing other peers that also could not speak English helped Adam feel "happier". In the first week, Adam was also introduced to a peer who spoke his first language. This gave him someone to speak to and "hang out" with at break and lunch.
Middle	Between Year 4 and Year 6, Adam started to learn more English and made friends. In Year 4, Adam was still in the "language room". Adam described this positively as he was able to be with his friend who spoke his first language and was less concerned about peers laughing at his English. In Year 5, Adam went back into the mainstream classroom. Although he described some academic difficulties, he remembered being able to make more friends as he knew "proper English". He also described starting to experience some academic success. A significant memory for Adam during this period was working hard on his football skills to enable him to get chosen for the football team. He remembered feeling very happy when he was chosen.
End	When Adam moved to secondary school, he indicated that at first, he was a little nervous. However, he shared that as he was able to speak English and had friends from primary school that moved with him, he did not have any problems. His best memory of secondary school was an "activity day" where there was racing. Adam was now in Year 8 and indicated that he was having no difficulties. He told me that he had friends and had no negative memories from secondary school.

4.4.2. Restorying

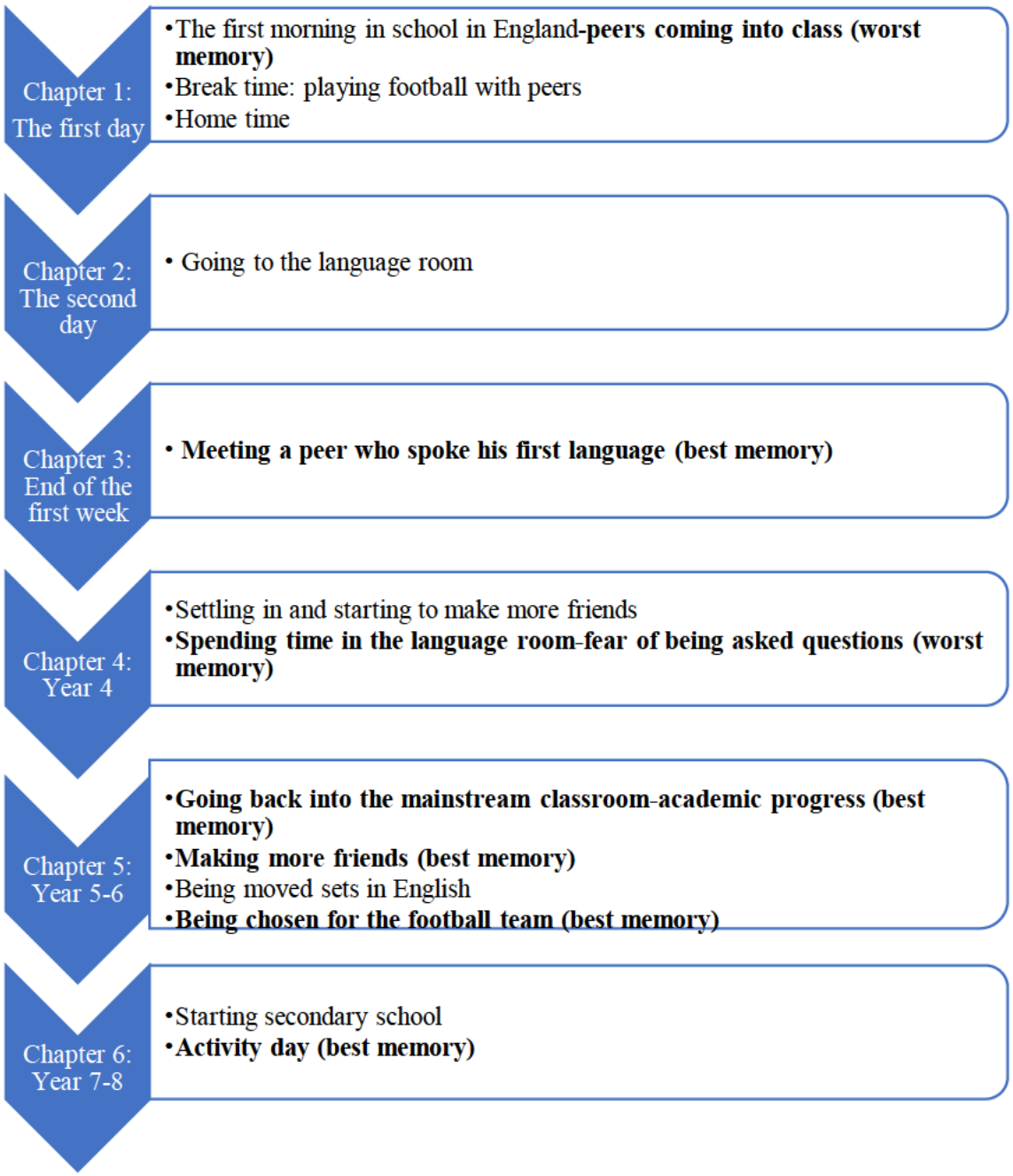
The full restorying of Adam's narrative with quotes and my interpretations can be found in Appendix 14. The chapters used within the restorying were decided by Adam. Adam created Chapters 1-5

[5] This was the title Adam chose for his narrative. He shared that he chose this title to show his journey "because on the first day I didn't know anything, not even a bit of English. The only thing that I knew is hello and bye, that's the only thing that I knew. And then when I, right now I could talk, I got friends, and yeah"

independently; however, some additional prompting during the interview led to the creation of Chapter 6, which focused on his secondary school experiences.

A summary of the chapters and key events, taken from the restorying of Adam's narrative, can be seen in Figure 7. Experiences Adam identified as key are highlighted in bold.

Figure 7. A summary of the chapters and key events within Adam's narrative derived from the restorying process.



4.4.3. Themes

A summary of the key themes and subthemes I identified within Adam's narrative are shown in Figure 8. An explanation of my interpretation of these themes and direct quotes are provided in Table 20. A thematic map showing my interpretation of the links between themes and subthemes is provided in Appendix 15.

Figure 8. Themes and subthemes within Adam's narrative.

Table 20. Descriptions of the themes within Adam's narratives with example quotes.

Themes and subthemes	**Description**	**Example quotes**
Initial fears and worries	When Adam first started school in England, he discussed feeling a range of difficult emotions during the first year but particularly in the first few weeks.	• "I was a bit scared and nervous" • "I was a bit embarrassed and shy so I just kept, kept looking at that book" • "Urr it is a bit tricky one I just thought like…I don't want the teacher to tell me to answer the questions 'cos I don't want to get embarrassed or people laughing at me"
Importance of English	Throughout his narrative, Adam frequently referred to school improving once he knew English. He felt this enabled him to make friends and access the learning.	• "Ah, to be honest with you, I didn't have any [bad memories] 'cos I knew English and stuff like that so I didn't have no problems…" • "...I started having more friends 'cos them days then I knew proper English." • [teachers were important] "'cos they're the ones that help me for my English and I now know how to talk English"
Sense of connection and belonging - Friendships - Football team	Factors that enabled Adam to experience a sense of connection and belonging appeared key within his narrative. These included being with other peers who did not speak English, making friends with a peer who spoke his first language, and being on the football team.	• "I was a bit all right 'cos some people them people didn't know English also so I was kind of a bit happy that there's some people that know how to, that don't know how to speak English as well" • "The only thing that I never forget yeah is that I just joined the football team. That's the only thing that made me happy" • "…there's someone to talk to at least…'cos some people Romanian in there, some people talked Urdu, and umm him [Adam's first language] which was a bit awesome"
Achievements and successes - Academic - Football	Adam's best memories related to when he had felt a sense of achievement such as academic progress and being picked for the football team. Throughout his narrative he highlighted the progress he had made since he first came to England.	• "I started to know how to write better and umm, I started to get some answers right, so I was a bit happy then" • "When I was playing football, I was trying really hard so I could show the PE teacher that I'm really good at football so he could choose me 'cos he only choose people that could pass the ball and um work with people and communicate and stuff like that, so I start doing …and then one day he choose me, and I was really happy" • "On the first day I didn't know anything, not even a bit of English…right now I could talk, I got friends, and yeah"

Themes and subthemes	Description	Example quotes
Support and protective factors - Language room - Teachers - Peers	The key protective factors for Adam were his friendships, teacher support, and initially being supported within a separate "language room".	• "…sometimes he [friend who spoke Adam's first language] helped me with questions and stuff like that 'cos he knew English when I came, he knew a bit of English, but I didn't, so he started helping me" • "She [teacher] helped me a lot for to do English work and phonics" • [when asked if his fear of peers laughing at him happened] "Ah no 'cos you usually stay in the language room."

4.4.4. Summary of findings in relation to RQ1: What do migrant pupils identify as significant experiences within their narratives of education in England?

The restorying process (see Appendix 14) provided an in-depth analysis of the significant experiences identified within Adam's narrative, and these are summarised within Figure 7. Within his narrative, Adam identified a number of 'best memories' from throughout his school experiences. Two of Adam's best memories related to making friends. Meeting a peer who spoke Adam's first language during his first week appeared to be a particularly significant experience for Adam. It gave him someone to talk to and hang out with at unstructured times, and someone who could help him with his English (peer support) ("there's someone to talk to at least… which was a bit awesome"). Adam also highlighted making academic progress and being selected for the school football team as significant positive experiences. I interpreted that meeting a peer who spoke his first language, making friends, and joining a football club were important events that enabled him to experience a sense of connection and belongingness within school. Football appeared to be a key way that Adam was able to connect with peers throughout his schooling. I interpreted that the low language requirements and familiarity of the activity helped to build Adam's confidence to interact with peers. Adam discussed being involved in football from his first day in school and shared that this was an area he was able to work hard in and experience success, such as getting picked for the school team.

Adam highlighted two worst memories within his narrative, which related to the theme of initial fears and worries. He described the fear he experienced on his first day, when other pupils arrived and came into the classroom, as a significant event. He also highlighted that he worried during his first couple of years about teachers asking him questions because he feared getting "embarrassed or people laughing" at him. Adam, however, identified that the "language room" was a significant protective factor which enabled him to avoid this concern becoming a reality.

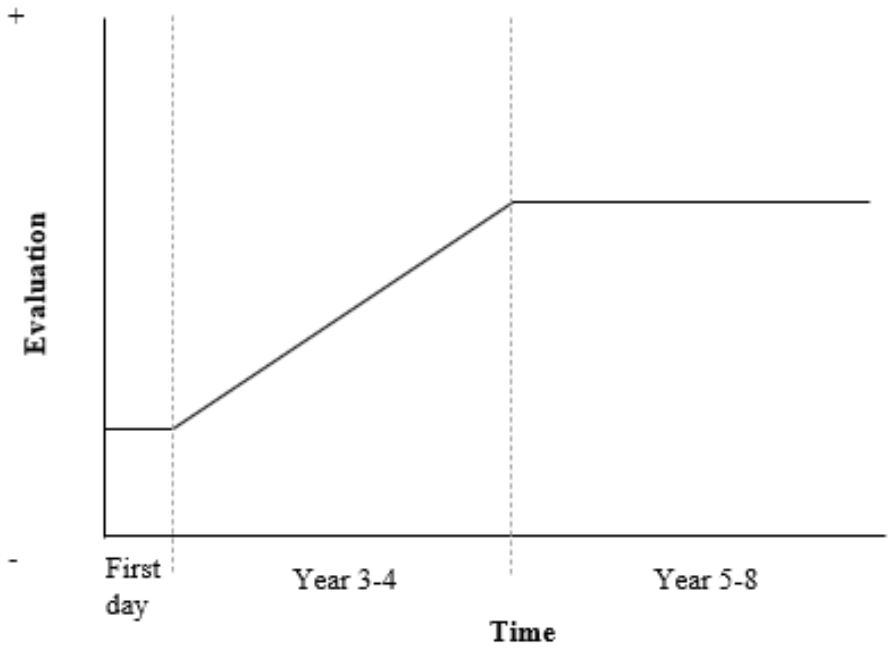
Although not a distinct event or experience, learning to speak English appeared to be one of the most significant experiences for Adam. Throughout his narrative, the importance of English and the changes in his experiences once he could speak English were highlighted. He indicated that once he could speak English he had "no problems" and could make more friends.

In summary, the most significant experiences for Adam appeared to be early ones relating to his first few weeks and year in school. During the interview, Adam chose three chapters to represent the first week, one to represent Year 4, one for Year 5-6 and then initially none for secondary school. I interpreted this to suggest the first week was most significant to Adam. Furthermore, a key experience for Adam was his initial fears when starting school. Other experiences which were important to Adam were those which enabled a sense of connection, belonging, and success. Learning English was a key factor which enabled more of these positive experiences.

4.4.5. Plot development

Adam's story was analysed holistically using Gergen and Gergen's (1984) framework. A visual representation of my interpretation of Adam's narrative is provided in Figure 9. Adam's narrative was interpreted to initially have started as a stable negative narrative, but this quickly changed into a progressive narrative. From Year 5/6 onwards, I interpreted his narrative was positive and stable. In Section 4.4.6. further explanations of the changes in Adam's narrative, depicted in Figure 9, are provided.

Figure 9. Interpretation of Adam's experiences in school over time.



4.4.6. Summary of the plot development and restorying in relation to RQ2: How do migrant pupils' narratives illuminate changes in their educational experiences throughout their time in education in England?

Adam's narrative of his first day of school appeared to be a stable, negative narrative. He discussed feeling "scared and nervous" and indicated that by the end of the day he just felt "happy to go back home". From his second day onwards, however, I interpreted Adam's narrative became progressive. He shared that going to the "language room" made him feel "a bit happy that there's some people that…don't know how to speak English as well". This also enabled him to be with his friend who spoke Adam's first language meaning he had "someone to talk to". Throughout Year 4, Adam's narrative remained progressive as he stated that "it is better than when I just first came in the school…I knew a bit of English and I started to get friends".

I interpreted that Years 5/6 were a key turning point for Adam. He shared that at this point he started to experience some academic success and was able to make more friends as he "knew proper English". Although he discussed some difficulties with academic work when he returned to mainstream classes, he stated that at this time he "didn't have any [worst memories]" because he "knew English" so "didn't have no problems". At this stage, Adam's narrative was inferred to change to stable. It then appeared to remain a positive stable narrative throughout his secondary schooling. He stated, "I didn't find anything hard [at secondary school]" because "I knew a lot of English" and "had some friends that was in my primary [school]".

Overall, Adam's narrative indicated a significant change in his school experiences over time. It was evident through the restorying that Adam only identified 'worst experiences' during his first two years in school and he indicated that he did not have any bad experiences in his later education. The number of positive memories shared also increased, with him naming multiple good experiences during Years 5 and 6. I interpreted that once Adam had enough English to communicate, this led to a significant change for him, with him reporting that he did not have "no problems".

4.5. Risk's Narrative: "If you don't have friends then you will not be successful"[6]

Risk's narrative was analysed and interpreted through restorying, thematic analysis, and an analysis of the plot development.

4.5.1. Narrative summary

A summary of my interpretations of the key events at the beginning, middle, and end of Risk's narrative are provided in Table 21.

Table 21. Narrative summary of Risk's experiences in education in England.

Stage	Researcher's interpretation of the key aspects of Risk's narrative
Beginning	When Risk first started school in England in Year 7, he described being nervous and not feeling confident to speak. He recalled getting lost around the school multiple times and indicated that he had no friends so did not know what to do. In class, he described teachers asking him questions "randomly" but him never knowing the answers. After around 2 weeks, Risk was taken out of mainstream classes and placed in a class specifically for pupils with EAL. He described being in this class as "fun" and remembered playing games.
Middle	Towards the end of Year 7 or start of Year 8, Risk recalled going back into mainstream classes and starting to make friends. He described his best memories as being times he got to hang out with his friends, chatting and playing football. Having one close friend he could hang out with and confide in was valued by Risk. He shared that he felt more confident, enjoyed learning, and described himself as "kind of a nerd". During this time, he recalled being in the same classes with his friends and indicated that this was important to his enjoyment and attitude towards learning.
End	At the start of Year 9, Risk was placed in different classes to his friends, and he felt frustrated by this. He indicated that he was less focused on schoolwork (no longer a "nerd") and viewed school as "stupid". He compared school to being "like a prison" and highlighted his frustrations at rules he felt were pointless. The other source of frustration for Risk was his interactions with staff. He indicated that teachers set too much work with not enough time to complete it in lessons and he felt they did not value his work (e.g., suggesting work went in the bin once finished). Risk indicated that the best part of school was still when he had opportunities to mess around with friends, such as on the playground.

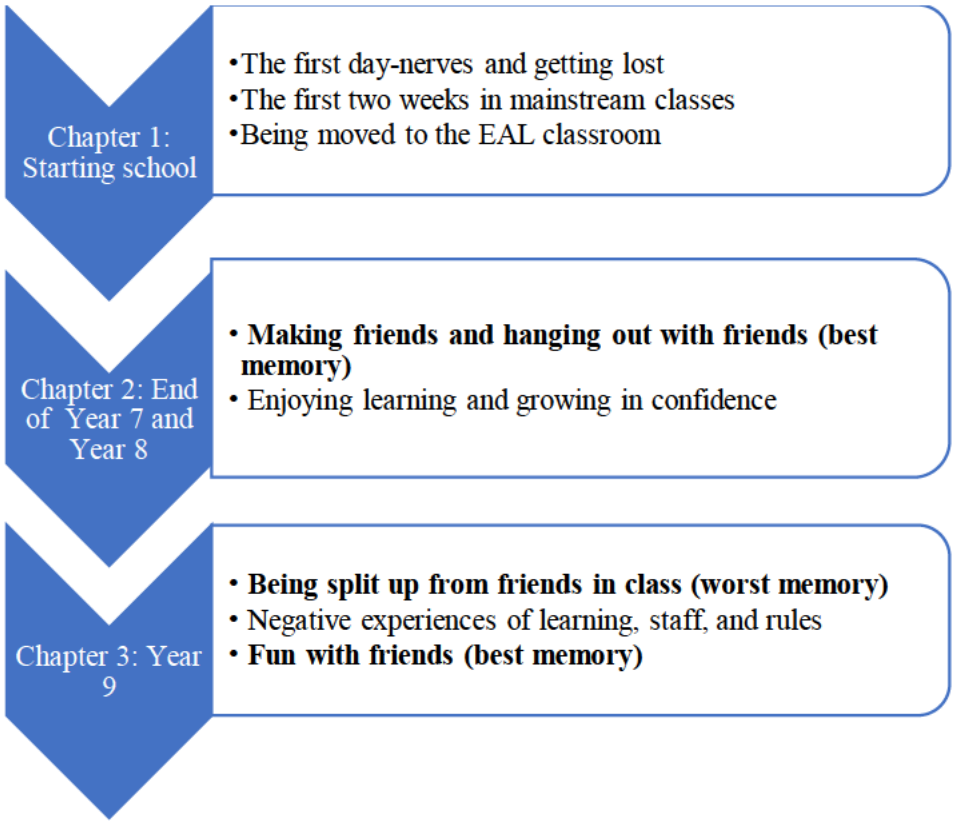
4.5.2. Restorying

The full restorying of Risk's narrative with quotes and my interpretations can be found in Appendix 16. The chapters used within the restorying were based on the chapters Risk identified in the interview for his school experiences in England. Chapters 1 and 2 were identified by Risk, however, Chapter 3 was added in during the analysis to ensure Risk's current school experiences were captured in the restorying.

[6] This was what Risk identified as the key message from his story

A summary of the chapters and key events, taken from the restorying of Risk's narrative, can be seen in Figure 10. Experiences Risk identified as key are highlighted in bold.

Figure 10. A summary of the chapters and key events within Risk's narrative derived from the restorying process.



4.5.3. Themes

A summary of the key themes and subthemes identified within Risk's narrative are shown in Figure 11. An explanation of my interpretation of these themes and direct quotes are provided in Table 22. A thematic map showing my interpretation of the links between themes and subthemes is provided in Appendix 17.

Figure 11. Themes and subthemes within Risk's narrative.

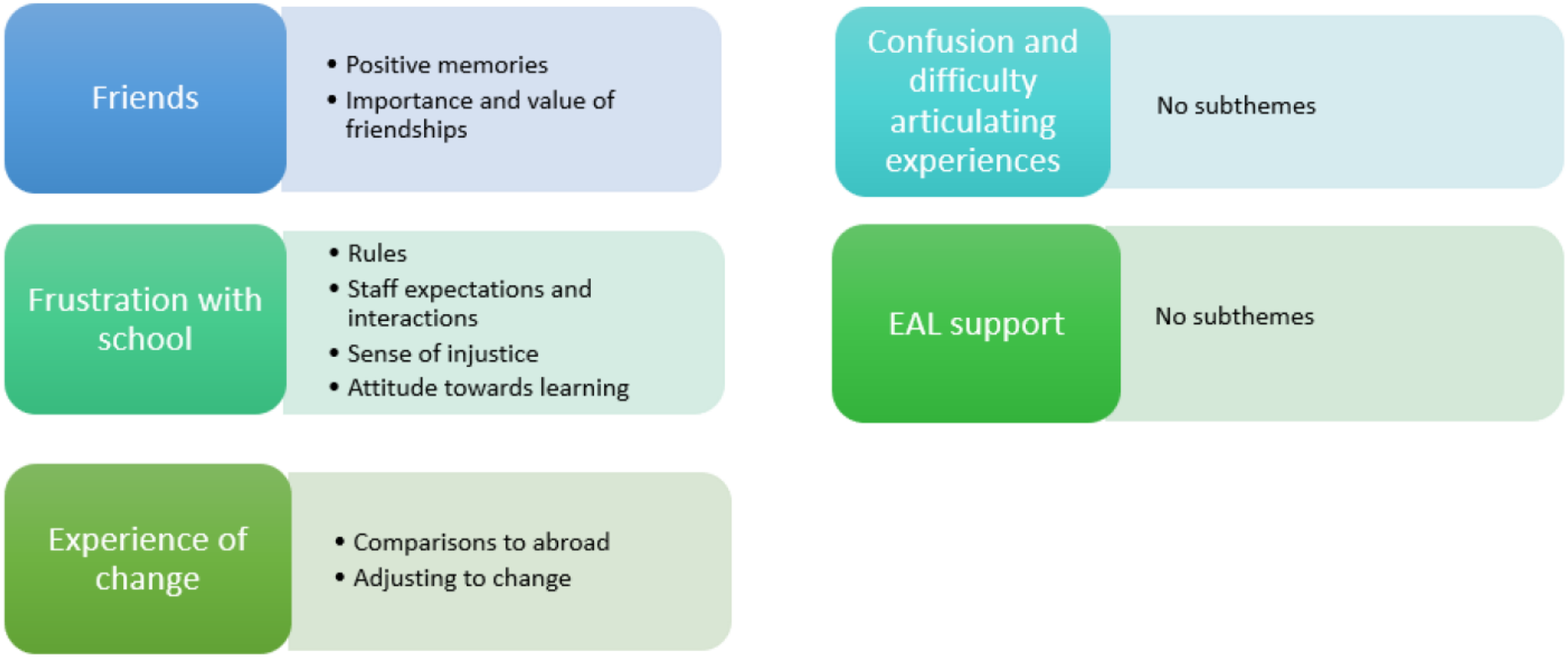


Table 22. Descriptions of the themes within Risk's narratives with example quotes.

Themes and subthemes	**Description**	**Example quotes**
Friends - Positive memories - Importance and value of friendship	Friends were a very pertinent theme within Risk's narrative. He shared many stories of having fun with friends in school both abroad and in England. His best memories of school all involved having fun or hanging out with friends. He highlighted the importance of friendships to him both explicitly, through his drawings of school, and by discussing the impact of him being put in different classes to his friends.	• "If you don't have friends then you will not be successful… yeah 'cos friends are important" • "[my friend is important] because I always hang out with him, talk to him, like play with him, stuff like that. I don't do that like with other friends that much, he's the only one… like telling secrets, stuff like that" • "[best memory] hanging out with friends… hanging out and playing football, talking or hanging like next to the bus stop or that, just talking about random things" • "Sometimes we like just messing around you know when like raining and in the corner there's like so much water there, yeah we just push each other"
Frustration with school - Rules - Staff expectations and interactions - Sense of injustice - Attitude towards learning	Risk highlighted many frustrations in school, particularly within his later school experiences. He shared that he disliked certain school rules that he did not understand the reason for, and he felt he had often got in trouble unjustly. He also felt frustrated by teachers' interactions with pupils. He felt their academic expectations were too high and they did not value pupils' efforts. Risk indicated that his attitude towards learning changed due to these frustrations.	• "…now I think the school is just stupid… it's like a prison because like in prison you have to do what they say and like same thing here, like you have to do what they said" • "Some teachers, nah I don't like it, this is them 'this is so simple do 20 billion paragraphs, 30 answer these questions, 30 trillion billion paragraphs, it's so simple guys, you have 10 minutes do it' like what" • "You can't take your blazer [off] in the class. It's like so hot, the windows open but it's so hot and they be like nah you're not taking your blazer" • "I spend so much time just to make it so good and it's like 'oh nice work' and it's now in the bin… I was so angry at that, I did that much for no reason, I write like 50 paragraphs for no reason" • "I've got in trouble in every single school, I'm pretty sure yeah. In this one I got in trouble for no reason" • "…because he was annoying me in the classes so I was like no I'm not stopping. He annoyed me first"
Experience of change	Having moved countries twice and attended multiple schools in South Asia and Southern Europe before starting school in England, experience	• "At first I was kind of nervous, yeah, I think I get nervous, yeah I did, in every single school, like new thing" • "I wasn't sure where to go because it was a big school and I think I got lost like 5-6 times"

Themes and subthemes	Description	Example quotes
- Comparisons to abroad - Adjusting to change	of change was a key theme. Risk compared differences between his schools (e.g., building size, number of pupils, food, structure of the day, and expectations). He also spoke about how he felt and had managed the adjustments to changes both within and outside of school. He indicated he had grown in confidence after adjusting to the changes.	• "In EAL I came in late every time. I hate the buses they keep on stopping, they stopping for no reason…like they were so annoying and I was getting late for no reason" • "…over there I started school in the morning I think 7 I got to school then I come back put my stuff and then I go to my thingy" • "In [Southern Europe] there were like different type of school, it was like a house, kinda like the classes are like house" • "In normal classes I wasn't that confident, now I am because I like get used to it now" • "Back then I didn't know at all what to do [due to not having friends]"
Confusion and difficulties articulating experiences	Throughout Risk's narrative he identified that he felt a sense of confusion about his life history and when events had happened. He linked this to the frequent changes and moves he had experienced. He indicated difficulties with articulating and describing his experiences.	• "… I don't get it if I was here for two years then in [Southern Europe] two years then there, I subtract that many, yeah subtract that then it's like I was like, I'm getting confused, I still can't think how old I was" • "You see it's so confusing" • "That's why I still can't understand, it's kind of confusing" • "I was in [birth country] I was like in four like three times cus were changing the schools" • "Um kinda like same like kinda hard to describe…I don't know how to describe that" • "Sometimes I just like can't find it [the right words] in my folders, like my brain's folders"
EAL support	Risk discussed the experience of being placed in a classroom for pupils with EAL throughout his narrative. He referred to this as a positive experience which had increased his confidence and he identified that staff within this class were important in supporting him. However, his narrative suggested he believed he may have made friends more quickly and been more confident with his friends had he not been in this classroom.	• "Umm no [bad memories] because after two weeks I went to EAL which was fun" • "In EAL it was like doing fun games and stuff there" • [Risk discussing when he made friends] "Year 7 I think um halfway in the end of Year 7 or half. yeah because I was in EAL most of the time" • "Umm it was good, I like the school, it's good teachers some of them, some of them not. Especially like the EAL [classroom] and my friends" • "Um I would have had less confidence but with my friends I would have more…because I'm gonna talk to my friends a lot in English so"

4.5.4. Summary of findings in relation to RQ1: What do migrant pupils identify as significant experiences within their narratives of education in England?

The school experiences Risk identified as significant positive or negative experiences are highlighted in bold within the restorying (see Figure 10 and Appendix 16). The experiences Risk identified as most important, both positive and negative, all related to friends. His best experiences were memories of "hanging out and playing football" or "just talking about random things" with his friends. He shared specific memories of his friends "messing around" and having fun together in school. Risk also shared positive memories with friends from his schools abroad, indicating friendships have been key to him throughout his schooling. I inferred that having attended multiple different schools, often not speaking the language (e.g., in Southern Europe and England), friendships may have been the key way in which Risk experienced enjoyment in school and a sense of belonging. Risk's worst memory of school was being "split up" from his friends and placed in different classes at the start of Year 9. This appeared a significant event which affected Risk's view of school and attitude towards learning ("whilst I was with my friends, I was kind of a nerd, but not anymore").

Risk's experience of being supported within a specific classroom for pupils with EAL appeared particularly significant to him (see theme EAL support in Table 22). When asked if he had any bad memories from first starting school in England, Risk responded "no because after 2 weeks I went to EAL which was fun". I interpreted the EAL class was a protective factor for Risk as it removed him from mainstream classes where he "didn't know what was going on". Risk shared that this support increased his confidence, and within the summary of his narrative, Risk identified he "especially like[d] the EAL [classroom]". However, he did reflect on the impact of this on his friendships. He indicated that he felt he may have made friends quicker and been more confident with his friends had he not been in this classroom; "I would have had less confidence but with my friends I would have more…because I'm gonna talk to my friends a lot in English so".

Risk's experience of change was a key theme, particularly during his first few months in school. He discussed his school experiences abroad and compared these to his English school. He recalled the difficulties of adjusting to his new environment both in and outside of school ("it was a big school and I think I got lost like 5-6 [times]", "I came in late every time…I hate the buses they keep on stopping").

However, as Risk settled into the school and got "used to it", he indicated that his confidence had grown. Although, due to his multiple moves, Risk showed confusion and appeared to struggle to make sense of some of his experiences which I inferred may have increased his difficulties adjusting.

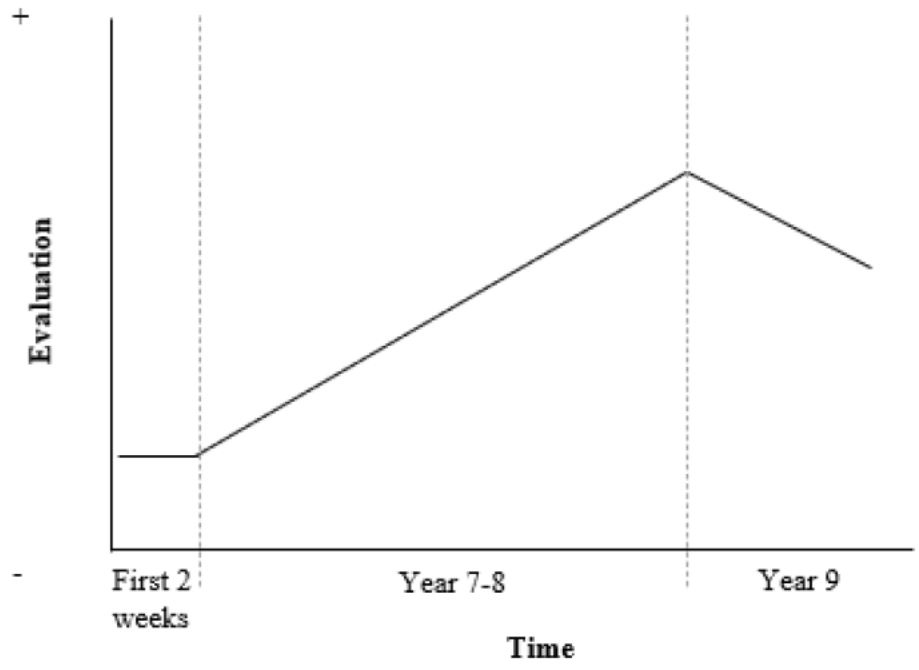
Within Risk's later school experiences, his frustration with school was a pertinent theme. His key frustrations related to being separated from friends, staff expectations, and school rules. He talked about significant experiences of staff setting more work than he felt was manageable ("this is them [teachers], 'this is so simple do 20 billion paragraphs, 30 answer these questions, 30 trillion billion paragraphs, it's so simple guys, you have 10 minutes do it', like what"). I inferred that Risk was struggling academically, likely due to his English ability and gaps in his learning from prior moves. His narrative suggested that his needs may not have been effectively identified and supported since he had been in Year 9. Risk also indicated that he felt the work he was able to produce was not valued by staff ("I spend so much time just to make it so good and it's like 'oh nice work' and it's now in the bin… I was so angry at that"). He shared that he felt many of the school rules were "stupid", (e.g., not being allowed to take his blazer off) and that he had got in trouble "for no reason", both of which appeared to contribute to his view of school as "like a prison".

Overall, key experiences for Risk related to making friends and the EAL support classroom, with him summarising at the end of his interview, that he "especially like[d] the EAL [classroom] and my friends". The significant experiences that appeared to have alienated Risk from school were being separated from his friends, and staff expectations and interactions leading him to feel his academic efforts were not good enough.

4.5.5. Plot development

Risk's story was analysed holistically using Gergen and Gergen's (1984) framework. A visual representation of my interpretation of Risk's narrative is provided in Figure 12. Risk's narrative was interpreted to initially start as a stable negative narrative, but then, after the first couple of weeks, change into a progressive narrative. From Year 9 onwards, Risk's narrative was inferred to become regressive. In Section 4.5.6. further explanations of the changes in Risk's narrative, depicted in the graph, are provided.

Figure 12. Interpretation of Risk's experiences in school over time.



4.5.6. Summary of the plot development and restorying in relation to RQ2: How do migrant pupils' narratives illuminate changes in their educational experiences throughout their time in education in England?

During the first two weeks, I interpreted Risk's narrative to be a stable negative narrative. He shared that he got lost around the school building multiple times and he "didn't know what was going on" in class. Although he initially felt nervous when starting school, he indicated that in class he "didn't feel anything" and his narrative suggested he was not bothered by not understanding staff. This could indicate his acceptance of this negative narrative, leading to my interpretation of the narrative as stable. Moving into the EAL classroom appeared to be a significant turning point for Risk, with him then describing his school experiences as "fun". At this stage, I inferred his narrative became progressive, with him growing in confidence and enjoying school. On his return to mainstream classes and throughout the remainder of Year 7 and Year 8, Risk's narrative remained progressive. He discussed making friends and spending time with them, enjoying learning, and growing in confidence. Within his storyboard (see Appendix 4) Risk drew a picture of himself when he first started school standing alone, followed by an image of him in Year 8 stood with a group of peers. He shared that he felt "there is a

big difference" between the pictures. I inferred, therefore, that Risk felt the formation of friendships was a significant change in his school experience.

From the start of Year 9, however, Risk's narrative changed; being separated from his friends appeared to be a turning point leading to Risk's narrative becoming regressive. His attitude towards learning changed ("whilst I was with my friends I was kind of a nerd, but not anymore") and he discussed how he now viewed school as "like a prison". Staff's expectations, rules, and values also appeared to have impacted on this change in his narrative, as described in Section 4.5.4.

I interpreted Risk's educational experiences to change significantly over time. Key factors in these changes appeared to be Risk's friendships, support and expectations of staff, and school rules and values.

4.6. Javad's Narrative: "My life from three schools"[7]

Javad's narrative was analysed and interpreted through restorying, thematic analysis, and an analysis of the plot development.

4.6.1. Narrative summary

A summary of my interpretations of the key events at the beginning, middle, and end of Javad's narrative are provided in Table 23.

Table 23. Narrative summary of Javad's experiences in education in England.

Stage	Researcher's interpretation of the key aspects of Javad's narrative
Beginning	Javad started school in England when he was in Year 4. When he started, he understood very little English meaning he did not understand what his teacher was saying. On his first day, Javad recalled peers asking him lots of questions, some of which he understood and some he did not. He found the structure of the school day and expectations very different to his prior school experiences, which was initially a shock. He recalled having some peers in his class who spoke his first language a little. These peers were able to translate some of what the teacher was saying, however, they mostly spoke in English. In Year 4, Javad had some separate lessons with a small group of peers to help him learn English. There was also one teacher who spoke his language well and so was able to understand and help him.
Middle	Javad recalled his English primary school being very different to his school in South Asia. Once he had adjusted to these differences, however, he spoke positively about the teachers being less strict, having less homework, and having more fun in his school in England. During Year 5, Javad enjoyed taking part in after school clubs such as football and cricket but indicated

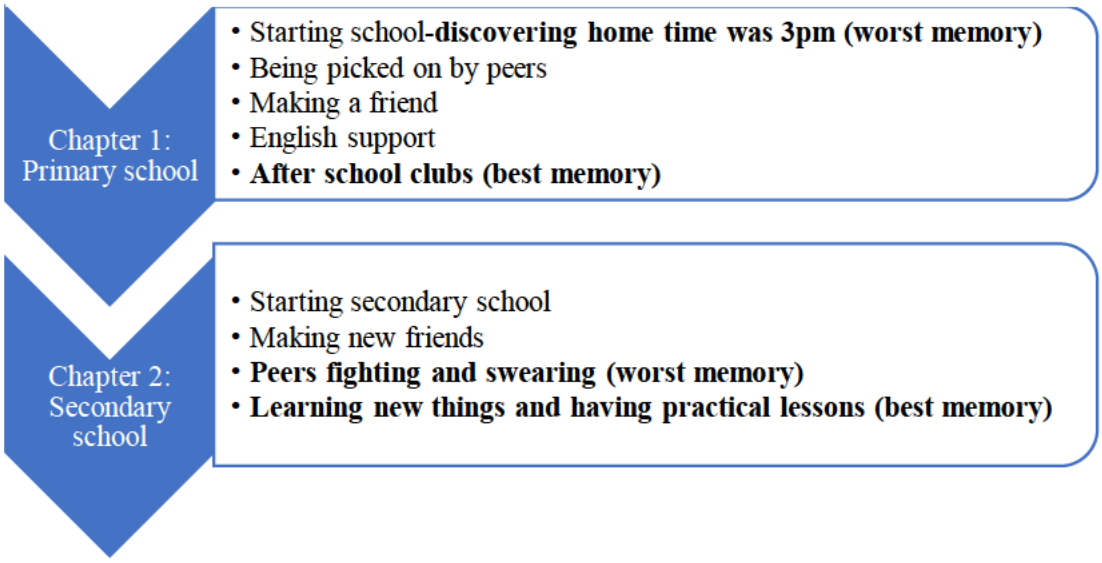
[7] This was the title chosen by Javad for his story

Stage	Researcher's interpretation of the key aspects of Javad's narrative
	that these stopped during Year 6 due to COVID-19. Throughout primary school, Javad recalled peers picking on him and calling him names because he could not speak English properly. However, Javad met another peer at primary school who was also from South Asia and spoke the same first language as him. He shared that he was happy about this, and they made friends allowing him to confide in him about his negative experiences with other peers.
End	Javad indicated that when he started secondary school it was better than primary school and he made lots more friends. Javad shared that his new friends were kind and understanding of his English difficulties. He was also happy that one of his friends spoke the same first language as him, so he understood everything he said. When he first started secondary school, Javad had some difficulties understanding the teachers, however, he indicated that he now understood much better. At secondary school, Javad enjoyed that there was better equipment and resources for doing practical activities such as science, PE, music, and IT. However, Javad disliked seeing peers fighting and behaving badly, and he shared that sometimes peers had sworn at him.

4.6.2. Restorying

The full restorying of Javad's narrative with quotes and my interpretations can be found in Appendix 18. During the interview, Javad discussed his school experiences in England by dividing them into primary school or secondary school experiences. This divide was therefore used to structure the chapters within the restorying process. A summary of the chapters and key events, taken from the restorying of Javad's narrative, can be seen in Figure 13. Experiences Javad identified as key are highlighted in bold.

Figure 13. A summary of the chapters and key events within Javad's narrative derived from the restorying process.



4.6.3. Themes

A summary of the key themes and subthemes I identified within Javad's narrative, are shown in Figure 14. An explanation of my interpretation of these themes and direct quotes are provided in Table 24. A thematic map showing my interpretation of the links between themes and subthemes is provided in Appendix 19.

Figure 14. Themes and subthemes within Javad's narrative.

Table 24. Descriptions of the themes within Javad's narratives with example quotes.

Themes and subthemes	**Description**	**Example quotes**
Feeling understood, accepted, and involved - Friends - Teacher - Activities & clubs - Peer difficulties	Many of Javad's key experiences referred to factors that had helped him feel understood, accepted, and involved. This included having staff and peers who spoke his first language, friends being accepting of his language difficulties, having a friend who had also experienced bullying, and involvement in clubs. Peer difficulties, such as bullying about his English fluency, were a barrier to Javad feeling understood and accepted.	• "Yeah the miss, forgot her name, but she could speak my language proper. She used to understand me like everything" • "…one of my friends speak my own language, like, you know, like what we speak at home person and he speaks that language and I'm happy that he understands what I'm saying everything" • "I was happy and I told him everything like how the rude children used to call me this that. But he was like it's okay, even they called me as well but then just ignored them" • "The clubs, after school clubs like we used to play football and cricket. It was a lot of fun" • "When I went in secondary school, I had new friends they were all kind to me and they knew that I couldn't speak English properly but they were still my best friend" • "…some other student used to annoy me like you don't speak English properly" • "…because I couldn't speak English, that's why… they used to call me like freshy something."
Language difficulties	Javad discussed the difficulties he experienced due to knowing very limited English when he started school in England. He referred to difficulties understanding and communicating with teachers and peers, both when he first started in primary school but also ongoing difficulties at the start of secondary school.	• "Couldn't understand like what was miss saying and stuff. Like you know, when I was in class when Miss used to teach us, I couldn't understand what miss saying" • "… but they didn't translate me like what they are saying" • "I could understand like easy questions. For example, they say 'what's your name?' I could understand that, 'where you came from?', I could understand that but not other stuff like" • "…but really [at the start of secondary school], I couldn't understand English so what miss was saying. But now I understand that" • "…they knew that I couldn't speak English properly but they were still my best friend"
Support - Language support	Javad discussed the different support he had received throughout his education. This mostly referred to support with his English such as peers translating, additional English lessons, and a teacher	• "I had some friends who speak my language. They did translate like what's miss saying and stuff" • "Like he used to help me a lot in my French lesson, like when I couldn't understand the word he used to tell me like what does it mean. I'm happy that"

Themes and subthemes	Description	Example quotes
- Brother	translating. Javad also identified that having an older brother at secondary school was a supportive factor enabling him to feel safe.	• "I had a different, like different lesson like group of children will go somewhere else to learn English. Another class yeah I had that. They used to take us to another class. We used to learn books, stuff, reading books yeah that" • "And I'm, I'm happy and I'm happy that I have a brother in my secondary as well…Like if he wasn't here, I would feel like scary, like scared yeah. But here, I'm feeling good"
Comparing and adjusting to differences in education - Expectations and ethos - School systems	Javad frequently compared his experiences in different schools (abroad, English primary school, and English secondary school). He discussed practical differences between schools and systems (e.g., timings of the day, size, and types of school), as well as the school expectations and ethos (e.g., volume of work/homework, strictness, and use of corporal punishment). He indicated that aspects of this were initially a shock and took some adjusting to.	• "It was different to my [birth country] school because like it wasn't that strict and they they don't really used to give us a lot homework and study like" • "[worst memory]...that the home time was 3 o'clock. Because in [birth country] we used to go home at 1 o'clock everyday… but it was fun. I found out that it's fun, that's why they let us go home at 3 o'clock" • "…it is different from [birth country] school because I used to get hit" • "That the study and stuff here is much better, not harder than my old my [birth country] school and not easier than my primary my primary school, it's medium"
Enjoyment and ambition	Throughout Javad's narrative, his enjoyment of learning in England was evident. Javad referred to school as being fun and indicated that he valued learning new things. His narrative suggested that he saw the value of learning in order to achieve his future ambitions and goals. He compared this to his thoughts about his opportunities before moving to England.	• "[I] like learning new stuff here" • "Learning new stuff in my primary was a lot fun" • "Secondary school I am getting much and much fun" • "I want to pass my GCSE first. Then I want to go to college. I don't know what to do at college but it will be fun" • "...I'm focusing on what job that I want like… degree, you know?... I'm looking for like engineering like" • "A good change, yeah. There's no point of learning in [birth country]… because when you grow up, you don't get a proper job… That why I came in UK"

4.6.4. Summary of findings in relation to RQ1: What do migrant pupils identify as significant experiences within their narratives of education in England?

The school experiences Javad identified as significant are highlighted in bold within the restorying (see Figure 13 and Appendix 18). Javad's best memories of primary school were the "after school clubs" where he "used to play football and cricket". I interpreted that these experiences may have helped Javad feel understood and accepted by creating a sense of belonging through joint activities with low language requirements. His best memories of secondary school related to learning opportunities, indicating his enjoyment of learning and ambition. He shared that he liked secondary school, stating that "the study and stuff here is much better, not harder than my old my [birth country] school and not easier than my primary, it's medium". He discussed that he enjoyed "learning new stuff" and liked the more practical opportunities within secondary school compared to primary school (e.g., "computers, or cooking, proper PE, or dance lesson and music, drama").

Within the restorying, other positive experiences Javad shared all also appeared to be times where he felt understood and accepted, such as being supported by a teacher who spoke his first language ("she used to understand me like everything") and making friends. He described meeting a peer in primary school who was also from his birth country and spoke his first language. Javad indicated that meeting this peer made him feel "happy" as he was able to tell him "everything". He also appeared reassured that this peer had also experienced similar bullying when he had first arrived at the school. At secondary school, having another peer who spoke his first language ("I'm happy that he understands what I'm saying everything") and experiences of friends who were understanding of his English difficulties ("they were all kind to me and they knew that I couldn't speak English properly but they were still my best friend"), were important.

The negative memories that Javad identified related to his initial adjustment to the differences in education in England, language difficulties, and peer difficulties. Javad shared that his worst memory of primary school was the realisation that school finished at 3 pm, not 1 pm like it had in his birth country. However, he shared that he quickly adjusted to this because he "found out that it's fun, that's why they let us go home at 3 o'clock." Language and peer difficulties were a more pervasive issue for Javad, as he indicated difficulties throughout primary and some of secondary school. A significant

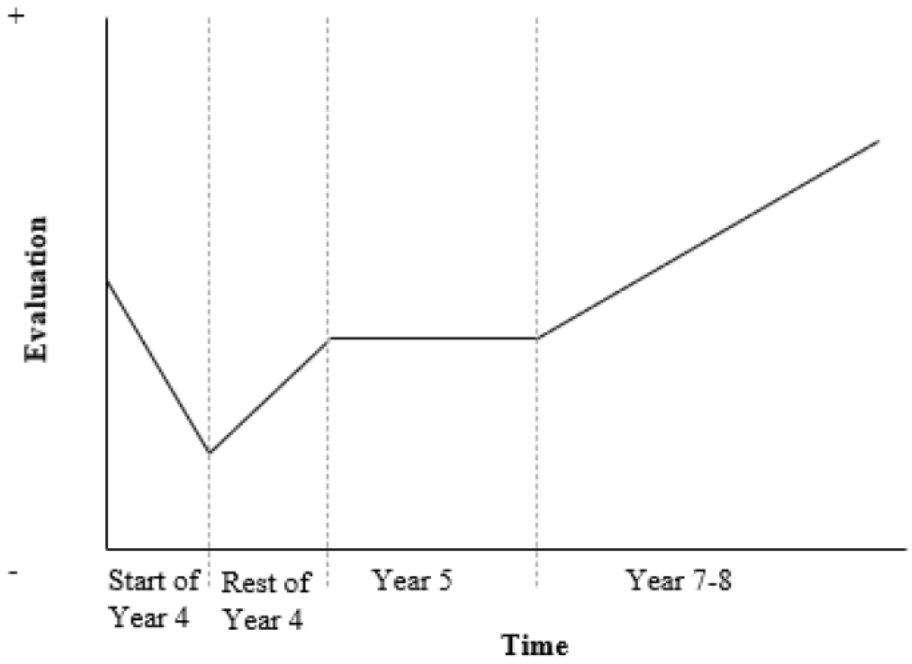
experience for him was not understanding what was being said by staff and peers during his early days in school. Javad indicated that he also had some difficulties understanding teachers at the start of secondary school, however, this had now improved. Throughout primary school, Javad was picked on and called names such as “freshy” because he “couldn't speak English”. At secondary school, Javad’s worst memory was also peers being “naughty, like fighting” and sometimes swearing at him. These behaviours, however, were less specifically targeted at Javad and he appeared more resilient to them (“I didn't care that much…I used to ignore them and just, they're acting like a roadman and this [laughs].”). Having an older brother at secondary school also appeared to help Javad feel safe (“like if he wasn't here, I would feel like scary, like scared yeah. But here, I'm feeling good”).

In summary, the significant experiences for Javad were his initial experiences of adjusting to change and not understanding English. Positive experiences were those which helped Javad feel understood, accepted, and involved, such as clubs, friendships, and others speaking his first language. Negative experiences related to peer bullying or challenging behaviours.

4.6.5. Plot development

Javad’s story was analysed holistically using Gergen and Gergen’s (1984) framework. A visual representation of my interpretation of Javad’s narrative is provided in Figure 15. Javad’s narrative was interpreted to start off as regressive but then become progressive as he adjusted to the differences of his new school. Throughout the rest of primary school, Javad’s narrative remained stable; however, once he started secondary school, his narrative changed to progressive. In Section 4.6.6. further explanations of the changes in Javad’s narrative, depicted in Figure 15, are provided.

Figure 15. Interpretation of Javad's experiences in school over time.



4.6.6. Summary of the plot development and restorying in relation to RQ2: How do migrant pupils' narratives illuminate changes in their educational experiences throughout their time in education in England?

When Javad first started school in Year 4, I interpreted his narrative as regressive. Javad indicated difficulties adjusting to the differences in the school system in England (his worst memory was "that the home time was 3 o'clock. Because in [birth country] we used to go home at 1 o'clock everyday") and he struggled because he could not understand the teacher. He indicated frustrations that no one was able to translate for him properly ("they didn't translate me like what they are saying" "they were all speaking English [peers who knew some of Javad's first language]. They couldn't speak my language properly") and he experienced peers bullying him ("they used to call me like freshy something"). However, once Javad adjusted to his new school, I interpreted that school improved for him, leading to a more progressive narrative. He shared that he realised that school in England was "fun" and "much better than it was in [birth country]" because "it wasn't that strict and they don't really used to give us a lot homework and study". Being introduced to a member of staff and a peer who spoke Javad's first language also appeared to be a significant turning point for Javad. This adult and peer enabled him to be understood, and it gave him a peer to confide in about his difficulties. He shared that "I was happy

and I told him everything like how the rude children used to call me this that. But he was like it's okay, even they called me as well but then just ignored them".

After this initial improvement, I interpreted that the rest of Javad's primary school experience remained a stable narrative. Whilst he enjoyed taking part in clubs and had made a friend, he indicated that peers picking on him continued "till I start secondary school" and that he "didn't had a lot of friends in primary school". Starting secondary school, however, appeared to be a significant turning point in Javad's narrative. He indicated that knowing a "little bit of English" helped him speak to people and he shared that his new friends were much more accepting of his English difficulties; "when I went to secondary school I had new friends they were all kind to me and they knew that I couldn't speak English properly but they were still my best friend". Although Javad indicated that he still had difficulties understanding the teacher and experienced some issues with peers ("sometimes they used to swear at me"), having a group of friends where Javad felt accepted appeared to be a significant support. He also shared that he enjoyed the learning more, as there was greater variety in lessons and practical activities ("doing computers, or cooking, proper PE, or dance lesson and music, drama. But we didn't had that like music, drama in my primary school. That's what I like about secondary school"). Javad's narrative of his secondary school experience appeared progressive, with him sharing that he was "getting much and much fun" in secondary school. He shared that he was focused on his ambitions ("I'm focusing on what job that I want like… degree, you know?") and he appeared to have a positive outlook on the future.

Overall, Javad's experiences appeared to have changed significantly throughout his schooling in England. Initially he experienced lots of difficulties and a big adjustment, however, since starting secondary school Javad had found a secure group of friends and was enjoying learning more.

4.7. Farida's Narrative: "Speak up about things you don't like"[8]

Farida's narrative was analysed and interpreted through restorying, thematic analysis, and an analysis of the plot development.

[8] This was the key message that Farida identified within her story

4.7.1. Narrative summary

A summary of my interpretations of the key events at the beginning, middle, and end of Farida's narrative are provided in Table 25.

Table 25. Narrative summary of Farida's experiences in education in England.

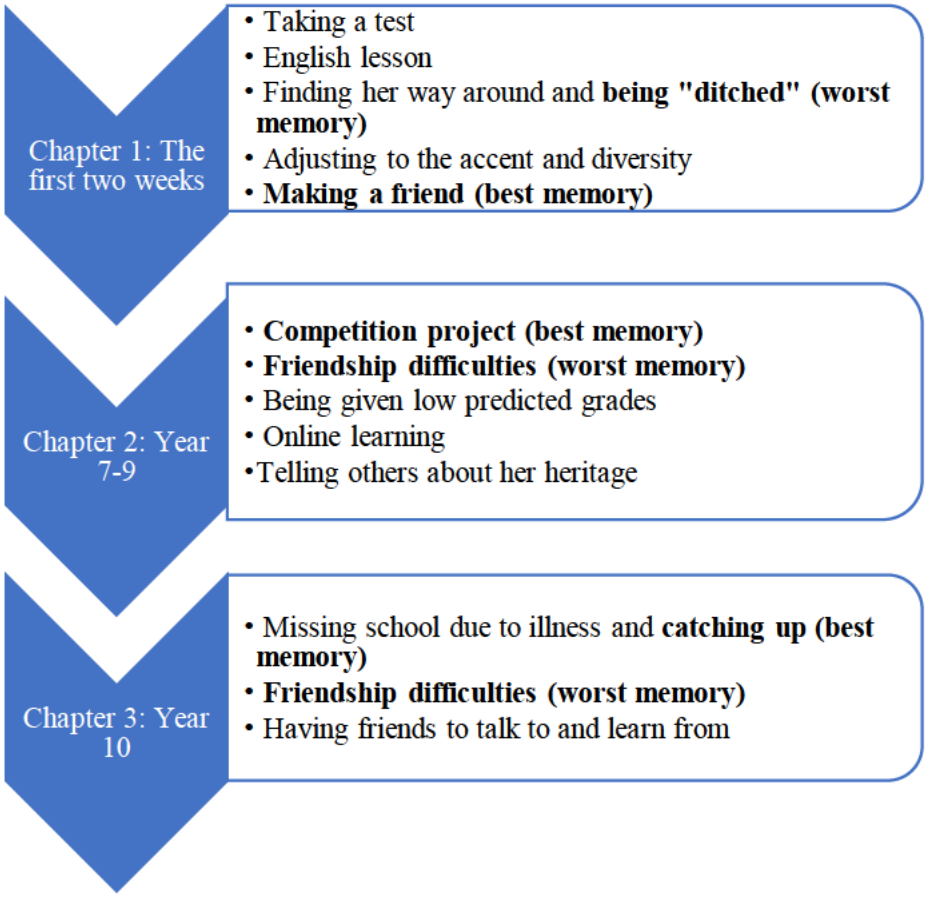
Stage	**Researcher's interpretation of the key aspects of Farida's narrative**
Beginning	Farida started school in England at the beginning of Year 7, one week after term began. On her first day, she recalled being taken to do a test to assess her English ability and then going to pick up her tie. She then went to an English lesson where they were discussing similes. Farida remembered not understanding as she had never been taught about literacy techniques and did not know how to write in paragraphs. She shared that she also struggled as there were many spellings which were different to the American spellings she had learnt. At first, Farida found it difficult to navigate the school as it was much larger than her previous schools and she also struggled with understanding the English accents. Although she was given peers to help show her to her lessons, they did not want this responsibility, and she recalled them "ditching" her. At the end of her first week, Farida made a friend. This was a significant positive memory for Farida as she described then having someone she could share interests with and who could help her with her homework.
Middle	Between Year 8 and Year 9, Farida talked positively about taking part in a competition project with peers to make a building sculpture. She remembered being a finalist in the project and getting to go to a special place for the awards. Farida described how this experience had helped create her ambition to become an architect. During this period, however, Farida discussed having difficulties with friendship fallings out and described realising some of her friendships were "toxic". In Year 9, she also recalled peers talking about their sexuality which, due to her religion, she initially found "weird" and a bit of an adjustment. Farida described being given low predicted grades due to not having taken Year 6 SATs and the difficulties of online learning due to COVID-19 lockdowns. During this time, Farida also discussed becoming more confident to talk about her heritage with peers.
End	Farida was now in Year 10 and had just started in the school's 'senior academy'. During the first few weeks of Year 10, Farida had COVID-19 and missed two weeks of school. She described her difficulties because of this and her determination to catch up with work that had "stacked up", particularly her artwork. She discussed ongoing friendship difficulties due to some of her friends remaining friends with a peer that she did not like. However, she described having some close friends with whom she shared experiences or beliefs (e.g., experiences of immigrating and religion). She shared the importance of this in enabling her to talk about her experiences and learn more about her religion.

4.7.2. Restorying

The full restorying of Farida's narrative with quotes and my interpretations can be found in Appendix 20. During the interview, Farida split her experiences in school in England into two chapters: the foundation academy (Years 7 to 9) and the senior academy (Year 10). During the restorying process,

however, one additional chapter was added at the start to ensure Farida's in-depth accounts of her first two weeks of school were clearly captured. A summary of the chapters and key events, taken from the restorying of Farida's narrative, can be seen in Figure 16. Experiences Farida identified as key are highlighted in bold.

Figure 16. A summary of the chapters and key events within Farida's narrative derived from the restorying process.



4.7.3. Themes

A summary of the key themes and subthemes I identified within Farida's narrative are shown in Figure 17. An explanation of my interpretation of these themes and direct quotes are provided in Table 26. A thematic map showing my interpretation of the links between themes and subthemes is provided in Appendix 21.

Figure 17. Themes and subthemes within Farida's narrative.

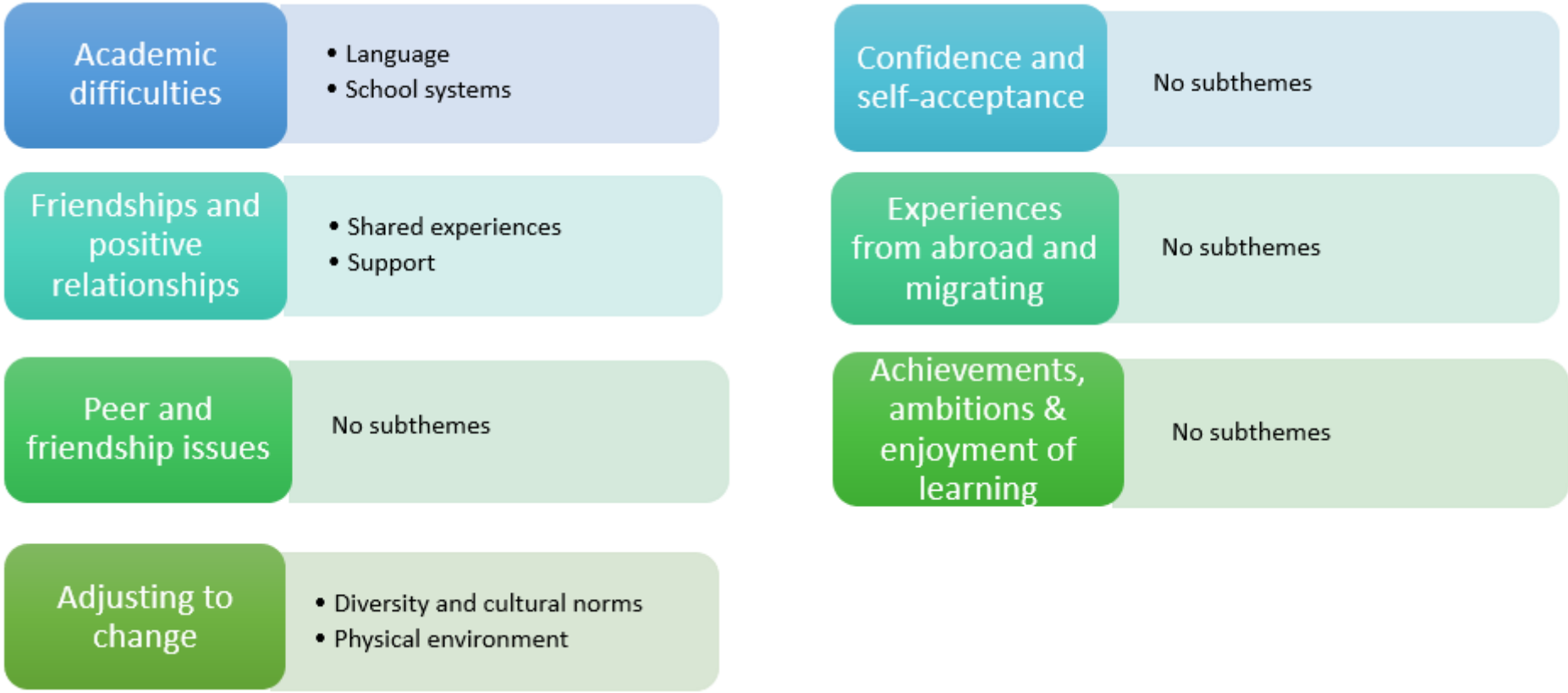


Table 26. Descriptions of the themes within Farida's narratives with example quotes.

Themes and subthemes	**Description**	**Example quotes**
Academic difficulties - Language - School systems	Farida identified academic difficulties throughout her education in England. She discussed her initial difficulties with her written English, the challenges of remote learning during COVID-19, and ongoing difficulties with high workload. She also referred to aspects of the school systems that had created additional difficulties, such as how missing the Year 6 SATs had impacted on her predicted grades and missing a year group due to different education systems across countries.	• "I think English was one of the hardest like to get over with because I didn't know the spellings and that stuff" • "I didn't even know how to write a paragraph at the time so like I had to learn everything from like scratch in English" • "…online they don't tell you nothing so like it was a lot harder, especially during the second quarantine" • "…since I've never done my SATs my grades were like a one or two which was normal at the time but then slowly people started getting six or sevens and I'm like why is my grades never going higher and I found out was because of my SATs but it was still kind of daunting like"
Friendships and positive relationships - Shared experiences - Support	Farida identified making friends and the support of friends, such as with homework and finding her way around, as significant positive memories. In particular, she enjoyed sharing interests with friends and making friends with similar experiences (e.g., experience of migrating, shared religion etc.). Having "good" teachers and familiar staff who remembered her name were also positive experiences for Farida.	• "When I have my friend… she's like got set one for everything and I was like set six and set four so she would help me a lot" • "…my other friend whose name's [friends name], she also immigrated so she came from Bulgaria to here… she also told me about her experiences" • "…my other friend… she's helped me a lot of things about like my religion so that's like very significant." • "…my first lesson I found out the science teacher was the teacher I have from Year 8 and she already knew me and she remembered my name…" • "I actually have good teachers who actually teach me"
Peer and friendship issues	Farida discussed issues with friendships throughout her schooling experience both abroad and in England. These difficulties appeared to be related to disagreements over values or Farida perceiving peers to be too controlling. Farida also discussed the peers who were identified to help her during the first week "ditching her".	• "I have a friend…it keeps annoying me, they treat her like a child" • "I'm not her friend anymore but my other friend… is still friends with my other toxic friend and… they doesn't even like her anyway somehow like they is still like friends with her for some reason" • "My toxic friend she also like is dating someone but she does like in a weird way… be like very romantic to each other and that stuff so annoying because like why do you, no one cares and that stuff" • "I think the worst memory's probably them ditching me"

Themes and subthemes	Description	Example quotes
Adjusting to change - Diversity and cultural norms - Physical environment	Farida discussed the many differences that she had to adjust to when moving between countries and to England. These included different accents, physical environments (e.g., bigger schools and cities), academic expectations, cultural norms and rules, and differences in diversity.	• "…it was a totally different accent than I'm used to it, so like being around people wasn't the easiest" • "I didn't know where classes were because it was so big it was my first time having such a big class…" • "…everyone just changed like their sexuality and that's just a huge thing for me…because in my religion you're only allowed to be straight… which was really weird but like I got used to it so far" • "…it was like my first experience around like diversity so like around Asian people, black people, white people… so like it was a totally new experience" • "so actually art [lessons] was quite different here and people were a lot better"
Confidence and self-acceptance	Throughout Farida's narrative her increasing confidence and self-acceptance over time was evident. Farida discussed her journey to feeling comfortable and proud to talk about her heritage. She was initially reluctant to tell peers she had lived in a Middle Eastern country but was now confident and happy to share her experiences. She also indicated increased confidence in "speaking up" for herself and challenging friends' behaviours.	• "…because at the time I didn't tell that I come from [name of country] because it's Middle Eastern and Middle Eastern kind of like a not a nice place because a lot of violence and that stuff… now I literally embrace it because it's like I'm the only Middle Eastern, let me just embrace it instead because it would be so fun" • "so I just kind of embrace it now because they find it so interesting so like if they find it interesting I'm just going to tell them more about it" • "that was the turning point when I realised I should probably start saying stuff more because I've had experiences before but never like spoke up about it"
Experiences from abroad and migrating	Farida discussed many memories from her experiences in her birth country (a Scandinavian country) and in the Middle East. She reflected on these and compared them to her experiences in England. Farida also discussed the significant challenges of moving countries, particularly across continents.	• "…cos even in [birth country] we were like different skin than them because it was a very white washed like hometown… like my older sister told me they were given like dirty looks and everything since we are Muslim" • "..moving house is just like the hardest moving everything from one country to another" • "…at least I learned like English from there so that's a good part" • "…school wasn't the greatest either to be honest with you"

Themes and subthemes	Description	Example quotes
Achievements, ambitions, and enjoyment of learning	Many of Farida's most positive experiences related to her enjoyment of learning, or times when she had experienced success or a sense of achievement. These achievements had helped her to identify her future ambitions. Farida had clear goals and desired to do well in education.	• "…basically we made like a full on like sculpture inside an all around like buildings and all of that stuff and we were in the finalists so like we actually went to the, oh what's it called I can't remember that place" • "I wanna be an architect so at the time I didn't realise that until after this happened" • "I hope I get really good GCSE scores so I can go to A levels, finish A levels with good scores and then go to uni and do architect… we found out I need like physics A levels, art A levels, and I need like maths A levels"

4.7.4. Summary of findings in relation to RQ1: What do migrant pupils identify as significant experiences within their narratives of education in England?

The school experiences Farida identified as significant are highlighted in bold within the restorying (see Figure 16 and Appendix 20). Farida's best memories were times when she had made friends or experienced a sense of success or achievement within school. Making her first friend in school appeared to be a particularly significant experience for Farida and she remembered in detail her first interaction with this peer. She recalled enjoying talking about their shared interests and this friend helping Farida with homework. Friendships with peers with whom Farida had shared interests, beliefs, or experiences appeared particularly significant to her. Farida discussed two friends who were important to her, one who had also migrated to England at a similar age to Farida, with whom she was able to share experiences of moving countries, and the other who followed the same religion ("she's helped me a lot of things about like my religion so that's like very significant"). I inferred that these peers with shared experiences and interests may have helped Farida feel a sense of connectedness and belonging within school. These positive experiences with peers also seemed to have built Farida's confidence and self-acceptance to share her experiences and heritage.

Farida's other best memories related to schoolwork and achievements, such as completing pieces of work she was behind on ("today I finally finished like 1-2 pages") and becoming a finalist in a competition. Taking part in a group competition project appeared a key experience for Farida as it had shaped her future ambitions ("I wanna be an architect so at the time I didn't realise that until after this happened"). I interpreted that Farida felt a sense of pride in the group's achievement which had motivated her to want to achieve in school.

Farida's worst memories related to difficulties with peers and friendship fall outs or disagreements. When Farida first started school, she recalled her worst memory as being "ditched" by the peers who were meant to be showing her to lessons. This appeared a significant experience as it made the already difficult task of adjusting to change more difficult and daunting for her. Farida also highlighted friendship issues as 'worst memories' throughout her narrative. These difficulties appeared to be related to disagreements over values or Farida perceiving peers to be too controlling. In some cases, I inferred differences in cultural norms or religious beliefs may have been a factor in these difficulties, such as

religious beliefs about sexuality and norms around openness of expressions of affection and experiences (e.g., “my toxic friend she also like is dating someone but she does like in a weird way… be like very romantic to each other and that stuff”).

Other experiences identified within the restorying of Farida’s narrative related to academic difficulties and adjusting to change (e.g., adjusting to the diversity of England, accents, and academic expectations). Farida discussed difficulties in English lessons due to differences in the American English she had been taught abroad and gaps in her knowledge (“I didn't know like there was English devices at the time... I didn't even know how to write a paragraph”). Even within art lessons, she noted that expectations were different to her lessons abroad (“so actually art was quite different here and people were a lot better… in my old school since it wasn't that good they’d just say draw a picture or draw whatever you want… but here it's like specific… so like it's totally different”). She shared that online learning during COVID-19 lockdowns was also very difficult for her. She felt that teachers “put too much work” and she did not receive much support (“the teachers couldn't never like help me”). Farida indicated that differences in the school systems also made school more difficult or frustrating for her. She shared, for example, that she missed a school year due to different age groupings, and her predicted grades/sets were low due to not having completed Year 6 SATs (“I actually never did Year 6 all grade 6 like, I skipped that year”, “since I've never done my SATs my grades were like a 1 or 2 which was normal at the time but then slowly people started getting 6 or 7 when they were Year 8 and I'm like why is my grades never going higher and I found out was because of my SATs but it was still kind of daunting like”).

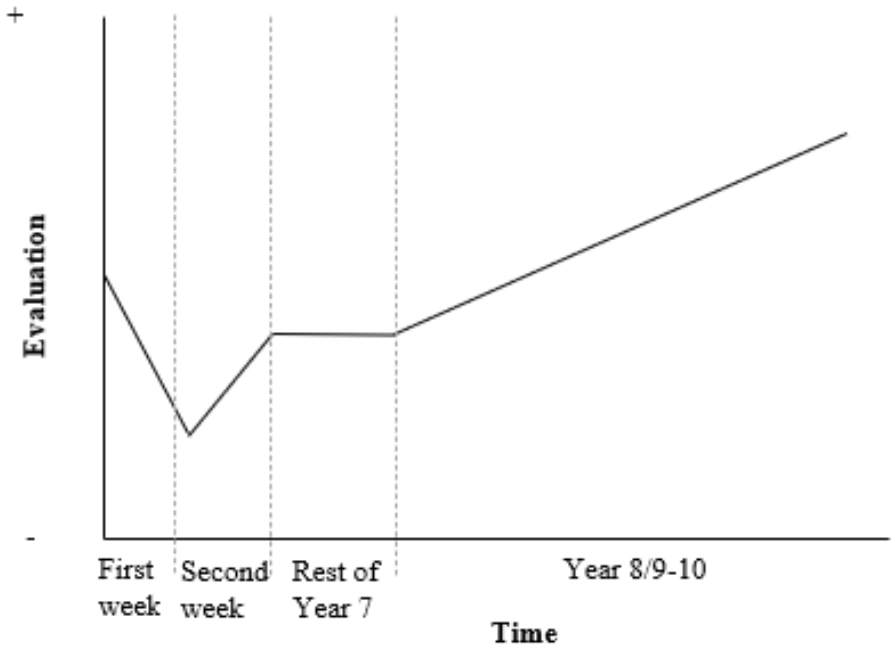
In summary, the significant experiences Farida identified were making friends, events that led to feelings of success, and difficulties with peers. Analysis of her narrative also identified her experiences of adjusting to change, and academic difficulties as important.

4.7.5. Plot development

Farida’s story was analysed holistically using Gergen and Gergen’s (1984) framework. A visual representation of my interpretation of Farida’s narrative is provided in Figure 18. Farida’s narrative followed a similar pattern to Javad’s, as it initially started as regressive but then became progressive after the first week. I inferred that she then experienced a period of stability before her narrative again

became progressive at around Year 8/9. In Section 4.7.6. further explanations of the changes in Farida's narrative, depicted in Figure 18, are provided.

Figure 18. Interpretation of Farida's experiences in school over time.



4.7.6. Summary of the plot development and restorying in relation to RQ2: How do migrant pupils' narratives illuminate changes in their educational experiences throughout their time in education in England?

During Farida's first week I interpreted her narrative as regressive. She highlighted the challenges of adjusting to her new environment, such as "a totally different accent" meaning "being around people wasn't the easiest", not knowing "where classes were because it was so big", and that being around ethnic diversity was "a totally new experience". These difficulties appeared compounded by the fact Farida was "ditched" by the peers who were meant to be helping her and she had not yet made any friends. Farida appeared to experience a significant turning point after the first week, due to having made a friend. This enabled her to have someone to talk to and help with homework. She also shared that she had adjusted to some of the changes, such as learning her way to classes ("I think by the second week I learned like all the classes that I was in and like the rooms").

Throughout the remainder of Year 7, I deemed Farida's narrative to be stable. Whilst she had friends, she discussed difficulties in these friendships. At this stage she also did not tell anyone about her

heritage. She shared that this was because “it's Middle Eastern and Middle Eastern’s kind of like a not a nice place”. Instead, she told people she was from Scandinavia (where she was born). She recalled this being difficult as people would ask about her experiences in Scandinavia, but she did not remember much about that time and did not want to lie.

Year 8/9 appeared to be another significant turning point for Farida, leading to her narrative becoming progressive. Around this time, it appeared that she grew in confidence and self-acceptance. She shared that this was “the turning point” when she realised that she “should probably start saying stuff more” when a friend does something she does not like or agree with. She also shared that it was around this time that she started to “embrace” her heritage and tell people where she was from. Year 8 or 9 was also the point when Farida developed her ambition to become an architect, following a school project. Since then, Farida discussed determination to achieve this goal (e.g., “I hope I get really good GCSE scores so I can go to A levels, finish A levels with good scores and then go to uni and do architect).

Overall, Farida’s narrative showed change over time. Initially, she experienced difficulties with adjusting, making friends, and with English; however, over time she built friendships and grew in confidence to speak up and share her identity.

CHAPTER 5: DISCUSSION

5.1. Chapter overview

Within this chapter the research findings, outlined in Chapter 4, will be discussed with reference to the theory and literature reviewed in Chapter 2. This chapter aims to provide a summary of the findings from participants' narratives in relation to the two research questions. Commonalities and differences within participants' narratives are highlighted, whilst aiming to retain the individuality and diversity within their experiences. Areas for discussion were decided based not only on commonalities but also on the perceived importance participants placed on experiences within their narratives, in line with my commitment to emphasise the voice of the participants. The limitations of the study and implications for practice and further research will also be considered.

5.2. Discussion of findings in relation to RQ1: What do migrant pupils identify as significant experiences within their narratives of education in England?

There were a number of commonalities within the experiences that participants identified as significant (e.g., their 'best' and 'worst' experiences and other key events) within their narratives, many of which supported the findings of the previous literature, identified in Chapter 2. The key experiences discussed within this section are experience of change, an unfamiliar language, making friends, academic challenges, successes and achievements, extra-curricular activities, and peer difficulties. The details, meanings, and effects of these experiences on each participant were unique and will be discussed throughout.

5.2.1. Experience of change: comparisons and adjustments

Participants all recalled their experience of starting school in England and adjusting to the changes as a significant memory. Their experiences strongly aligned with previous research findings, with participants indicating this was a daunting experience and many sharing that they felt nervous or scared (e.g., Hamilton, 2013; McMullen et al., 2020). Also echoing prior findings, participants made comparisons to their experiences abroad and discussed adjusting to the differences in their education in England (e.g., Cartmell & Bond, 2015; Hamilton, 2013). Key aspects were the new physical environment (this was particularly pertinent for Risk and Farida, who first started an English school when secondary aged), the structure of the day, and ethos and expectations (e.g., strictness, amount of homework, religious orientation, discipline methods). For Safia, expectations within the family also

changed. She discussed having to take on the responsibility of translating for her parents, which is also a commonly cited experience within the literature (McMullen et al., 2020; Moskal, 2016). Adam was the only participant that did not make these comparisons. Country of birth and age on arrival are proposed to impact on the ease of transition (OECD, 2012, 2018). Adam was the youngest participant on arrival and moved from a "developed western" country, meaning he may have received a higher quality early education (OECD, 2012, p. 70). These factors may therefore have made his transition smoother.

For Safia and Farida, the ethnic diversity in England was also a new experience. Although an initial adjustment for both, in the long term it appeared to be a supportive factor. Whilst differences in levels of diversity does not appear a prominent theme within prior literature, this may be due to variations in diversity across areas of the UK and pupils' birth countries. For Safia and Farida, however, having both previously lived in predominantly white areas where they experienced discrimination, this ethnic diversity in England appeared to help them feel a sense of acceptance and belonging. Other pupils' greater awareness and experience of different cultures and religions may have been a protective factor that helped these participants to avoid racist bullying, highlighted in previous literature, whilst at secondary school (e.g. McMullen et al., 2020). From an acculturation perspective, this multiculturalism within the dominant group may therefore have allowed Safia and Farida to feel more freedom over their acculturation strategy (Berry, 2005).

5.2.2. An unfamiliar language

Despite increasing diversity within England, classrooms are often experienced as monolingual spaces in which pupils feel their first languages are not valued, therefore difficulties speaking English are often highlighted as a significant challenge (e.g., Gundarina & Simpson, 2021). In support of previous research, not understanding the language within the classroom appeared to be a key factor that made starting school daunting for Safia, Adam, and Javad (Evans & Liu, 2018; Safford & Costley, 2008). Experiences of not knowing what was happening, how to get their basic needs met, and not being able to answer questions from peers, were pertinent experiences for these participants.

As is discussed within the literature, participants adopted different strategies to manage their language difficulties (Safford & Costley, 2008). Whilst Safia shared that she listened and tried to copy peers' language to get her needs met, other participants appeared to opt for a remaining silent approach. In support of Safford and Costley's (2008, p. 140) findings I inferred this appeared more of a "survival reaction" than a "silent period" to listen and take in the new language (Krashen, 1981, p. 60). All four participants discussed not feeling confident to speak. Safia, Adam, and Javad highlighted feeling fearful of, or having experienced, peer bullying when they spoke due to their difficulties and accent. Risk, however, appeared less concerned that he did not understand English, with his narrative suggesting a level of acceptance that he would not understand or be able to answer questions. Risk had experienced multiple moves within his lifetime, including a prior experience of starting school in a country where he did not speak the language. I inferred these experiences may have led to a state of learned helplessness, whereby Risk passively accepted his circumstances as uncontrollable, leading to his silence (Seligman, 1972). This highlights the impact of both prior experiences and individual factors on how migrant pupils respond to their new environment. Therefore, whilst pupils may present similarly, an understanding of the reasons and experiences behind behaviours may be important to effectively support the child (e.g., establishing if silence is due to fears, bullying, or simply lack of English language). For example, whilst Risk may have presented outwardly as least distressed, and therefore staff may have assumed he was coping well, learnt helplessness may be associated with negative long-term outcomes (Seligman, 1972).

The support participants received with their English varied and appeared significant to their school experiences. Although all participants appeared to initially spend a period within the mainstream classroom, Adam, Safia, and Risk (who attended two different schools) were later all moved into a class specifically for pupils with EAL. It appeared these participants spent the majority of the school day in this class for up to their first year in England. Whilst there is limited specific EAL policy within England, this appears to go against the previous policies and research suggesting mainstreaming is the predominant and most effective approach, as discussed in Chapter 1 (Leung, 2016; The Bell Foundation, 2020). All three participants indicated this support was initially a positive and enjoyable

experience which helped them learn English. Both Risk and Safia, however, later reflected on some difficulties. As is highlighted as concerns within the literature advocating for mainstreaming (The Bell Foundation, 2020), Safia discussed the long-term impact of missing out on learning maths skills and Risk indicated the effects it had on his social integration. His narrative suggested he did not meet his friends until he returned to mainstream classes, and he felt he would have been more confident communicating with his friends had he not been in the separate class. For Adam, however, being moved into this class seemed a particularly positive experience, allowing him to feel safer (e.g., removed fear of peers laughing at him) and a greater sense of connectedness (knowing he was not alone in not being able to speak English, and enabling him to be with a peer who spoke his first language). Adam did not indicate any long-term negative effects; his younger age on arrival may have meant gaps in other learning was more easily caught up whilst still in primary education. Leung (2016), also argued that the mainstreaming approach may not be most effective, suggesting it resulted from ideology around equality, as opposed to consideration of the needs and effective pedagogy for these learners. Therefore further research is needed into the outcomes of other types of school-based provision (Leung, 2016) such as that received by these participants.

Similarly to Adam, Javad appeared to value others speaking his first language. Opportunities for language support (via peers translating or a member of staff who spoke Javad's first language) seemed important in supporting his sense of belonging and enabling him to feel understood. This supports Cartmell and Bond's (2015) assertion of the importance of both support to learn English and support in pupils' home language.

5.2.3. Making friends

In support of previous findings, all participants identified making a friend was a significant experience and this was frequently identified as one of their best memories of school (Cartmell & Bond, 2015; Hek, 2005). Similarly to Hastings' (2012) findings, participants discussed how having a friend provided them with support both emotionally (e.g., having someone to confide in and looking out for them) and practically (e.g., help with homework and translating). As was concluded by Safford and Costley (2008, p. 145), within this study it also appeared "peers, rather than school policies, were a key factor in their

survival". For three participants their first friendships were with peers who spoke their first language. As English ability can be a barrier to forming friendships, it is common for pupils' first friendships, where possible, to be with peers speaking the same language (Evans & Liu, 2018; Moskal, 2016). McMullen et al. (2020, p. 135) suggested these friendships may also be due to the stress of "coping with linguistic, religious and cultural differences" of others. Within the current study, however, I inferred these friendships were not only due to shared identity aspects such as language, culture, or religion but also as a result of shared experiences. For Javad, for example, this peer gave him someone to confide in that could relate to his difficulties with bullying and provide reassurance.

As found in Hanna's (2020) paper, many participants in this study continued to value friendships with peers with shared experiences (e.g., migration, language, culture, or beliefs) even once fluent in English. I inferred these shared experiences validated participants' experiences and identity, enabling them to feel a greater sense of belonging in school. From an acculturation perspective, these friendships may have allowed them to feel able to integrate aspects of their own culture into their new environment and English culture (Berry, 2005). This appeared particularly important for Safia and Farida (discussed further in Section 5.3.3.). Whilst Hanna (2020) highlighted pupils valued aspects of learning within school which connected to their lives and identity, it has been argued the curriculum traditionally promotes a monolingual and monocultural approach which some pupils may struggle to relate to (Welply, 2017). Friendships, therefore, may have been a more accessible way in which these participants were able to connect to school and feel their identity was accepted and valid.

Staff support with making friends, for Adam and Javad was in the form of being introduced to peers who spoke their language. For Safia and Farida, both were given peer 'buddies' who were deemed to be there to support them with making friends and with practical aspects (e.g., Farida's were meant to take her to lessons). Both Safia and Farida indicated that, due to negative experiences of friendships abroad, they were wary about friendships when they started school in England. For Safia, these peer buddies appeared positive; they helped her to feel welcome and challenged her previous bad experiences. For Farida, however, this was a significant negative experience as these peers "ditched" her, therefore likely increasing her "trust issues". Whilst this approach of buddying is a commonly

recommended strategy (e.g., DfE, 2007), Farida's experience highlights the importance of selecting peers who are responsible and motivated to help.

5.2.4. Academic challenges

Experiences of academic difficulties were common within all participants' narratives at some stage. A range of causes for academic difficulties were cited across participants such as English proficiency, school systems, and staff expectations. The difficulties experienced by participants and causes of these, however, changed over time, and as their English fluency improved. An analysis of these changes, with a focus on the impact of English language ability, is provided in Section 5.3.1.

Many participants identified teachers who had provided valuable academic support; commonly this was those who supported them to learn English in their early days in school. However, findings supported the prior literature, with staff expectations and support also being identified as a key issue for participants (as discussed in Section 2.4.6.). Safia identified issues at secondary school with a teacher not providing enough support, and Farida and Risk both identified difficulties with staff expectations being higher than their perceived ability. As has been reported in previous research, Farida indicated feeling overwhelmed and out of her depth with the academic expectations in England, both initially due to her English ability and gaps in her knowledge, but also when trying to learn online during COVID-19 (Hek, 2005; McMullen et al., 2020). For Risk, expectations he viewed as unattainable alongside feeling the work he produced was not valued, appeared to have impacted on his motivation to learn. Other research has, however, cited the negative impacts of staff expectations being too low (e.g. Moskal, 2016; Safford & Costley, 2008), highlighting the importance of staff ensuring the right level of challenge and support to enable pupils to stay motivated. This also appeared evident within Adam's narrative, where he discussed being moved up and down English sets but indicated being happiest in the set with more support yet still some independent work.

Other significant experiences for participants included challenges relating to learning which they felt were caused by school systems. Several participants highlighted the impact of moving schools leading to gaps in their learning (e.g., due to different curriculums, different year groupings leading to missed years, and being unable to get school places immediately after their moves). For some, this resulted in

them feeling they had to do extra self-study to catch up (as was also found within Hastings (2012) and Safford & Costley's (2008) research). Notably, both Safia and Farida discussed Year 6 SATs assessments impacting on their predicted grades and sets in later school years. I inferred that both felt frustrated that despite their hard work and perceived attainment, this was working against them.

Attainment setting was a key difficulty for Safia, supporting Moskal's (2016) findings. This appeared to impact negatively on her self-esteem. Similarly to Hastings' (2012) paper, she described frustration at the behaviour of peers within lower sets distracting from her learning. Hanna (2020, p. 553) also identified concerns with migrant pupils being separated by "perceived ability" (which often related to English proficiency) suggesting this "may unintentionally highlight racial undertones in terms of physical separation of different groups of children" and devalue their knowledge and skills. Furthermore, pupils reported that they had been sat with the 'naughty' children, which may result in them feeling ostracised from their class (Hanna, 2020). Wider research on attainment setting, based on a review of 58 studies, has also supported the suggestion that this approach is not effective and may actually have a detrimental effect on low attaining pupils' confidence and progress (Education Endowment Foundation, 2021). Although, the limitations of the current literature in this area should be acknowledged, such as the lack of recent research and randomised control trials (Education Endowment Foundation, 2021). Research has also highlighted the racialised nature of ability setting, suggesting teachers may be more likely to make negative judgements on migrant and Black pupils' abilities (Gillborn, 2008; Moskal, 2016). Setting may lead to poorer outcomes and limit the achievement of pupils (for example, through exam tiering), perpetuating teachers' beliefs about pupils' abilities (Gillborn, 2008, 2010).

5.2.5. Success and achievements

Significant positive experiences for many participants were times when they had felt a sense of success or achievement within school. For some, this initially came from non-academic activities such as sports (e.g., Adam getting picked for the football team after he worked hard on his skills, and Safia feeling she succeeded at archery) or more creative tasks (e.g., Farida's achievement in an art competition). Whilst feelings of success or achievement may be valued by all pupils, these experiences may be particularly

salient for migrant pupils who may initially struggle in academic subjects due to English ability or differences in education systems. This finding is less prominent within previous research, although within some papers pupils made reference to valuing recognition of positives (e.g., phone calls home, rewards, certificates) (Cartmell & Bond, 2015; Hastings, 2012). This could be due to the fact much of the previous literature considers the early experiences of pupils (e.g., newly arrived pupils), whereas in the current study most participants' narratives of success began after being in England for a couple of years. This appeared to be due to the most salient memories of their first years being the challenges of adjusting to the new environment. Farida, for example, highlighted that even within art lessons the expectations were very different from her prior experiences. Therefore, even in subjects with low language requirements, pupils may still feel unable to achieve.

Within some participants' later school experiences, academic achievements were also significant. All participants discussed specific experiences of making academic progress or succeeding (e.g., moving up sets, getting answers right, and learning new things), and/or increased enjoyment of learning (discussed further in Section 5.3.2.). These experiences appeared particularly salient for participants who had faced academic difficulties and felt this achievement was a result of hard work and determination. Safia, for example, discussed her disappointment at being placed in low sets, followed by her hard work leading to her being moved up a set. Farida also discussed feelings of success after catching up on schoolwork she was behind on.

5.2.6. Extra-curricular activities

Another experience frequently highlighted as positive for participants was involvement in extra-curricular activities, such as clubs (sports or breakfast clubs), school trips, class assemblies, and group projects/competitions. These experiences were evident within all participants 'best memories', other than Risk. I inferred that these experiences gave participants the chance to have fun and engage with peers in activities that were often less reliant on their language or academic abilities. In some cases, these also provided opportunities to achieve (as discussed above). This may have helped them to feel included within the school community which has been found to be a key factor in developing a sense of school belonging (Cartmell & Bond, 2015).

For Adam and Javad, involvement in sports appeared to provide a sense of familiarity for them, when everything else was new and daunting. As previously mentioned, Hanna (2020) identified that migrant pupils being able to connect aspects of the school curriculum to their lives and experiences may lead to increased self-esteem. I inferred that for these pupils, it was sports, usually outside the curriculum at playtime or after school, that enabled them to bring an aspect of their prior experiences into their new school and therefore provided this connection and increased self-esteem.

5.2.7. Peer difficulties

As was found in previous literature, difficulties with peers were frequently mentioned as key negative experiences (e.g., Hek, 2005; McMullen et al., 2020). A range of difficulties were identified including peer disagreements, the general behaviour of peers causing distress (e.g., Javad described disliking seeing peers fighting and swearing in the corridors) and distracting from learning (as discussed in Section 5.2.4.), as well as more targeted difficulties such as bullying.

Safia, Adam, and Javad all discussed peers laughing at them or picking on them for their English ability, although all three had different experiences. For Adam, it seemed, although he did not experience this much, the fear of being laughed at was his biggest concern. Whereas Safia discussed peers being "rude" and mocking her for making mistakes as something she had experienced throughout her time in school and described developing resilience to this. For Javad, however, during primary school these difficulties appeared to extend beyond being laughed at for his English, into name calling and racist bullying. A review of the literature (Chapter 2) highlighted these negative experiences of peer bullying, racism, or exclusion are common for migrant pupils (e.g. Hek, 2005; McMullen et al., 2020; Moskal, 2016). The whole school ethos such as the school approach to bullying and respecting cultural and religious differences is therefore important to the experiences and sense of belonging for migrant pupils (Cartmell & Bond, 2015; Hek, 2005). Javad's arrival in England was also in the year following the Brexit referendum, an event which led to an increase in hate crime (Carr et al., 2020). This wider political and social context may have influenced peers' views, increasing negative attitudes towards Javad.

For Farida, falling out with peers and friends were significant experiences throughout her narrative. Several of these appeared to be due to differences in cultural norms or religious beliefs, such as religious

beliefs about sexuality and cultural norms around openness of expressions of affection. Therefore, this again may reflect acculturation difficulties, whereby Farida and her peers were both coming across views and experiences different to their own and struggling to resolve these (Berry, 2005).

5.2.8. Summary of findings for RQ1

Many of the findings for RQ1 strongly support the previous research, outlined in Chapter 2. Themes consistent with prior research were participants' initial experience of change, English language ability, peer relationships, and academic challenges. Aspects identified as important in this study which were less prominent in prior studies were participants' experiences of success and achievement, and extra-curricular activities. Both of these experiences appeared important in increasing participants' self-esteem, connectedness, and belonging within school. One aspect of the previous research that appeared less pertinent in the current study, however, was the impact of staff relationships. The impact of academic expectations of staff and the support they provided was identified (within Section 5.2.4. and further discussed in Section 5.3.1.). Unlike previous research, however, (e.g., Hastings, 2012) staff were not highlighted as playing as significant a role in supporting the wellbeing of participants. Instead, friendships appeared most important to these pupils.

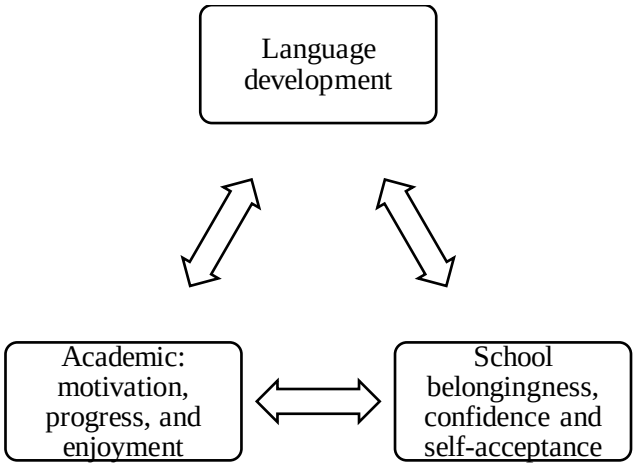
5.3. Discussion of findings in relation to RQ2: How do migrant pupils' narratives illuminate changes in their educational experiences throughout their time in education in England?

The findings support prior research in highlighting the individual journey of migrant pupils in adapting to school in England and developing a sense of belonging (Hastings, 2012). Whilst the changes over time were unique for each participant and occurred at different stages in their transition, there were some commonalities in their overall journeys. All participants identified difficulties and challenges when first starting in their English school (discussed in Section 5.2.1.). Following an initial adjustment period, participants then discussed their experiences improving as they settled in. After this participants' narratives varied; however, there were commonalities in the factors that appeared to lead to changes in their overall experiences or views of themselves (turning points). These factors can be separated into specific experiences and personal growth in participants (e.g., motivation, confidence, self-acceptance, and language fluency).

The experiences identified as significant to participants within RQ1 (Section 5.2.) were unsurprisingly also often key events that led to turning points in participants' narratives. Over the first few weeks, adjusting to the initial environmental changes, such as learning where classes were and teacher expectations, helped improve participants' experiences. The most notable factor leading to an improvement in the school experiences for all participants during their early days, however, appeared to be making a friend (as discussed in Section 5.2.3.). This supports previous research findings which also identified that making a friend helped reduce pupils' initial fears and loneliness, leading to greater enjoyment of school (Hamilton, 2013; Hastings, 2012). For Adam and Risk, being moved into a specific class for EAL support was also a turning point, enabling them to experience a sense of connection and enjoyment of school.

Personal growth in participants that led to turning points generally occurred later within participants' time in school. Often this personal growth appeared to be a result of these significant experiences over time (e.g., making friends and adjusting to changes led to increased confidence). Common factors which appeared to lead to changes over time in participants' school experiences were language development; academic progress, motivation and enjoyment; and sense of school belongingness, confidence, and self-acceptance. These aspects all appeared related and impacted upon each other (see Figure 19).

Figure 19. Image showing the relationship between personal growth factors.



5.3.1. Academic difficulties, progress, and language development

All participants discussed their academic difficulties and progress over their time in education in England. In support of prior research findings, for most, English fluency was initially cited as the main

barrier to accessing learning (Gundarina & Simpson, 2021; Safford & Costley, 2008). This was particularly pertinent for Javad and Risk who spent more time within mainstream classes initially. For Farida, although she spoke English on arrival in England, she still identified understanding English accents and her written English as a cause of difficulties. Safia and Adam, identified that the return to mainstream classes was a time they experienced academic difficulties due to expectations upon them increasing and comparisons to peers being greater. In support of previous findings, it appeared for both participants these difficulties were buffered through feeling supported by staff (Cartmell & Bond, 2015; McMullen et al., 2020).

For Safia, Adam, and Javad, there appeared to be a shift in their narratives after being in English schools for approximately 4 years. Adam and Javad both highlighted the role of English fluency in this change, discussing that it enabled them to make friends and academic progress. Safia, on the other hand, identified the change was due to feeling more confident to speak to others and being more academically motivated. She did not directly identify this to be due to English fluency. Research into second language development suggests it takes about 3-5 years to develop Basic Interpersonal Communication Skills (BICS), but 4-7 years to acquire the Cognitive Academic Language Proficiency (CALP) or "academic English" necessary to succeed in school (Cummins, 1981, 1984; Demie, 2013, p. 8). Therefore, this could explain why after around 4 years, participants experienced a turning point, with both their social and academic language improving at this stage. Although, recent research has suggested only a third of pupils who started school as "new to English" were competent after 6 years (Strand & Lindorff, 2020). This may explain the ongoing academic difficulties discussed by some participants.

Whilst language development appeared to be a key factor, it is important to note that a range of other factors were also perceived to impact on academic progress, such as gaps in learning, teacher support and expectations, and peers (as discussed in Section 5.2.4). These factors were generally most pertinent in participants' later school experiences (likely as a result of the initial language barriers reducing). This may explain why aspects such as attainment setting and gaps in learning are less frequently identified in the literature, as much of the previous research focuses on the early experiences of migrant pupils. These aspects may therefore be useful considerations when supporting migrant pupils.

5.3.2. Academic motivation and enjoyment

Participants' academic motivation and enjoyment was another factor which varied across their time in schools in England. For most, their motivation to achieve and enjoyment of learning appeared to grow throughout their time in school, with some fluctuations. Whilst this in part appeared to be affected by participants' language ability, other important aspects were also suggested.

Both Safia and Risk discussed a reduction in academic motivation after being in school for around 3 years. This could again be explained through language development. After 3 years they may have had developed a basic level of fluency but not yet the academic English needed to access the curriculum, leading to frustrations with academic work (Cummins, 1981, 1984; Demie, 2013). Safia, indeed, discussed feeling down about her attainment in comparison to peers. Risk identified this reduced motivation was due to feeling staff expectations were too high and his work was not valued, disliking school rules, and being separated from his friends. Therefore, whilst language appeared important, friendships were also a key aspect. This could be explained through self-determination theory which proposes an individual's motivation is affected by three factors; competence, autonomy, and relatedness (Deci & Ryan, 1980). For both pupils their sense of competency (through feeling their academic ability was not good enough) and relatedness (e.g., peer belonging and teacher relations) are likely to have been impacted by these experiences. For Risk, school rules also impacted his perceived autonomy with him describing school as "like a prison", therefore all the important motivation factors had been compromised. Conversely, experiences that increased participants' sense of competency and relatedness (e.g., Farida experiencing success in a group competition, Javad feeling accepted by peers, and Adam and Safia beginning to experience academic success) appeared to improve their motivation and enjoyment of school.

5.3.3. School belongingness, confidence, and self-acceptance

Participants' sense of school belongingness, confidence, and, for some, self-acceptance all appeared to change over their time in school, and I inferred all three factors to be linked. Participants' narratives appeared to show an increase in confidence over time. English difficulties were a key reason cited for initial low confidence, as was also found by McMullen et al. (2020), and experiences of peers laughing at participants' attempts to communicate further exacerbated this. Over time, however, confidence both

socially and academically improved for most. Whilst improving English fluency was indicated to help, only Adam cited this as the key factor. For other participants, a range of other factors appeared to influence on their confidence. I inferred these were all aspects that helped them feel a greater sense of belonging and connection within school, such as friendships and peer acceptance.

For Farida and Safia, an increase in their confidence to stand up for their beliefs and express their own identity was also evident. From an acculturation perspective, it seemed both initially felt the need to assimilate to the dominant English culture. For example, Farida initially did not tell anyone she had moved to England from a Middle Eastern country and Safia discussed her "journey" with her headscarf. This appeared to be due to their prior experiences of racism abroad and for Safia, an early experience in England of being questioned by a teacher about her headscarf. For Farida, this decision to hide her heritage was also based on family advice. Over time, however, both indicated they felt more confident and freer to express aspects of their identity. This suggests that later in their schooling they felt more able to take an integration approach to acculturation. Key factors cited to enable this were having secure friendships, including some friends who had shared aspects of their identity, and the diversity and attitudes towards cultural differences within their schools (as discussed in Section 5.2.1.) and England more broadly. This mirrors Cartmell and Bond's (2015, p. 97) findings that pupils "feeling ok to be themselves" was influenced by the school environment and that others respecting cultural and religious differences was important to pupils' sense of belonging.

5.3.4. Summary of findings for RQ2

The findings support prior research in highlighting the journeys of migrant pupils to adapt to school in England (Hastings, 2012). This research, however, extends prior findings by showing the individual journeys of participants over their time in school and identifying what factors appear to have led to changes in their experiences. All participants experienced some initial challenges when first starting school in England followed by an improvement in their experiences as they began to adjust to differences. In their early days in school, specific experiences that led to improvements were factors such as beginning to make friends and increases in English language support. Over time, most participants' overall school experiences continued to improve due to developments in their English

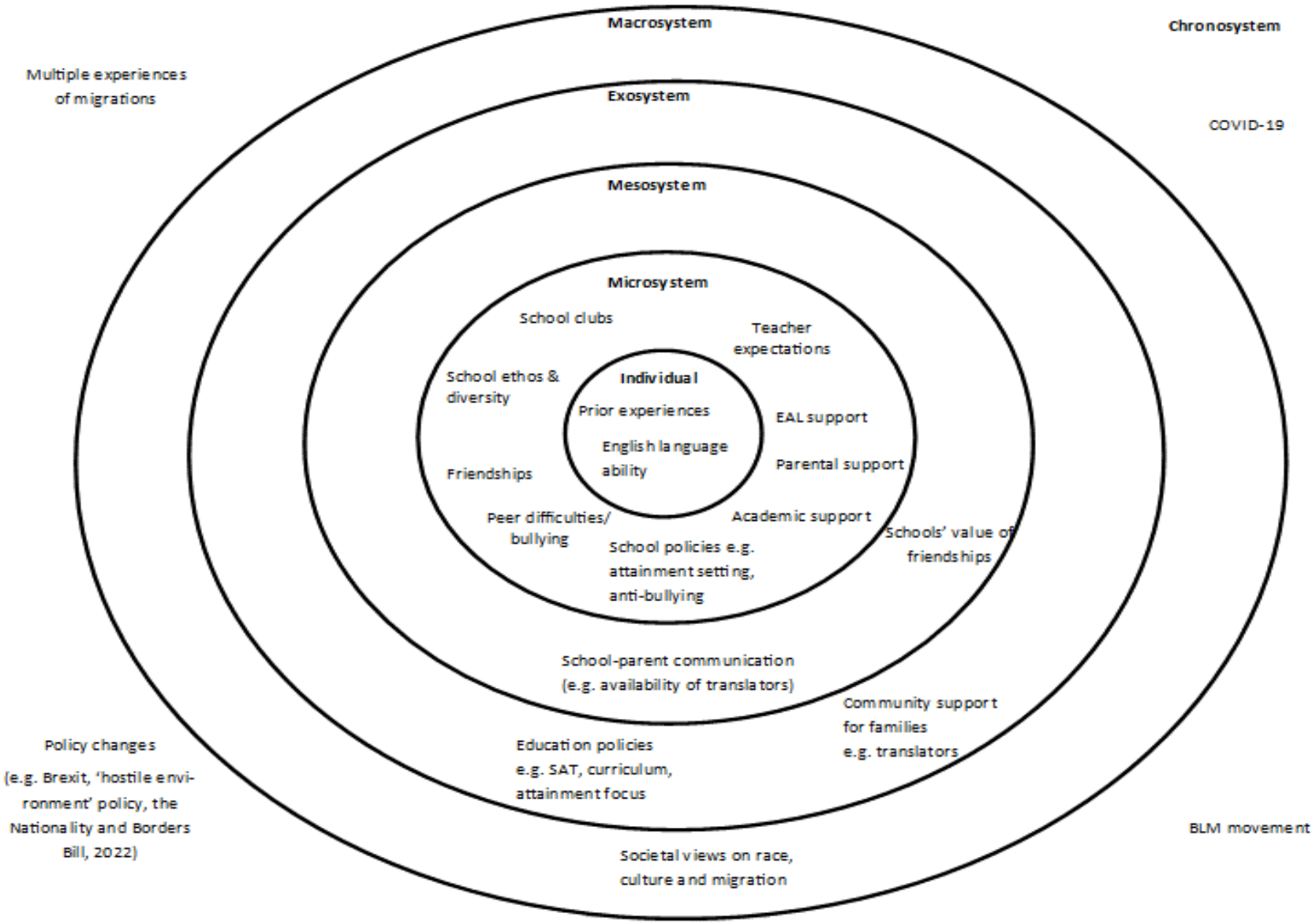
fluency, increases in confidence and self-acceptance, and greater academic progress and enjoyment. I inferred these experiences enabled participants to feel a greater sense of school belonging and therefore happiness within school.

5.4. Synthesis of findings

This study shows the unique journey and experiences of each participant during their time in schools in England. The findings highlight the multiple influences on migrant pupils' experiences over time, not only within their immediate environment but also the impact of wider socio-cultural and political factors. These findings could therefore be linked with Bronfenbrenner and Morris' (2006) bioecological model, as this model identifies the many influences on a child's development. Bronfenbrenner and Morris' (2006) model proposes children's development is affected by process (interactions between the child and environment), person (child characteristics e.g., age, gender, and past experiences), context, and time.

This model is therefore proposed to be a useful framework for consideration of migrant pupils' school experiences as it reflects all factors identified in this study, including the element of change over time. The model highlights five different systems surrounding the child (the different contexts): the microsystem (the child's immediate environment), mesosystem (interactions within the microsystem), exosystem (factors that do not directly influence the child but affect them through impacting their microsystem), macrosystem (the wider cultural context and beliefs surrounding the child), and the chronosystem (environmental changes over time). Factors identified in this study could be understood within these different contexts. Figure 20 maps the factors deemed to influence on participants' experiences in the current study onto Bronfenbrenner and Morris' (2006) model.

Figure 20. An adapted version of Bronfenbrenner and Morris' (2006) model showing findings from the current study.



Whilst Figure 20 aims to highlight the findings, the limitations of this visual in demonstrating the interactions between the pupils, context, and change over time are acknowledged. Not all factors in Figure 20 were identified within all participants' narratives, for example, schools' value of friendships was only pertinent within Risk's narrative. I felt inclusion of all elements, however, was important to highlight the complexity and individuality of factors which may influence on migrant pupils' experiences. Furthermore, some of the wider contextual and environmental factors referred to in Figure 20 (e.g., within the macro and chronosystem) were not directly mentioned by participants, however I deemed these may have influenced on their experiences. In line with my social constructionist stance that knowledge is constructed through social interactions and therefore historically and culturally bound (Burr, 1995), I deemed it important to include these aspects to highlight the social context in which these narratives were constructed. It was hoped this visual would illustrate how this framework may be useful in enabling practitioners to consider individual and broader socio-cultural factors which may be pertinent to pupils they are working with.

5.5. Limitations of the research

This section considers the key limitations of this research in terms of both sample and methodology. Reflections on the trustworthiness of the research using Yardley's (2000) criteria were discussed in Chapter 3, Section 3.11.

5.5.1. Sample limitations

Sample limitations include difficulties with generalisability and representativeness, and the impact of differences between participants on the length and depth of their narratives. These limitations are discussed in Table 27.

Table 27. Sample limitations.

Limitation	**Details**
Generalisability & representativeness	From a positivist perspective, the sample of this study could be critiqued in terms of generalisability and representativeness. The sample size was small (n=5), and the research was conducted within two schools in diverse areas of a multi-cultural city. These pupils' experiences may therefore be very different to those of migrant pupils in less diverse areas. Whilst pupils were from a range of different countries and had different experiences prior to migration, this small sample is not representative of all migrant pupils. Additionally, the diversity of the sample in terms of country of migration, English ability, age on arrival, and age at the time of the study means it is not possible to make generalisations as to how these factors may impact on migrant pupils' experiences in schools in

Limitation	Details
	England. However, in line with my epistemology and the principles of narrative inquiry, the aim of this research was not to make generalisations but instead to seek an understanding of how participants make sense of their school experiences. Flyvbjerg (2006) argues this type of experiential, context-dependant knowledge is crucial to the understanding of a particular area. In line with Elliott's (2005, p. 26) recommendations this study takes a "common-sense" approach to generalisation, by providing contextual information to allow the reader to make their own judgements about the extent to which findings can be transferred to similar settings.
Differences between participants	I believe differences between participants, such as current age and number of years living in England, also may have affected the length and depth of their narratives. As RQ2 focused specifically on change in experiences over time, the length of time participants had been in England is likely to have impacted on findings. Whilst I aimed to reflect on these differences within Section 5.3. (e.g., consideration of time in England and language development), the differing lengths of time could have resulted in some participants' views being overrepresented in comparison to other participants as they had a longer time period to discuss. The main factor, however, which I deemed to influence the length and depth of narratives was participants' current age. The two oldest participants (Safia and Farida) provided much more in-depth and reflective narratives, resulting in their restoried narratives being longer, a greater number of themes being identified, and greater interconnectivity between themes (as shown within the thematic maps). This is again likely to have had implications on the findings of my research questions as it could have resulted in their views being discussed more than other participants. Whilst I felt all participants were able to engage with the methods used and were able to construct insightful narratives, the greater depth provided by Safia and Farida may suggest the methods were more appropriate for older pupils.

5.5.2. Methodological limitations

Possible methodological limitations include the retrospective nature of the narratives, lack of participant feedback on the data analysis, the power imbalance, risk of confirmation bias, lack of inter-rater comparison, and limitations of the narrative inquiry approach. These limitations are discussed in Table 28.

Table 28. Methodological limitations.

Limitation	Details
Narratives were gathered retrospectively	Participants' experiences of change over time were gathered retrospectively rather than longitudinally. Whilst this was necessary due to the time constraints of this research, findings may have been limited by participants' memories of events. This research therefore considers how participants currently make sense of their prior experiences, with the view that narrative "re-presents experience rather than providing the reality" (Bold, 2012, p. 35). From my social constructionist viewpoint, the aim would not be to seek the 'truth' about participants early school experiences as "all narratives are provisional" and subject to change (Murray, 2003, p. 115). However, longitudinal research to consider migrant pupils' narratives of their experiences at different points in their education in England, may provide

Limitation	Details
	useful information about how they make sense of their experiences at different timepoints.
Lack of participant feedback on analysis	Another potential limitation relates to participants not being asked for their feedback on my analysis of their narratives (*member checking)*. Whilst this has been proposed to be a valuable way of ensuring participants' data is not misrepresented, it is acknowledged it is not always appropriate or feasible (Yardley, 2015), as was the case in this study. Although, I initially hoped to have another session with participants to allow them to provide feedback on my analysis, this was not possible. Difficulties at the early stages of the project due to issues with ethical approval, recruitment, and the COVID-19 pandemic meant the data collection was delayed. Due to this, it was deemed not possible within the timescales of this research to have a data checking session with participants. Therefore, it was agreed participants would instead receive feedback on the findings and an opportunity to discuss these and ask any questions after completion of the research. Whilst feedback on my analysis may have improved the trustworthiness of the study, participant feedback is not always appropriate as the theories and approaches used in the analysis may be difficult for participants to understand (Yardley, 2015). In retrospect, I believe some participants may have struggled to access this session due to their current English ability. Therefore, whilst it may have been useful for some participants, there may have been a risk of distress to participants if they could not make sense of my feedback. Furthermore, member checking suggests a realist approach as it indicates the aim is to find the 'truth' of participants experiences (Braun & Clarke, 2013). In line with my social constructionist viewpoint, interviews were instead viewed as a site of knowledge production, and the influence of myself as the researcher is acknowledged (Holstein & Gubrium, 1995). Narratives are constructed for a specific audience and purpose, and are "subject to change as new information becomes available" (Elliott, 2005; Murray, 2003, p. 115). Therefore, especially given the long gap between interviews and when participant feedback would have occurred, the way participants construed their narratives may have changed.
Power imbalance	This research could also be critiqued in terms of the power imbalance between myself, as the researcher, and the participants. This may have increased the risk of participants giving socially desirable responses. The influence of the researcher and the context in which narratives are shared are an inherent part of narrative research from a social constructionist perspective (Elliott, 2005). However, within this study ample time for rapport building was built in to try and ensure participants felt comfortable to share what they wanted to. Furthermore, participants were reassured prior to the start of interviews that there were no right or wrong answers and that I just wanted to hear their experiences. Throughout the interviews, non-verbal cues were also used to help reassure participants. For example, Safia initially seemed cautious when mentioning racism; however, my non-verbal prompts (e.g., nodding) seemed to allow her to feel more confident to continue talking.
Confirmation bias	There may also have been a risk of confirmation bias within the data analysis. Having conducted a literature review prior to the data analysis may have influenced what was salient to me within participants' narratives. Although each participants' data was analysed separately, analysis of earlier participants' narratives may have subconsciously influenced my analysis of later participants' data. Throughout the research I sought to emphasise my influence as the researcher on all aspects of the process and highlight the socially constructed nature of the narratives.

Limitation	Details
Lack of inter-rater comparison	One method of increasing the trustworthiness and overcoming issues of confirmation bias could have been getting an independent researcher to check my analysis and codes (Yardley, 2015). However, this approach would suggest a realist view by indicating there is a 'truth' to be found (Braun & Clarke, 2013), and therefore would not fit with my social constructionist approach.
Use of narrative inquiry	Narrative inquiry has been critiqued for presenting participants' narratives as 'authentic' constructions of participants' reality (Atkinson & Delamont, 2006). Narrative inquiry is, however, highly interpretive, with the researcher having a key influence on suggesting the meaning of narratives. Within this study, I aimed to address this through my social constructionist stance and by reflecting on my interpretations and influences on the narrative throughout. Although, this could still be considered a limitation of this research and narrative inquiry more broadly as analysis approaches such as restorying could be interpreted by the reader as a direct representation of participants' experiences. Furthermore, narrative inquiry is a time intensive approach, which limited the number of participants I was able to recruit for this research. Whilst this may be deemed as a weakness, I believe the benefits of sharing the participants' narratives in depth outweighed the limitations. Within this research, narrative inquiry was also deemed to be less effective with the younger participants. Whilst the younger participants still engaged positively with this approach to share their stories, they provided less reflective accounts and required a higher level of prompting to discuss how they felt about events. An approach allowing for a more structured interview may therefore be beneficial for younger participants. However, I found this approach useful for participants with EAL as it reduced the need to understand lots of questions and allowed them to share their stories using words they knew. Some of the language used within McAdams' (1993) interview schedule, however, did need further adapting or explanation, such as 'theme' and 'turning point'. For participants with EAL, more unstructured narrative approaches may therefore be useful. Overall, I found narrative inquiry to be a useful child-friendly approach which empowered participants by allowing them to share what was important to them and within their own words. This allowed for an in-depth understanding of their experiences. I therefore believe narrative to be a useful approach both within research and also for EP practice.

5.6. Implications for practice and research

5.6.1. Implications for school staff

The findings of this study have a range of possible implications for school staff in supporting migrant pupils, both when they first start at a school in England, but also in terms of supporting their wellbeing and academic attainment longer term. Recommendations for school staff supporting migrant pupils are given in Table 29.

Table 29. Recommendations for school staff.

Recommendation	Explanation
Awareness of individual	This study highlights the individual journeys of migrant pupils and how these journeys are shaped by their many experiences both in England and prior to

Recommendation	Explanation
experiences-strengths and needs	moving. Whilst there may be commonalities, each pupil had unique experiences and different views on the support they wanted. The findings therefore identify the importance of school staff understanding the prior experiences and views of each pupil in order to appreciate and support with difficulties, whilst also recognising their unique strengths and skills. For example, this may lead to recognition of where academic difficulties could be caused by gaps in knowledge, due to gaps in schooling, or how friendship difficulties may arise due to prior experiences.
Relationships	Developing friendships appeared important to pupils' happiness and sense of school belonging throughout their time in school, therefore, consideration of how schools can support this is important. For example, buddy schemes may be beneficial, although 'buddies' should be carefully identified and motivated to help, as being rejected by 'buddies' may increase feelings of isolation. Involvement in clubs and activities may also be useful in helping pupils make friends and feel a part of the school community. Where possible, introductions to peers or staff who speak the same first language as pupils is also likely to be beneficial to pupils' wellbeing and sense of school belonging.
Success and achievements	Ensuring pupils have opportunities to experience feelings of achievement within school may be important for pupils. Initially, this may involve activities that have low language requirements. Consideration of how pupils can connect the school curriculum with their lives and prior experiences (Hanna, 2020) may also be useful for migrant pupils throughout their schooling. This may be sports or activities which are familiar from their experiences abroad, or consideration of how other aspects of their identity are reflected within the curriculum (e.g., RE lessons on their religion). This may give pupils opportunities to feel a sense of achievement through a familiar area, in which they can be the "expert" (Hanna, 2020, p. 550).
Staff training on EAL	Ensuring staff expectations are reasonable (not too high or low) is important for pupils. Additional staff training on EAL may be useful to ensure staff have the knowledge and strategies to appropriately support pupils, both initially and longer term. For many, academic difficulties were notable later in their schooling, once they had developed basic communication skills, leading to support being withdrawn. Therefore, training on language development including the differences between BICS and CALP may be beneficial (Cummins, 1981).
Academic support	Consideration should be given to the impact of attainment setting on pupils' self-esteem and progress. Where attainment setting is used, consideration of appropriate methods for measuring current attainment should be given. For example, setting based on SATs scores is unlikely to be an appropriate predictor of later attainment for those who were still in the early stages of acquiring English at the time of these tests. Furthermore, consideration is needed as to how unconscious bias and racism can be addressed when 'ability' setting, due to findings indicating the racialised nature of setting and staff low perceptions of migrant pupils' abilities (Gillborn, 2008, 2010; Moskal, 2016).
School attitude and ethos	Bullying is frequently a key difficulty for migrant pupils (e.g. Gaulter & Green, 2015; McMullen et al., 2020), therefore having clear policies, procedures and a strong anti-bullying ethos is important. More broadly, a school ethos that values diversity and respects cultural differences is key. This could be through specific events such as assemblies and celebration of different religious events. Additionally, ensuring the curriculum is inclusive of all pupils and explores issues around identity, culture, and difference within lessons such as PSHE or citizenship.

5.6.2. Implications for EP practice

These findings have implications for EP practice, both for casework with pupils but also in terms of providing training and systemic support in schools.

Often staff are unaware of pupils' prior experiences (McIntyre & Hall, 2020), particularly for pupils who moved when they were younger, staff may not know they are migrants or that English is not their first language. Therefore, within casework, EPs have a role in ensuring relevant information is gathered, advocating for pupils' views, and providing advice on how to support them. The current study, supports prior research in indicating that narrative approaches, including approaches such as Talking Stones (Wearmouth, 2004), and the Tree of Life (Ncube, 2006), may be a useful way to gain pupils' experiences (Hulusi & Oland, 2010). Furthermore, this study highlights key factors at multiple levels which may be important considerations for EPs when working with migrant pupils (as highlighted in Bronfenbrenner and Morris' (2006) model in Figure 20).

This research also has implications for how EPs could support schools to develop their staff understanding and provision for migrant pupils. EPs' knowledge of eco-systemic approaches and use of consultation at different levels (e.g., individual pupils, groups of pupils, or whole school) may mean EPs are well placed to help staff understand the needs of migrant pupils and consider how a positive school ethos towards migrant pupils can be embedded (Gaulter & Green, 2015). EPs have a role in training and capacity building within schools (Farrell et al., 2006). Therefore, it is important EPs have up to date knowledge and understanding of psychological theory and research into language development and EAL support. This knowledge, alongside EPs' experience in supporting pupil wellbeing (Squires & Farrell, 2007) could enable EPs to deliver training on supporting migrant pupils. Training could include the aspects discussed in Table 29 (implications for school staff) such as ensuring staff are aware of EAL theories so that their expectations of migrant pupils are appropriate. For example, this may include use of the Cummins' quadrant (Cummins, 2014) to ensure work is accessible, with the right level of challenge, and theories around the time it takes to develop academic language (Cummins, 1981; Demie, 2013; Strand & Lindorff, 2020).

5.6.3. Suggestions for further research

Whilst the current study built on existing research by examining how migrant pupils perceive their experiences to have changed over time, further longitudinal research would be beneficial. As individuals' narratives are constantly changing (Murray, 2003), pupils' narratives of their current experiences will likely differ if they later look back on the experience retrospectively. Longitudinal research, following migrant pupils from their initial transition to school in England, and then throughout their schooling, would therefore be beneficial. This would allow for exploration of how pupils' narratives change over time and what is deemed significant to them at different points.

Further research specifically into the experiences of migrant pupils arriving later in their education (e.g., secondary school aged) would also be useful. Previous research has suggested both academic and wellbeing outcomes are particularly poor for these pupils (Hutchinson et al., 2020; OECD, 2018). For older pupils, their English proficiency needs to be greater for them to be able to access learning due to the increased language and academic demands (Cummins, 1981). Therefore, these pupils may struggle more academically. The current research also indicated possible differences in the experiences of pupils at a secondary school compared to primary school (such as greater difficulties with navigating environmental and cultural differences, and expectations of staff). Therefore, further research specifically into this cohort could provide greater insight into these pupils' experiences, enabling better support to be established.

The current study also highlighted significant discrepancies in the type of EAL support pupils were receiving in schools. Whilst previous research suggests a mainstreaming approach is the most prominent and effective approach in English education (Leung, 2016; The Bell Foundation, 2020), this was not the most common approach within the current study. Therefore, research into current approaches being used to support EAL pupils in schools in England and the effectiveness of these approaches would be useful (Leung, 2016). As well as research into the attainment of migrant pupils over time, research should consider pupils' experiences of these approaches, as this study indicated pupils' views of the impact of separate language support provision in school varied.

5.7. Conclusion

This study adds to the limited literature in this area by providing in-depth insight into the school experiences of five migrant pupils. It has offered a unique contribution by considering how pupils' narratives showed changes in their experiences over time, through examining the narratives of their initial arrival experiences and continued experiences throughout their education so far. This provided new insight, such as by highlighting pupils' views of the impact of EAL support both short and longer term (e.g., effects on attainment and confidence). Furthermore, as the study considered what was perceived significant for pupils in their narratives, it allowed for examination of not only academic related experiences, but also other factors which affected pupils' wellbeing.

The use of narrative inquiry allowed for rich, in-depth information to be gathered, and several pupils fed back that they enjoyed having the opportunity, often for the first time, to talk through their experiences. This supports previous research that suggests narrative methods may be a useful tool to use with migrant pupils, both within practice and research, to hear their views and experiences (Hulusi & Oland, 2010).

This study sheds light on the unique and individual journeys for migrant pupils throughout their time in schools in England. It also identified the multiple influences, both positive and negative, which impact on pupils' experiences, allowing for consideration of implications for educational practitioners, and EPs.

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LIST OF APPENDICES

Appendix 1: Outline of key studies examined within the literature review

Study	Participants	Methods and Analysis	Findings	Critique
1. Cartmell, H., & Bond, C. (2015). What does belonging mean for young people who are International New Arrivals. *Educational & child psychology, 32*(2), 89-101.	Five pupils in Year 8, 9, or 10 from two high schools in an urban, inner-city area of England Pupils had been in the UK for less than 12 months	Semi-structured interviews Findings were analysed using thematic analysis	School belonging for international new arrivals (INA) was found to be a complex interaction between factors, some of which were intrinsic to the pupil and others which were external (within the school environment). Key factors included personal development, support from others, fitting in, and positive emotions. The findings highlighted the important role schools play in promoting belonging for these pupils.	Strengths: • Interpreters were used which may have allowed pupils to feel more comfortable, have greater understanding of questions, and express their views more easily. Although, some information may have been lost in the translation. • The semi-structured interview schedule was provided. • The data analysis approach was clearly outlined. Limitations: • Participants with special educational needs or known to be "suffering from trauma" were excluded for ethical reasons meaning the sample may not have been representative of all INA pupils. • Does not state the country pupils migrated from or reasons for migration and how this may have influenced on belonging.
2. Dakin, J. (2017). Incorporating cultural and linguistic diversity into policy and practice: case studies from an English primary school. *Language and Intercultural Communication, 17*(4), 422-436.	11 new migrant pupils arriving in key stage 1 (KS1) and 2 (KS2) Three pupils in KS2 formed the case study Three members of school staff	Interviews, field notes, observations and documentation Used Cannon's (2012) ethno-drama approach to write	Findings highlighted pupils who initially displayed more academic skills to be perceived more favourably by staff. Pupils highlighted differences between their UK and previous educational experiences regardless of country of origin. Themes of loss from the transition were identified such as loss of family, friends, and academic status.	Strengths: • The researcher highlighted the importance of reflexivity and self-awareness of their positionality and how this will have influenced interpretations. • Direct pupil quotes were used to strengthen pupils' perspectives. Limitations:

Study	Participants	Methods and Analysis	Findings	Critique
	Participants were all from one primary school in the West Midlands	vignettes from the data		• Focused on 'newly arrived' pupils but did not define this term or state how long pupils had been in the UK.
3. Evans, M., & Liu, Y. (2018). The unfamiliar and the indeterminate: Language, identity and social integration in the school experience of newly arrived migrant children in England. *Journal of Language, Identity & Education, 17*(3), 152-167.	37 pupils (10 KS2 pupils, the rest secondary aged) from four schools (one primary and three secondary) in the East of England 32 school staff 10 parents Pupils spoke a range of first languages: Bulgarian, Latvian, Lithuanian, Polish, Portuguese, Slovakian, and Urdu. Pupils were 'newly arrived' (they had arrived as close as possible to the start of the academic school year)	Semi-structured interviews Findings were analysed using thematic analysis	Findings highlighted the complex relationships between identity, language, and social integration. Four key themes were identified: perceptions of exclusion in the new language environment, use of pupils' first language as a communicative exchange, the social boundaries of language use, and language and identity simulations.	Strengths: • The data analysis approach was clearly outlined. • Direct pupil quotes from interviews were provided to illustrate points. • Interpreters were used where necessary. Limitations: • Details of the semi-structured interview schedule were not provided. • Limited reflection on ethical issues and the role of the researcher.
4. Gaulter, A. J., & Green, R. (2015). Promoting the inclusion of migrant children in a UK primary school. *Educational and Child Psychology, 32*(2), 102-114.	Five Slovakian pupils aged between 7 and 11 years old. Time in the UK ranged between 1-4 years Eight staff members (three teachers, four TAs, and one SENCO) Participants were all from one primary school in Southeast England	Group pupil meetings using visual methods of data collection (e.g., drawing and poster making) Recording staff meetings, questionnaires, and one semi-structured interview with the SENCO Thematic analysis was used to analyse the conversations	Information gathered about pupils' experiences suggested pupils valued school but experienced vulnerabilities. The first overarching theme was "increasing opportunities for success"; pupils discussed the positive opportunities school provided such as making friends and learning new skills. The second theme was "fighting against feelings of vulnerability"; pupils discussed the changes they had needed to adjust to, anxieties, and aggressive behaviours from others. Staff's beliefs in their ability to promote inclusion and their perceptions of Slovakian culture changed throughout the research.	Strengths: • The action research model allowed for feedback to staff throughout the process and analysis of change in staff perceptions over time. • Direct quotes were used to support points. Limitations: • Limited details were provided about the group data collection methods. • It is unclear what, if any, feedback was provided to pupils throughout the research and if there were any changes in their views/experiences.

Study	Participants	Methods and Analysis	Findings	Critique
		with staff and pupils		
5. Gundarina, O., & Simpson, J. (2021). A monolingual approach in an English primary school: practices and implications. *Language and Education*, 1-21.	One Year 3 pupil (aged 7 years old) who was born in Russia and moved to the UK 3 years ago, her mother, and her class teacher	Observations, visual artefacts, and interviews Data was analysed using thematic analysis followed by a sociolinguistic analysis	The findings highlighted the monolingual ideology and practices within the school, with the pupil participant punished for using her first language in the classroom. The pupil discussed her dislike of school and speaking English. She indicated a desire to speak her first language, however, her voice was deemed inaudible. Her low academic attainment was viewed as a result of a lack of intelligence and ability by the school. The paper concluded that being prohibited from speaking her first language in school was detrimental to the learning and wellbeing of the pupil.	Strengths: • Interviews were conducted in the participant's first language. The authors reported this appeared to make the pupil feel more comfortable and allowed them to express their views more easily. • Triangulation of data collection methods, multiple methods and member-checking of analysis. Limitations: • Single case study so limited generalisability.
6. Hamilton, P. L. (2013). It's not all about academic achievement: supporting the social and emotional needs of migrant worker children. *Pastoral Care in Education, 31*(2), 173-190.	40 pupils (aged between 3-11 years old, 23 boys and 17 girls) from 14 primary schools in one local authority in north Wales. (37 teachers, eight EAL teachers, nine parents, six community practitioners) Pupils' nationalities: Polish (28), Lithuanian (5), Slovakian (3), Latvian (1), Estonian (1), Romanian (1), and Bulgarian (1)	Interviews, observations, documentary analysis, and questionnaires Findings were analysed using 'Stem and branch' analysis	The four key themes identified from the study were: initial adjustment, peer attachments, pupil–teacher relations, and changing roles and family structures. Findings highlighted pupils' main concerns when starting school were forming peer and staff relationships, although most pupils were found to adjust quickly to their new school environment and be happy in school.	Strengths: • The researcher reflected on how her own values and assumptions as a white British monolingual English-speaker may have influenced the research. Limitations: • Did not state how long pupils had been in the UK and age on arrival. • Limited direct quotes from pupils • Pupils' views were mixed in with parent/staff views meaning it was difficult to differentiate what were the pupils' views
7. Hanna, H. (2020). Crossing the border from 'migrant'to 'expert': exploring migrant learners' perspectives on inclusion in a	Three pupils in Year 5 from one primary school in the north of England with a significant number of migrant children	Data was collected through the use of picturebooks, photography, group discussions, and observations	Findings indicated the importance of the curriculum's cultural content in ensuring pupils can connect it with their life experiences (for example, religious education lessons allowed pupils to connect and become the "expert"). Where pupils were seated in the class was deemed to have	Strengths: • Used child-friendly research methods (e.g., picture books and photos). • In-depth data was collected using a range of methods (e.g., 10+ hours of interviews and discussions, 500 photos).

Study	Participants	Methods and Analysis	Findings	Critique
primary school in England. *Children's Geographies*, *18*(5), 544-556.	Pupils had been in a UK school for between a few months to 2 years Birth countries: Middle Eastern countries (2), Central Africa (1)	Data was transcribed and analysed using thematic anaylsis	created a 'us and them' attitude and reinforced a deficit approach towards migrants. Pupils appeared to value friendships with peers who spoke the same first language. For some, over time there was a shift from "friendships based on need to those based on desire".	• Background details of each participant were provided (including birth country and length of time in the UK). Limitations: • Small sample size means findings may not be generalisable.
8. Hastings, C. (2012). The experience of male adolescent refugees during their transfer and adaptation to a UK secondary school. *Educational Psychology in Practice*, *28*(4), 335-351.	Six male adolescent refugees (ages between 12-16) from one all boys secondary school Countries of origin: Afghanistan, (1), Somalia (4) and Turkey (1)	Semi-structured interviews Findings were analysed using Interpretative Phenomenological Analysis (IPA)	Whilst pupils' experiences were found to be unique, common themes emerged. Key themes identified within the study were pupils' feeling in need of help during their initial transition, the process of adapting to school and gaining a sense of belonging, and pupils' need for feelings of safety. Pupils highlighted initially needing help with their learning, protection from bullying, finding solutions to problems, directions, and raising aspirations. Relationships with teachers were important to enable this support. All pupils also mentioned that some peers had a negative impact on their experiences (e.g., rejection, bullying, and misbehaviour). Many pupils felt feelings of fear and loneliness initially.	Strengths: • The use of IPA allowed for examination of the lived experiences and views of the pupils. • Clear justification and details of the research methods and data analysis provided. Limitations: • Small sample size associated with IPA approach means findings may not be generalisable.
9. Hek, R. (2005). The role of education in the settlement of young refugees in the UK: The experiences of young refugees. Practice, 17(3), 157-171.	15 refugee pupils (9 male and 6 female) from two secondary schools in London and key staff in each school Pupils came from a range of national and ethnic backgrounds, and their experiences of migration were diverse	Semi-structured interviews	Findings identified three key themes which were important to pupils. These were the presence of specialist teachers who spoke the pupils' first language, friends, and the whole school ethos. Findings indicated pupils initially had difficulties making friends but eventually all pupils had formed friendships. Pupils identified having peers from their home country was initially supportive; however,	Strengths: • Clear background rational for the research was provided. • Details of the recruitment process and how informed consent was obtained was clearly outlined. Limitations: • No details were provided as to how the data was analysed.

Study	Participants	Methods and Analysis	Findings	Critique
	Time in the UK ranged from 1-7 years and the age of arrival in the UK ranged from 8-16 years old		they also benefited from mixing with other pupils. The whole school attitude towards refugees, anti-bully ethos and teachers' attitudes were found to be important to helping pupils feel comfortable and confident in school.	• Very limited details about the interview schedule and questions. • This study is now over 15 years old and therefore findings may be outdated.
10. Moskal, M. (2016). Language and cultural capital in school experience of Polish children in Scotland. *Race Ethnicity and Education, 19*(1), 141-160.	41 first-generation Polish children aged 5-17 years old (18 male, 23 females), their parents and teachers from three primary schools and three secondary schools in Scotland Time in the UK ranged between a few months to 4 years (average being 2 years)	Interviews and observation in school and at home	Findings highlighted language fluency and educational success as important factors for inclusion. Participants were found to value education and place importance on educational attainment. Family support was also identified to be key to encouraging pupils to socialise and learn English.	Strengths: • Background rational for study provided. • Participant quotes were used to illustrate points. Limitations: • Participant recruitment process was not clear. • Structure for interviews was not provided. • No details were provided as to how the data was analysed.
11. McMullen, J., Jones, S., Campbell, R., McLaughlin, J., McDade, B., O'Lynn, P., & Glen, C. (2020). 'Sitting on a wobbly chair': mental health and wellbeing among newcomer pupils in Northern Irish schools. *Emotional and Behavioural Difficulties, 25*(2), 125-138.	39 newcomer students. These ranged in age from 10–17 (30 females and nine males) from eight schools (four primary and four secondary) in Northern Ireland 15 different countries of origin were represented including Poland, Bulgaria, Syria, Romania, Philippines, Slovakia, Hungary, Somalia, China, Thailand, Portugal, India, Lithuania, Bangladesh, and Russia Eight key school staff members	Questionnaires, online surveys, semi-structured interviews, and focus group discussions The quantitative data from questionnaires was analysed using excel. Qualitative data was analysed using thematic analysis	Findings highlighted that many pupils had adapted well; however, many also experienced a range of adversities. Key themes identified were pre-existing stress and trauma, difference and discrimination, the impact of school, and family and friends. Findings identified that many pupils had experienced change beyond their control as well as loss and trauma. Many pupils also highlighted experiences of bullying based on their ethnicity. Pupils reported feeling anxious when starting their new school; however, many pupils also indicated their education in the UK had been a positive experience.	Strengths: • Consideration of ethical issues. • Examples of quotes from participants added extra depth. • Recommendations provided on the basis of findings. Limitations: • Unclear how long participants had been in the UK. Pupils were required to have 'recent' experience of being a newcomer but also sufficient English proficiency. Study did not define what was classed as 'recent'.

Study	Participants	Methods and Analysis	Findings	Critique
	116 youth workers completed the questionnaire, 14 in focus group			
12. Safford, K., & Costley, T. (2008). 'I didn't speak for the first year': Silence, Self-Study and Student Stories of English Language Learning in Mainstream Education. *International Journal of Innovation in Language Learning and Teaching, 2*(2), 136-151.	30 students (17- and 18-year-olds) recruited from a voluntary Saturday academic language programme but who also attend mainstream secondary schools in inner London Time in UK ranged between 2-5 years. Pupils' countries of origin include China, Iraq, Iran, Algeria, Ethiopia, Somalia, Brazil, Taiwan, Portugal, Vietnam, Gambia, Serbia, Cameroon, Zimbabwe, and Pakistan	Narrative interviews	Findings identified many pupils used strategies of silence and extra independent study as "survival strategies". Key findings discussed were the complex nature of leaning English and the lack of value/acknowledgement of pupils' prior learning. Pupils were reported to use a range of strategies within the classroom to try and understand such as guessing, lip reading and coping others. Outside of school, many pupils also reported doing lots of additional work. Pupils also discussed identity challenges with learning English, such as experiencing conflicting emotions and feeling they did not completely fit into either school or home culture.	Strengths: • Implications of the study's findings were provided. • Pupil quotes added extra depth on pupils' views. Limitations: • Very limited detail on how interviews were conducted. • Limited consideration of ethical issues. • No details were provided as to how the data was analysed. • Pupils were all attending a Saturday academic language programme, which may have impacted on their experiences of school, and may mean findings are less generalisable to all migrant pupils.

Appendix 2: Stages of thematic synthesis (Thomas & Harden, 2008)

Stages	Details/examples
1. Defining classification of 'data' and familiarisation with the data	Classification - All information reported within the 'results' or 'findings' sections of the papers was classified as 'data' to be included within the review. Familiarisation - The findings/results sections of each paper were read multiple times, highlighting key findings.
2. Generating initial descriptive codes and grouping	Initial codes were generated from each paper and these were then grouped across papers e.g. *"The majority of children also recalled periods of loneliness and a sense of isolation. These feelings were strongest during their initial settling in period"* (McMullen et al., 2020, p. 131)-coded as 'negative emotions during transitions' *"However, there are also more positive takes on the "scary" experience of the new linguistic environment, as in the following reference to excitement and to my new place"*(Evans & Liu, 2018, p. 159) - coded as 'excitement about transition' These codes were then both grouped as 'emotions during transition'
3. Refining codes into themes	These codes were then further refined to identify themes relevant to the review aims e.g., The code of 'emotions during transition' was refined into a broader theme of 'adjusting to change'.

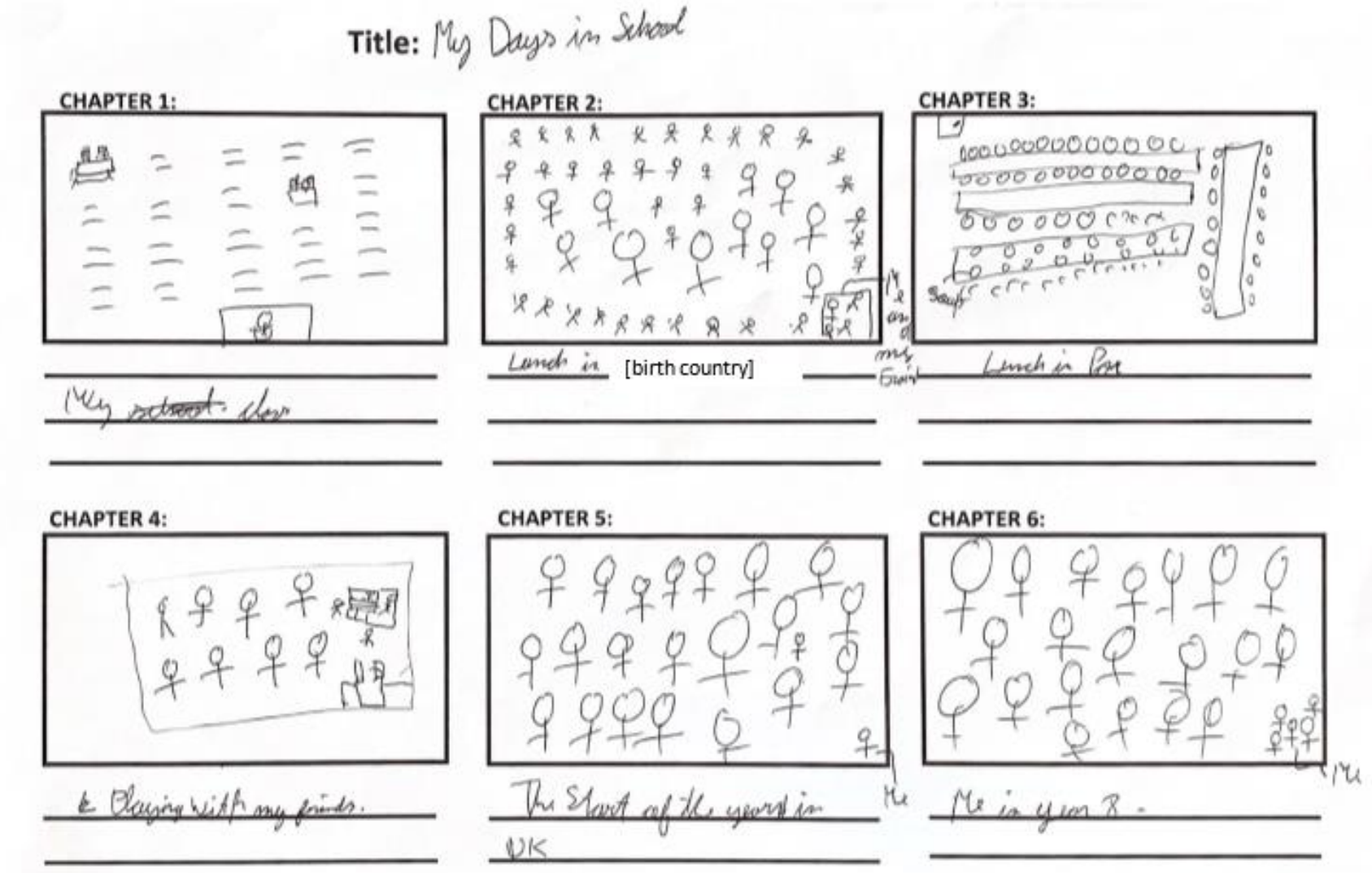
Appendix 3: Interview guide

The following guide was used for the participant interviews. Prior to these interviews I had an initial meeting with each participant to explain the purpose of the study, gained consent, and began rapport building. Language used within the interview was adapted to the age and level of understanding of each participant.

Topic	**Questions/comments**
Introduction	• Thank participants for agreeing to meet for the interview. • Brief rapport building (e.g., checking in on how their day has been/ conversation based on knowledge of the participant from my initial meeting with them). • Recap the purpose of the research using the information sheet. • Review the signed consent form again including reminding participants they can end the session or take a break at any time with no consequences or need to provide a reason. Remind participants the session will be audio recorded. • Remind participants their information will be kept confidential unless there is any concern for the safety of themselves or others. • Choose a pseudonym with the participants. • Check if the participant has any questions before starting.
School chapters	Participants will be asked to think about their time in school as if it were a book or a film. They will be given a template of a blank storyboard and asked to create between 3-8 chapters to describe different parts of their school experiences. Participants will be asked to name each chapter and provide a description of each chapter that relates to their school experiences in England.
Key events	Participants will then be asked about key events from each chapter relating to their school experiences in England including: - Best experience (a high point – best moment in school in England). - Worst experience (a low point - worst moment in school in England). - Turning point (an episode of significant change in your understanding of yourself) - Earliest memory (one of earliest memories of school in this chapter-setting, characters, thoughts and feelings) - Other important memory of school (one particular event from either recent or distant past, positive or negative, that stands out).
Significant people	Participants will be asked to identify 2-3 people or 'characters' that have had a significant impact on their life during this period and to discuss these in detail.
Theme	Participants will be asked to summarise their experiences of school in England. Participants will then be asked to identify a particular theme running through their story. They will also be asked to think back to the idea of their experiences being like a book and to think of a title.
Debrief	Participants will be asked if there is anything else they would like to tell me about that they think is relevant to their story.

Topic	Questions/comments
	Participants will be thanked for taking part and asked to reflect on the interview experience (e.g., was it a positive/negative experience and how they are feeling now). Participants will be reminded of the right to withdraw their data within the following 14 days and given the contact details of the researcher and research supervisor for if they have any questions or concerns.

Appendix 4: Risk's storyboard-an example of the storyboard templates used in the interview



Appendix 5: Recruitment letter to school

Request for participants: Exploring the school experiences of pupils who moved to the UK from a different country

Dear SENCo,

My name is Amber Bhardwaj and I am a Trainee Educational Psychologist studying for a doctorate in Applied Educational and Child Psychology at the University of Birmingham. I am also on placement with [name of EPS]. As part of my training, I am researching the school experiences of pupils who were born outside of the UK and moved here when school aged (migrant pupils).

Why have I received this letter?
You have been sent this information sheet in the hope that you may be able to help me recruit participants for my research by identifying if you have any pupils in your school who fit the criteria outlined below. I am hoping to recruit 4-6 pupils who would be willing to take part in an interview. These pupils do not all need to be from the same school.

Inclusion criteria:

- Was born in a different country and moved to the UK when school aged (aged five or older)
- Have lived in the UK and attended a UK school for at least three years
- Attends a mainstream secondary school
- Sufficient competence in English to share their views verbally
- Moved from a non-English speaking country

Purpose of the research

The purpose of this research is to explore the school experiences of migrant pupils. There is currently limited research in this area, but I believe it is important to understand the experiences of these pupils from their perspectives. I hope that this may develop greater understanding of the support that these pupils may need in school both when first arriving in the UK but also longer term.

What are the benefits for the pupil and the school?
Involvement in this research will provide a great opportunity for the pupil to share their experiences as well as learning about research skills. I will also offer schools who participate feedback on the overall findings and conclusions of the study. This may be useful to help your school further consider the needs of these pupils and develop the provision offered to newly arrived and migrant pupils.

What next?
If you think there may be any pupils in your setting who meet the inclusion criteria and may be willing to take part please get in touch [email address] or let your visiting EP know and I can share further information and consent forms.

Thank you for taking the time to read this information. I hope to hear from you soon.

Kind regards,

Amber Bhardwaj

Trainee Educational Psychologist
[name of EPS] & Postgraduate Researcher at the University of Birmingham
Email: [email address]
Phone: [phone number]

Appendix 6: Parental information sheet and consent form

What are the school experiences of pupils who moved to the UK from a different country?

Invitation [insert young person's name] to participate in research

Dear parent/carer

My name is Amber Bhardwaj and I am a trainee educational psychologist from the University of Birmingham. I am also on placement with [name of EPS]. As part of my training, I am researching the school experiences of pupils of who were born outside of the UK and moved here when school aged (migrant pupils).

Purpose of the research

The purpose of this research is to explore the school experiences of migrant pupils. There is currently limited research in this area, but I believe it is important to understand the experiences of these pupils from their perspectives. I hope that this may develop greater understanding of the support that these pupils may need in school both when first arriving in the UK but also longer term.

What will the research involve?

If you give consent for your child to take part, I will meet with your child in school for three sessions:

- Session 1: This will be a short introductory session for your child to get to know me. I will explain the research and talk to them about my interest in the area. Your child will be able to ask questions about the research and I will check they are happy to take part. This session will last roughly 20 minutes.

- Session 2: This session will be for collecting data for the research. I will discuss with your child their experiences in education since they arrived in the UK. You child will not have to talk about anything they do not wish to and can end the session at any time. This session will be audio recorded and will last around 45-60 minutes, however after 30 minutes your child will be given the option as to whether they would like to continue or if they would like to meet on another day to finish the interview.

- Session 3: I will recap what your child said in the previous session and check if there is anything they wish to add or change. Your child will have the chance to ask any questions and talk about how they found taking part in the research. This session is anticipated to take 20-30 minutes.

Who can take part?

I am inviting children and young people in year 7 and above to take part in this research. They must have moved to the UK when aged 5 or older from a non-English speaking country and attended a UK school for 3 or more years. They must have a conversational level of fluency in English.

Does my child have to take part?

No, your child does not have to take part. Participation is voluntary and there will be no consequences if your child does not take part. You and your child also have the right to withdraw from the study. This means that if you agree and then change your mind, you can withdraw your consent up until two weeks after my interview with your child (session 2) and their data will not be included.

What will happen to my child's information?

Discussions with your child will be treated as confidential and information will not be shared unless your child tells me something which makes me concerned about the safety of themselves or others. Within the research your child will not be personally identifiable. Your child will choose a pseudonym to be known as within the write up. All data collected as part of this study will comply with the Data Protection Act (2018), General Data Protection Regulations (GDPR) and the University of Birmingham Code of Practice for Research and Ethics.

If you have any questions about the research or would like further information you can contact:

- Amber Bhardwaj (researcher and trainee educational psychologist)

  Email: XXXXXX Telephone: XXXXXX

- Dr Colette Soan (University supervisor)

  Email: XXXXXX Telephone: XXXXXX

Thank you for reading this information sheet. If you are happy for your child to participate, please complete the consent form.

Please complete the information below and return to [xxxxxx]. Keep the top half of this letter.

Parent/Carer Consent Form

☐ I have read and understood the information sheet

☐ I consent for my child to take part in this research, if they also give their agreement

☐ I agree that my child's voice will be recorded as part of the research

☐ I understand that participation is voluntary and that either myself or my child can withdraw up until two weeks after the interview

☐ I understand that my child's anonymised data will be used in Amber's thesis and may also be used in a published write-up or conference presentation(s).

_____

Child's name: _____

Signed: _____

Print name: _____

Date: _____

Appendix 7: Pupil information sheet

Hi my name is Amber

I'd like to invite you to take part in some research

Why have I been invited to take part?

You are being invited to take part because you were born in a different country and your views and experiences are important!

I would like to find out…

- About you
- About your experiences in school in the UK

What would I have to do?

If you would like to take part we will meet in school 3 times.

Session 1- This will be a short session for you to get to know me. I will explain my research and you can ask me any questions. You can then decide if you would like to take part. This will take around 20 minutes.

Session 2- I would like you to tell me some stories about your school experiences in the UK. You can choose what you tell me and don't have to talk about anything you don't want to. I will voice record this session so I can remember what you say. This will take around 45-60 minutes.
After 30 minutes I will check if you would like to continue or if you would like to finish the interview another day.

Session 3- I will check I've understood your stories correctly and you can add or change anything. We will talk about how you have found being part of the project and you can ask any questions. This will take around 30 minutes.

What else do I need to know?

- There are no right or wrong answers- I just want to hear what you think
- If you decide you don't want to talk to me anymore you can stop at any time- you won't get in any trouble.
- You get to pick a name that I can use when I write about you so no one will know it was you
- If you tell me something that makes me worried about you or someone else, I will share this with another adult

Do I have to take part?

No! You do not have to speak to me if you don't want to.
If you say yes then change you mind that is ok too, just let your parents /carer know.

What happens next?

If you would like to take part let your parents/ carer know.

They will then tell me and we can arrange a time to meet in school.

Appendix 8: Pupil consent form

Pupil Consent Form

☐ I have read (or listened to) and understood the information sheet.

☐ I would like to take part in this project.

☐ I understand that I can change my mind about taking part and stop the interview at any point. I know that I can let Amber know if I do not want my data to be include in the research for up to two weeks after the interview.

☐ I understand that I do not have to answer any questions that I do not want to.

☐ I understand that the second session will be audio recorded.

☐ I understand that the things I talk about in this project will be written in a report, but my real name will not be used so no one will know what I said.

_____

Child's name: _____

Date: _____

Appendix 9: Application for ethical approval

UNIVERSITY OF BIRMINGHAM

Application for Ethics Review Form

Guidance Notes:

What is the purpose of this form?

This form should be completed to seek ethics review for research projects to be undertaken by University of Birmingham staff, PGR students or visiting/emeritus researchers who will be carrying out research which will be attributed to the University.

Who should complete it?

For a staff project – the lead researcher/Principal Investigator on the project.
For a PGR student project – the student's academic supervisor, in discussion with the student.

Students undertaking undergraduate projects and taught postgraduate (PGT) students should refer to their Department/School for advice

When should it be completed?

After you have completed the University's online ethics self-assessment form (SAF), **IF** the SAF indicates that ethics review is required. You should apply in good time to ensure that you receive a favourable ethics opinion prior to the commencement of the project and it is recommended that you allow at least 60 working days for the ethics process to be completed.

How should it be submitted?

An electronic version of the completed form should be submitted to the Research Ethics Officer, at the following email address: aer-ethics@contacts.bham.ac.uk.

What should be included with it?

Copies of any relevant supporting information and participant documentation, research tools (e.g. interview topic guides, questionnaires, etc) and where appropriate a health & safety risk assessment for the project (see section 10 of this form for further information about risk assessments).

What should applicants read before submitting this form?

Before submitting, you should ensure that you have read and understood the following information and guidance and that you have taken it into account when completing your application:

- The information and guidance provided on the University's ethics webpages (https://intranet.birmingham.ac.uk/finance/accounting/Research-Support-Group/Research-

Ethics/Ethical-Review-of-Research.aspx)

- The University's Code of Practice for Research (https://www.birmingham.ac.uk/Documents/university/legal/research.pdf)

- The guidance on Data Protection for researchers provided by the University's Legal Services team at https://intranet.birmingham.ac.uk/legal-services/What-we-do/Data-Protection/resources.aspx.

Section 1: Basic Project Details

Project Title: ERN_20-1810 A narrative exploration of the school experiences of pupils who have immigrated to the UK.

Is this project a:

University of Birmingham Staff Research project ☐
University of Birmingham Postgraduate Research (PGR) Student project ☒
Other (Please specify below) ☐
Click or tap here to enter text.

Details of the Principal Investigator or Lead Supervisor (for PGR student projects):

Title: Dr
First name: Colette
Last name: Soan

Position held: Academic Supervisor
School/Department School of Education: Department of Disability, Inclusion and Special Educational Needs

Telephone: XXXX
Email address: XXXX

Details of any Co-Investigators or Co-Supervisors (for PGR student projects):

Title: Dr
First name: Julia
Last name: Howe

Position held: Academic and Professional Tutor
School/Department School of Education: Department of Disability, Inclusion and Special Educational Needs

Telephone: XXXX
Email address: XXXX

Details of the student for PGR student projects:

Title: Miss
First name: Amber
Last name: Bhardwaj

Course of study: Applied Educational and Child Psychology Doctorate
Email address: XXXX

Project start and end dates:

Estimated start date of project: 01/03/2021
Estimated end date of project: 30/06/2021

Funding:

Sources of funding: N/A

Section 2: Summary of Project

Describe the purpose, background rationale for the proposed project, as well as the hypotheses/research questions to be examined and expected outcomes. This description should be in everyday language that is free from jargon - please explain any technical terms or discipline-specific phrases. Please do not provide extensive academic background material or references.

Purpose

The purpose of this research is to explore the school experiences of migrant pupils. For the purpose of this study 'migrant pupils' will be defined as pupils who were born in and started their education in a different country and have since moved to the UK and been in education here for at least 3 years. The research will explore what these pupils identify to be significant school experiences when they first arrived in a UK school and throughout their schooling. The research aims to gain an in-depth understanding of the individual experiences of migrant pupils by enabling the voices and stories of these pupils to be heard.

Background Rational

- ***High numbers of migrant children:*** *In 2019, 6% of children under 18 living in the UK were born abroad, this equates to roughly 896,000 children (*Fernández-Reino, *2020). With international migration continuing to add to the UK population this number is likely to increase (Office of National Statistics, 2020).*
- ***Poorer educational outcomes for migrant children:*** *Research has suggested first generation migrant pupils have lower educational attainment than non-migrant pupils and also have indictors of poorer well-being such as lower sense of school belonging and lower life satisfaction (OECD, 2018; 2012).*
- ***National context:*** *The issue of immigration continues to be a contentious subject within the UK with negative narratives about immigrants often being dominant within the media (Drywood & Gray, 2019). Schools do not exist in a vacuum therefore it is possible these narratives may affect the school experiences of migrant pupils through peers and staff views, as well as the possible impact of these narratives on migrant pupils views about themselves.*

- ***Little existing literature:*** *There is currently little research gaining migrant pupils' views and perceptions of their school experiences in the UK. The majority of the existing literature focuses on the experiences of ethnic minority students (these are often second or third generation immigrants) or on migrant children's initial experiences of settling into a UK school when they are 'newly arrived' to the country. It has also been suggested that the existing literature has focused too much on academic attainment and not enough on well-being for pupils from migrant backgrounds, 'who may differ from the cultural and social norms which predominate in schools' (Devine, 2011). This research hopes to give pupils the opportunity to highlight what is important to them.*
- ***Current literature:*** *Of the little existing UK literature key themes have emerged suggesting these pupils may experience difficulties with identity, belonging/ feelings of inclusion, and racism or bullying showing this is a key area for research (Devine, 2008, 2017; Devine & Kelly, 2008; O'Connor, 2014; O'Shea, 2018). Of these studies all but one (O'shea, 2018) were conducted in Ireland.* Ireland has experienced periods of rapid immigration into schools which were previously predominantly white, Irish pupils making it quite a unique context (Darmody, Byrne & McGinnity, 2014) and possibly different to schools within more diverse parts of England therefore highlighting the need for further UK research.

Aims

The aim of this research is to develop an understanding of the unique and individual educational experiences of migrant pupils with consideration as to what is significant to them throughout their schooling.

Research Questions:

1. *How do migrant pupils make sense of their educational experiences?*
2. *What do migrant pupils identify as significant school experiences at different points in their UK education?*
3. *What is important to the well-being of migrant pupils in school both during the initial settling stage and longer term?*

Expected outcomes:

The study will add to the limited research in this area by giving a voice to migrant pupils, enabling their individual stories of educational experiences to be heard. By sharing these experiences, this will increase professionals' understanding of migrant pupils' perspectives and help to inform future practice within schools. It is expected this research will identify the unique experiences of migrant pupils and help staff to reflect on their current practices and how these can be adapted to further support migrant pupils.

Section 3: Conduct and location of Project

Conduct of project

Please give a description of the research methodology that will be used. If more than one methodology or phase will be involved, please separate these out clearly and refer to them consistently throughout the rest of this form.

The research will use a multiple case study design to gain in-depth understanding of the research topic. A narrative methodology will be used within the interviews based on an adaptive version of McAdams' (1993) narrative interview schedule (See appendix 1). McAdams narrative interview schedule (1993) generates a personal narrative through asking the interviewee to think of the

'chapters' within their lives and identify key events or episodes within these. This interview schedule has been adapted to focus on the 'chapters' of migrant pupils' school experiences within the UK as opposed to their full life stories.

A narrative approach was chosen as appropriate as the key aspects of narrative research aligned with the research aims of this study, such as the focus on people's lived experiences and an appreciation of the temporal nature of that experience, an interest in process and change over time, and a desire to empower research participants (Elliot, 2005, p.6). Narrative approaches have also been suggested to be useful for understanding experiences of disruption to everyday routines (Murray, 2008) therefore appropriate to considering the experience of starting school in a different country.

The plan is to have 3 sessions with each participant:

- Session 1: Consent and rapport building- This session will allow me to meet with participants to explain the study and go through the information and consent form (Appendix 2 & 3). It will also provide an opportunity to develop rapport with the participants by talking about my interest in the research area and checking out with them their understanding of why they are talking to me (see appendix 1 for session outline). The session is expected to be roughly 20 minutes.
- Session 2: Data collection- interview on pupils' school experiences focusing on the different chapters of their UK education (see appendix 1 for an outline of the intended interview schedule). This session will be audio recorded and is expected to last around 45-60 minutes however after 30 minutes the pupil will be given the option as to whether they would like to continue or if they would like to meet on another day to finish the interview.
- Session 3: Debrief/ feedback - this session will be used to provide feedback to the participants and to check whether they feel my analysis of their narratives are representative of the participants' original stories. I will also check if the participants want to change or omit anything they said during the interview and give the participants the opportunity to ask any questions they may have about the research (see appendix 1). This session is anticipated to take 20-30 minutes.

These sessions will be carried out within the pupil's schools. Should COVID-19 restrictions mean I am unable to visit the school these sessions will be carried out virtually over zoom (through my university email address) with the participant and an adult of their choosing in the room. An ID and password will be required to access the virtual meetings and as the host I will have control over who can attend the meeting to ensure extra safety. Options to enable consent from participants before recording will be turned on. If interviews were conducted virtually the second session will be recorded via zoom meaning it will be a video recording. The information and consent forms would be adapted to explain the process of virtual interviews and gain consent for video recording. As the adult in the room may also appear on the recording, I will also gain written consent from them (appendix 5).

Geographic location of project

State the geographic locations where the project and all associated fieldwork will be carried out. If the project will involve travel to areas which may be considered unsafe, either in the UK or overseas, please ensure that the risks of this (or any other non-trivial health and safety risks associated with

the research) are addressed by a documented health and safety risk assessment, as described in section 10 of this form.

The project and all associated fieldwork will be carried out within mainstream schools in the focus local authority [Name of LA].

Section 4: Research Participants and Recruitment

Does the project involve human participants?

Note: 'Participation' includes both active participation (such as when participants take part in an interview) and cases where participants take part in the study without their knowledge and consent at the time (for example, in crowd behaviour research).

Yes ☒
No ☐

If you have answered NO please go on to Section 8 of this form. If you have answered YES please complete the rest of this section and then continue on to section 5.

Who will the participants be?

Describe the number of participants and important characteristics (such as age, gender, location, affiliation, level of fitness, intellectual ability etc.). Specify any inclusion/exclusion criteria to be used.

The aim will be to recruit between four and six participants for the main research and one additional participant for the pilot study. Participants will be recruited from mainstream schools within [local authority]. A purposive sampling approach (criterion sampling) will be used to select the sample based on the following criteria:

Inclusion criteria:

- Was born in a different country and moved to the UK when school aged (aged five or older)
- Have lived in the UK and attended a UK school for at least three years
- In key stage 3 or above
- Attends a mainstream setting
- Sufficient competence in English to share their views verbally
- Moved from a non-English speaking country

Exclusion criteria:

- Moved to the UK when under five years old
- Have lived in the UK and attended a UK school for less than three years
- In key stage 2 or below
- Insufficient competence in English to share their views verbally
- Attends a specialist setting
- Unaccompanied asylum seeker
- Moved from English speaking country

How will the participants be recruited?

Please state clearly how the participants will be identified, approached and recruited. Include any relationship between the investigator(s) and participant(s) (e.g. instructor-student). Please ensure that you attach a copy of any poster(s), advertisement(s) or letter(s) to be used for recruitment.

Schools in which my placement supervisor works and therefore has pre-existing relationships with, will be contacted initially. The Special Educational Needs Co-ordinator (SENCo) will identify possible participants using the inclusion and exclusion criteria above. The SENCo will contact the parents of pupils fitting the inclusion criteria and send them the parent information sheet and consent forms (appendix 4) and the participant information sheet (appendix 2). Where necessary the information and consent sheets will be translated, or an interpreter will be used to explain the purpose of the study. Once the school have received the completed consent form I will then arrange with the school a time for me to come in and meet with the possible participants for session 1.

Section 5: Consent

What process will be used to obtain consent?

Describe the process that the investigator(s) will be using to obtain valid consent. If consent is not to be obtained explain why. If the participants are under the age of 16 it would usually be necessary to obtain parental consent and the process for this should be described in full, including whether parental consent will be opt-in or opt-out.

For pupils under 16 consent will be needed from parents/carers, as well as the pupils themselves. The parent/carers will receive the parent information sheet (Appendix 4) and participant information sheet (Appendix 2) and will be asked to give consent for their child to take part (Appendix 4)

Parents will then give the participant information sheet to their child. If the pupil agrees to take part I will then go through the participant consent form (Appendix 3) with them during session 1 and give pupils the opportunity to ask any questions. Before session 2 I will also revisit the consent form and gain oral consent again for their participation and for the session to be audio recorded.

Please be aware that if the project involves over 16s who lack capacity to consent, separate approval will be required from the Health Research Authority (HRA) in line with the Mental Capacity Act.

Please attach a copy of the Participant Information Sheet (if applicable), the Consent Form (if applicable), the content of any telephone script (if applicable) and any other material that will be used in the consent process.

Note: Guidance from Legal Services on wording relating to the Data Protection Act 2018 can be accessed at https://intranet.birmingham.ac.uk/legal-services/What-we-do/Data-Protection/resources.aspx.

Use of deception?

Will the participants be deceived in any way about the purpose of the study?

Yes ☐

No ☒

If yes, please describe the nature and extent of the deception involved. Include how and when the deception will be revealed, and the nature of any explanation/debrief will be provided to the participants after the study has taken place.

N/A

Section 6: Participant compensation, withdrawal and feedback to participants

What, if any, feedback will be provided to participants?

Explain any feedback/ information that will be provided to the participants after participation in the research (e.g. a more complete description of the purpose of the research, or access to the results of the research).

The third session will be used to provide feedback to the participants and to check whether they feel my analysis of their narratives are representative of the participants' original stories. I will also provide a written summary of the participants' stories with information explaining how and to whom their information will be shared with. Participants will also be given the opportunity to ask any questions they have about the research.

What arrangements will be in place for participant withdrawal?

Describe how the participants will be informed of their right to withdraw from the project, explain any consequences for the participant of withdrawing from the study and indicate what will be done with the participant's data if they withdraw.

Participants' right to withdraw will be clearly indicated within the participant and parent information sheet (Appendix 2 & 4). This will also be explained at the start of each session. There will be no consequences if a participant should wish to withdraw from the study. This will be clearly indicated within the information form and reiterated to participants at the start of each session. If the participant chooses to withdraw from the study at any point prior to two weeks after session 2 then all their data will be destroyed immediately.

Please confirm the specific date/timescale to be used as the deadline for participant withdrawal and ensure that this is consistently stated across all participant documentation. This is considered preferable to allowing participants to 'withdraw at any time' as presumably there will be a point beyond which it will not be possible to remove their data from the study (e.g. because analysis has started, the findings have been published, etc).

It will be clearly indicated within the information and consent form that withdrawal time after session 2 will be limited to two weeks after the session as after this time it will not be possible to remove their data from the analysis. This will also be verbally reiterated to the participants in session 1 and 2.

What arrangements will be in place for participant compensation?

Will participants receive compensation for participation?

Yes ☐
No ☒

If yes, please provide further information about the nature and value of any compensation and clarify whether it will be financial or non-financial.

N/A

If participants choose to withdraw, how will you deal with compensation?

N/A

Section 7: Confidentiality/anonymity

Will the identity of the participants be known to the researcher?

Will participants be truly anonymous (i.e. their identity will not be known to the researcher)?

Yes ☐
No ☒

In what format will data be stored?

Will participants' data be stored in identifiable format, or will it be anonymised or pseudo-anonymised (i.e. an assigned ID code or number will be used instead of the participant's name and a key will kept allowing the researcher to identify a participant's data)?

Participants will be asked to choose a pseudonym and their real names will not be used at any point during the data collection, analysis or write up stages. Names of others mentioned in the interviews will also be replaced with pseudonyms or labels (e.g. mum, teachers, sister) during the data analysis stage. A list of pseudonyms and the associated participant details will be stored separately to the rest of the data in a password-protected file on UoB BEAR DataShare to ensure that data are stored securely and can be withdrawn on request.

Will participants' data be treated as confidential?

Will participants' data be treated as confidential (i.e. they will not be identified in any outputs from the study and their identity will not be disclosed to any third party)?

Yes ☒
No ☐

If you have answered no to the question above, meaning that participants' data will not be treated as confidential (i.e. their data and/or identities may be revealed in the research outputs or otherwise to third parties), please provide further information and justification for this:

Participants data will be treated as confidential; the only circumstance in which confidentiality will be breached is if a disclosure was made which indicated either the participant or others were at risk of harm. Should this happen, the local authority's safeguarding procedure will be followed. This will be clearly indicated within the information sheets (Appendix 2 & 4).

If interviews are conducted virtually, the additional adult in the room will also complete a consent form (appendix 5) stating that the adult will keep information the participant shares confidential unless a safeguarding issue arises.

Section 8: Storage, access and disposal of data

How and where will the data (both paper and electronic) be stored, what arrangements will be in place to keep it secure and who will have access to it?

Please note that for long-term storage, data should usually be held on a secure University of Birmingham IT system, for example BEAR (see https://intranet.birmingham.ac.uk/it/teams/infrastructure/research/bear/index.aspx).

Immediately after each participant interview, the electronically audio-recorded data will be transferred from the audio-recording device to a password-protected folder on UoB's BEAR DataShare. The audio files will then be erased from the audio-recorder. Electronic transcripts and notes will also be held in a password-protected folder on UoB BEAR DataShare. Printed transcripts, written notes and consent forms will be electronically scanned into and stored in the UoB BEAR DataShare. I will be the only person with access to the information within UoB DataShare.

Should interviews be virtual a video recording will be done via zoom. Immediately after the interview the file will be upload to a password protected folder on UoB BEAR DataShare and deleted from the computer.

Data retention and disposal

The University usually requires data to be held for a minimum of 10 years to allow for verification. Will you retain your data for at least 10 years?

Yes ☒
No ☐

If data will be held for less than 10 years, please provide further justification:

N/A

What arrangements will be in place for the secure disposal of data?

In accordance with university research policy, data will be stored on UoB BEAR DataShare for 10 years after completion of the project. A 10-year expiry date will be set for the electronic data stored on UOB BEAR DataShare.

Section 9: Other approvals required

Are you aware of any other national or local approvals required to carry out this research?

E.g. clearance from the Disclosure and Barring Service (DBS), Local Authority approval for work involving Social Care, local ethics/governance approvals if the work will be carried out overseas, or

approval from NOMS or HMPPS for work involving police or prisons? If so, please provide further details:

Through my role as a trainee educational psychologist I already have enhanced DBS clearance which is required to visit schools and work with children and young people.

For projects involving NHS staff, is approval from the Health Research Authority (HRA) needed in addition to University ethics approval?

If your project will involve NHS staff, please go to the HRA decision tool at http://www.hra-decisiontools.org.uk/research/ to establish whether the NHS would consider your project to be research, thus requiring HRA approval in addition to University ethics approval. Is HRA approval required?

Yes ☐
No ☒

Please include a print out of the HRA decision tool outcome with your application.

Section 10: Risks and benefits/significance

Benefits/significance of the research

Outline the potential significance and/or benefits of the research

This research may be beneficial to the participants as it will give them the opportunity to share their views and experiences. It is hoped the process will allow participants to feel listened to and understood by the researcher which may lead to participants feeling an increase in self-acceptance and self-esteem. The research will also have benefits for educational psychologists and other school staff by providing insight into the experiences of these young people. This may also stimulate further discussion and developments into how best to support migrant children within schools which may therefore lead to possible benefits for other migrant children in the future.

Risks of the research

Outline any potential risks (including risks to research staff, research participants, other individuals not involved in the research, the environment and/or society and the measures that will be taken to minimise any risks and the procedures to be adopted in the event of mishap.) ***Please ensure that you include any risks relating to overseas travel and working in overseas locations as part of the study, particularly if the work will involve travel to/working in areas considered unsafe and/or subject to travel warnings from the Foreign and Commonwealth Office (see*** https://www.gov.uk/foreign-travel-advice)***. Please also be aware that the University insurer, UMAL, offers access to RiskMonitor Traveller, a service which provides 24/7/365 security advice for all travellers and you are advised to make use of this service (see https://umal.co.uk/travel/pre-travel-advice/).***

The outlining of the risks in this section does not circumvent the need to carry out and document a detailed Health and Safety risk assessment where appropriate – see below.

Risk to the researcher:

Risk of physical harm to myself as the researcher is low as all sessions will be conducted in school buildings where other members of staff will be within the vicinity. There may be some risk of emotional distress to myself due to the potentially emotive nature of topics that could arise. This risk will be addressed through engaging in regular supervision to reflect on and discuss any emotive topics and the impact on my own wellbeing.

Risk to the participants:
There is a small risk of emotional distress to participants within this research as the interview may evoke memories of difficult school experiences. To try and reduce the risk of distress I will adopt an empathetic, sensitive, and attuned manner throughout the sessions, in line with the therapeutic skills training received on the doctorate course. I will also be vigilant for any signs participants are becoming distressed. If I sensed a participant was becoming distressed, I would suggest a break from the interview and then check with the participant if they would like a break or prefer to end the interview. Participants will also be asked to focus on UK school experiences when giving their narratives to reduce the risk of distress from discussing difficult experiences prior to moving to the UK or experiences outside of school. Participants will be debriefed after the interview and given the opportunity to ask any questions or raise any concerns they may have. If required, participants will be signposted to a member of staff within the school, or to relevant external services and agencies. Participants will also be provided with the contact details of both myself and my university research supervisor for if they have any questions or wish to make a complaint.
To minimise effects of the power imbalance between myself and participants the initial session and beginning of the interview will focus on rapport building. During the interview I will adopt a friendly and informal manner to try and ensure participants feel able to express their true views and feel able to decline to answer questions if they wish. To reduce the risk of participants feeling pressured to participate I will remind participants of their right to withdraw at the start of each session and if the participant is showing any sign of distress.

Should interviews need to be conducted virtually, identifying signs of distress in the participants may be more difficult. An additional adult (of participant's choosing- e.g. member of school staff or family member) will therefore be present in the room with the participant. This may influence the content of the answers and discussion but is perceived as important under the current COVID circumstances. I will brief this adult beforehand and ask them to also watch out for signs of distress and let me know if they notice any signs the participant may be becoming upset. I would then suggest a break from the interview and check with the participant if they would like a break or prefer to end the interview. This additional adult is also necessary in case the participant were to make a disclosure or become upset and leave the computer.

University Health & Safety (H&S) risk assessment

For projects of more than minimal H&S risk it is essential that a H&S risk assessment is carried out and signed off in accordance with the process in place within your School/College and you must provide a copy of this with your application. The risk may be non-trivial because of travel to, or working in, a potentially unsafe location, or because of the nature of research that will carried out there. It could also involve (irrespective of location) H&S risks to research participants, or other individuals not involved directly in the research. Further information about the risk assessment process for research can be found at https://intranet.birmingham.ac.uk/hr/wellbeing/worksafe/policy/Research-Risk-Assessment-and-Mitigation-Plans-RAMPs.aspx.

Please note that travel to (or through) 'FCO Red zones' requires approval by the University's Research Travel Approval Panel, and will only be approved in exceptional circumstances where sufficient mitigation of risk can be demonstrated.

Section 11: Any other issues

Does the research raise any ethical issues not dealt with elsewhere in this form?

If yes, please provide further information:

No

Do you wish to provide any other information about this research not already provided, or to seek the opinion of the Ethics Committee on any particular issue?

If yes, please provide further information:

No

Section 12: Peer review

Has your project received scientific peer review?

Yes ☐
No ☒

If yes, please provide further details about the source of the review (e.g. independent peer review as part of the funding process or peer review from supervisors for PGR student projects):

N/A

Section 13: Nominate an expert reviewer

For certain types of project, including those of an interventional nature or those involving significant risks, it may be helpful (and you may be asked) to nominate an expert reviewer for your project. If you anticipate that this may apply to your work and you would like to nominate an expert reviewer at this stage, please provide details below.

Title: Click or tap here to enter text.
First name: Click or tap here to enter text.
Last name: Click or tap here to enter text.
Email address: Click or tap here to enter text.
Phone number: Click or tap here to enter text.

Brief explanation of reasons for nominating and/or nominee's suitability:

Click or tap here to enter text.

Section 14: Document checklist

Please check that the following documents, where applicable, are attached to your application:

Recruitment advertisement ☒
Participant information sheet ☒
Consent form ☒
Questionnaire ☐
Interview/focus group topic guide ☒

Please proof-read study documentation and ensure that it is appropriate for the intended audience before submission.

Section 15: Applicant declaration

Please read the statements below and tick the boxes to indicate your agreement:

I submit this application on the basis that the information it contains is confidential and will be used by the University of Birmingham for the purposes of ethical review and monitoring of the research project described herein, and to satisfy reporting requirements to regulatory bodies. The information will not be used for any other purpose without my prior consent. ☒

The information in this form together with any accompanying information is complete and correct to the best of my knowledge and belief and I take full responsibility for it. ☒

I undertake to abide by University Code of Practice for Research (https://www.birmingham.ac.uk/Documents/university/legal/research.pdf) alongside any other relevant professional bodies' codes of conduct and/or ethical guidelines. ☒

I will report any changes affecting the ethical aspects of the project to the University of Birmingham Research Ethics Officer. ☒

I will report any adverse or unforeseen events which occur to the relevant Ethics Committee via the University of Birmingham Research Ethics Officer. ☒

Appendix 10: Extract of the transcript for Participant 1

An extract from Safia's transcript is provided below for the purpose of transparency.

Transcript-Safia

Key:

… Short pause (3 dots)
….. Long pause (5 dots)
R: Researcher speaking
P: Participant speaking
XXX: Information anonymised to protect participant's identity
( ): Parentheses
[ ]: Actions (e.g. laughing)
Italics: Emphasis
/ Break in the narrative due to disturbance

P: so moving to the UK it was like a bit tricky as well my mum wasn't used to it, and in [birth country] the weather is like normally not that rainy and not that cold. It was like sunny and stuff like that yeah so it was very hard for my mum to take my brother as well, my brother started school first and then I had to wait like a year

R: ahh

P: yeah like a year or 8 months I think so I had to stay at home and then my mum had to take my brother and I missed my education a lot you know

R: Yeah

P: Yeah staying at home doing nothing just like watching TV trying to learn, yeah I stayed with my sister and also we used to go to schools like my mum like to check know cause I didn't know no English so I had to translate to my mum and it was very hard like for the person to understand me, like they were asking for translator and I didn't understand like what they were saying so I had to try as well yeah. So my mum luckily had a friend here she spoke, she's [North African] as well, she's the one who told us to come here they were like best friends and she went with my mum and they picked a school like a proper school for me and my brother so my brother moved schools as well and then we stayed in the end basically so that's when yeah um I started a new school

R: Ahh

P: and it was ur I didn't understand like what they were saying and stuff like that. I had a teacher she came with me to take a book and she said do I know Arabic and [first language]. I didn't know how to read Arabic so she picked a [first language] book yeah and um yeah and then like few days and then like I was asking, the funny bit about, I was asking miss like I wanna ask miss like if I want a like drink water and I didn't know how to say it

R: you didn't know how to say it?

P: yeah so I was just listening to the person like when they want to drink of water and trying

R: oh and trying to copy?

P: yeah trying to copy them, so that's how I tried and I was going like that till I knew the words for can I go have a drink so yeah

R: ahh

P: and um so then I went to languages, the language room I stayed in there for like the whole of Year 5

R: Ah ok

P: the whole of year 5 um so I was like learning English and it was actually good I liked it. We learnt different stuff and that but the thing that I missed a lot is maths, my maths and my English like I was learning English there, my maths there is some stuff that I don't understand quite yet right now so yeah it's hard for me to understand it like in years 9, 10

R: mm hmm

P: so like some stuff I missed back in primary and have to do it here as well so yeah

R: mm tricky

P: Yeah and it's not just that I just missed the fractions and stuff like that and so now if you come and give me like year 10 test or something I wouldn't understand half of the stuff

R: Yeah

P: yeah because I haven't learnt it and I tried doing it on YouTube as well but it gives me like the other version, the American version and that

R: Oh ok, its not the same?

P: yeah I don't wanna mix my head like you know learn this like how you work it out and then come here again and just they give me another way

R: yeah different way

P: yeah so yeah

R: Ah I see, yeah that sounds really tricky

P: yeah um so yeah, that's all, so I learnt English so in year 6 we were starting to learn like we did English like I was in my normal class now I didn't go to the language room

R: mm hm

P: and so yeah that's when I started speaking and that's when I started writing like learning how to write and stuff so yeah that's when I learned how and the sats came and miss like I head like of the school she came and she got individual peoples out like me and this other people and she was like it's not gonna like, you're not gonna work out but like you're gonna try to do the sats and it's going to be very hard for you lot and I was like OK. Umm in year 7 and 8 I didn't take work very serious like I was just like I'm gonna work this out later I'm gonna do this later

R: Yeah

P: but like coming now to year 10 and year 9 I think I gotta work on my language and my umm you know the way I say um... I forgot what it's called…

R: that's okay

P: you know English and um your, you know when you say past and then tense and then grammar yeah

R: oh grammar

P: yeah grammar yeah I have to work on my grammar as well and my s s synonyms? I'm not sure how you call that again

R: yeah synonyms

P: yeah synonyms yeah stuff like that I have to expand my writing so now I have a friend, I write a story and she gives me feedback

R: Aww

P: so yeah she tells me that like my writing is like the primary writing you know, I have to expand my writing better

R: mm hm

P: and yeah that's what I'm trying to do, that's my goal right now so yeah hopefully I get my good GCSEs and stuff, and also I had experienced um sort of like the secondary chapter for me

R: Yep, chapter 4

P: um we've spoken about basically that's the school that's chapter 4 [pointing]

R: So this is, chapter 4 is XX [name of primary school] yeah?

P: Yeah

R: and that's what we spoke about

P: and then chapter 5 is me come into this school

R: Ah coming to secondary?

P: yeah.. so like I said um… so coming here as well I didn't take stuff seriously as I said and like I have to work on my stuff more and like I didn't really care like oh I'm gonna go to you right and I'm gonna work harder or I'm gonna do after school stuff and that. I didn't take it serious I just left it and go with my friends play and stuff like that

R: Yeah

P: and thinking about it in year 9 I was like you know what like I gotta work now hard like and get my good grades because my SATs I wasn't very good at my SATs because I heard the secondary sees your SATs and they set you stuff so like because I don't have good SATs, I'm sure, because had to go to [North African country] I didn't get my results from this SATs

R: oh ok

P: yeah they said that send it to me but they didn't like at home

Appendix 11. Restorying of Safia's narrative showing the key events and Safia's experiences of the events alongside researcher interpretations.

Time scale- 'when'	The event- 'what'	The experience- feelings/evaluations	Researcher comments/interpretations
Chapter 1: Year 5	Moving to England and initially not being able to get a school place	"It was like a bit tricky…in [birth country] the weather is like normally not that rainy and not that cold" "It was very hard for my mum" "My brother started school first and then I had to wait like a year or 8 months" "I missed my education a lot you know…staying at home doing nothing just like watching TV trying to learn"	Safia discussed the challenges her family experienced when moving to England. Safia particularly missed being in education and I sensed she felt sad and that she was missing out when she saw her brother going to school but she was not.
	Starting school	"I didn't understand like what they were saying" "…like if I want a like drink of water and I didn't know how to say it… so I was just listening to the person…trying to copy them…till I knew the words for can I go have a drink" "…two girls they stayed with me until like I found new friends and like I got used to it… they were very kind… In [birth country] when you're new they start bullying you, talking about you… here teachers tell children like tell other classmates to go take you around and talk to you"	Safia did not know English when she started school. She remembered not understanding what was happening around her and described trying to copy peers' language to get her needs met. Safia described the teacher setting her up with peer buddies who were kind and kept her company until she made new friends. She compared this to her experiences abroad of peers bullying new pupils. I interpreted these buddies to be a supportive factor that helped Safia feel safer and settle into her new school.
	Getting taught in the language room.	"I stayed in there for like the whole of Year 5" "So I was like learning English and it was actually good I liked it. We learnt different stuff and that but the thing that I missed a lot is maths… there is some stuff that I don't understand quite yet right now so yeah it's hard for me to understand"	During Year 5, Safia discussed being taken to a separate room to receive support to learn English. Whilst she remembered this fondly and indicated that it was helpful for her, I sensed she felt disappointed and frustrated that she missed out on maths lessons, and that these gaps in her learning were still impacting on her now.

Time scale- 'when'	The event- 'what'	The experience- feelings/evaluations	Researcher comments/interpretations
	Making a friend	"There was a girl back then she spoke [Safia's first language], my brother knew her so he was like you can be friends with her as I said I wasn't very into like getting friendships and stuff like that because in [birth country] as well so like also it was hard for me but like we started speaking and that and we became friends"	Safia talked about her first experience of making a friend in England. It appeared for Safia, initially the main barrier to her making friends was her negative experiences of friendships abroad. I interpreted she was hesitant to make friends, however as she did not speak English, she could avoid speaking to peers. Therefore, when meeting a peer who spoke her first language, she was initially reluctant to speak to them.
Chapter 2: Year 6	Returning to the mainstream classroom	"I mean it was fine I had friends and my English was increasing so it was getting good, it was getting better" "I had this very, very wonderful teacher in Year 6 she was so nice to me and she was like helping me out as well like if I didn't understand anything" "We had a table and there was a teacher where she is to help us out like that specific table" **[Worst memory] "When you like when you trying to stay confident an you put your hand up and talk to the teacher but like your English is kind of messy and then when you're trying to say a word and it goes bad… and some of the students would laugh… then they will mock you or something"** [9] "I don't really care…so I just I tried talking to the teacher. I try and put my hand up and like answer the questions"	Safia remembered Year 6 positively in that she had made friends, her English was improving, and her teacher gave her lots of support. I interpreted that during this time Safia struggled with confidence which was further exacerbated by negative experiences of peers laughing at her. Whilst Safia indicated that she didn't really care, I sensed this had been an ongoing challenge, yet Safia had shown resilience and determination to continue to try and engage in lessons.

[9] Events identified as key by Safia are highlighted in bold

Time scale- 'when'	The event- 'what'	The experience- feelings/evaluations	Researcher comments/interpretations
	Starting wearing a headscarf to school	"My teacher asked if my parents forced me to" "I didn't speak much English so I just said no" "I didn't think at the time… but now I wonder why"	After I stopped recording Safia asked if she could tell me about 'her journey' with her headscarf. She told me that when she started wearing her headscarf in school in Year 6 her teacher asked her if her parents had forced her to wear it. She reflected that at the time she spoke little English so just said no and appeared to think little of it but now she indicated that she wondered why the teacher had said that. Throughout her narrative, Safia mentioned multiple experiences of people treating her differently because of her religion and headscarf. I interpreted that now looking back she felt upset that people perceived she was forced to wear a headscarf and recognised the injustices and prejudices she had faced.
	SATs exams	"Miss [head teacher]… she came and she got individual people out like…and she was like…you're not gonna work it out but like you're gonna try to do the SATs and it's going to be very hard for you lot and I was like okay" **"On the day of the SATs we used to have the breakfast morning thing. That was very nice like we have more time to see our friends in the morning and like have breakfast together and that" [best memory]**	I interpreted that when Safia sat her Year 6 SATs she did not perceive this as a negative experience, and she in fact enjoyed aspects such as having breakfast with her friends. I wondered if this increased time with peers and eating meals together helped create a greater sense of belonging and bonding for Safia. I sensed, however, that Safia raised the SATs as a key event due to the ongoing importance of her SATs results to the rest of her narrative.
	Fun activities after the SATs	**"The last week… all the Year 6 we like gathered up and we used to sing. We used to prepare for the parents when they were gonna come. Yeah and we did loads of activities as well so that was the best year" [best memory]**	Safia remembered the end of Year 6 fondly and spoke about fun activities and events that happened. I again inferred that these non-academic activities may have helped Safia have time with peers and feel a sense of belonging in school.

Time scale- 'when'	The event- 'what'	The experience- feelings/evaluations	Researcher comments/interpretations
	Missing the last day of Year 6	"I found tricky as well… yeah I think the last day is I didn't see my teachers properly especially my favourite one because I had to go [North Africa] and I missed one day off… so I just like write a note like a card and I gave it to someone so that she can give it to her"	Safia remembered going to see her family in North Africa, which she loved doing as she indicated that she missed them a lot, but also discussed her disappointment at not getting the opportunity to say goodbye to her favourite teacher at the end of Year 6. I interpreted that Safia felt torn between her life here and her family abroad, wanting to be in both places.
Chapter 3: Year 7 and 8	Starting secondary school	"Luckily, I had my friend… so it wasn't quite as hard for me because I had her with me… so it was actually fine" **"They made a trip for us so it's like we can get to know each other properly…so it was like a forest but there was people doing activities… and I'd never tried it before so I tried it and like I popped the balloon… like my first try… very cool" [best memory]**	Safia described having a friend go to the same secondary school as her as a significant supporting factor. She remembered going on a school trip in which she tried archery for the first time and experienced success. I sensed this was important to Safia and interpreted this trip as an opportunity where Safia was able to engage with peers and show her strengths.
	English lessons	"All the kids that were with me they were like smart. I'm not saying that I was dumb but like they were a bit smart…I just had to write down what I learned in Year 6 like what my teacher taught me in Year 6…and I would rub it off again because I wouldn't get the task properly…I'd have to rub everything off and start all over" "…so that was quite tricky as well" "…or I just copy the teacher what she does at the end" "…frustrated to be fair" "…normally in Year 7 and Year 8 I was like dead quiet in classes, I didn't really talk that much"	Safia discussed finding English lessons very difficult and frustrating. I interpreted that she may have been trying to hide her difficulties and instead of asking for help would rub out her work and then copy what the teacher had written from the board.

Time scale- 'when'	**The event- 'what'**	**The experience- feelings/evaluations**	**Researcher comments/interpretations**
	Doing a test to put pupils into sets	"We did a test and then we had to go down the hall so they could like separate us like in sets… seeing that I'm in a lower set and all my friends are in a high set. It's not jealousy but like, I feel down you know what I mean?" "…like why can't I just do proper work…but as I said back then I didn't really care about my work and that but also I had a bit difficulties like why are my friends in high sets and all that…" "Umm in Year 7 and 8 I didn't take work very serious like I was just like I'm gonna work this out later… I just left it and go with my friends play"	Safia discussed feeling sad and frustrated when she was placed in lower sets than her friends. I interpreted that in Year 7-8 Safia coped with her academic difficulties by instead focusing on friendships and not concerning herself with work.
Year 9-10	Working hard and making progress *(turning point)*	"It's different now I just wanna concentrate on my work" "Coming now to Year 10 and Year 9 I think I gotta work on my language and my... grammar" "…especially in Year 9 I worked hard in Year 9, but 7 and 8 I really didn't put my mind into it" "So like back in Year 9 I'm like… I get the math test results and I'm like okay I'm gonna see what I can get next time and I'm gonna try and revise" "In Year 7 I used to be in set 4 for my English but now I've moved to set 2 so I think that's a good improvement"	Safia discussed that Year 9 was a turning point for her in which she realised she wanted to focus on her learning and improve her grades. She shared the many steps she had taken to try and improve, such as revising, getting a peer to give her feedback on stories, and seeking help from teachers. I interpreted Safia to be very self-motivated and determined to make progress in spite of challenges.

Time scale- 'when'	The event- 'what'	The experience- feelings/evaluations	Researcher comments/interpretations
	Speaking to new people and making friends *(turning point)*	"…in Year 10 something I think I changed…I've become friends with many people now like it's easy for me to talk to people like to become friends" "…back then it was like hard for me to have a friend you know, like I didn't talk much normally but like now if you meet me you're like I'm so hyper" "It's easy for me now to talk to people and become friends with them as well… so yeah I'm the kind of person that talks a lot so [laughing] so yeah I've become friends with many people right now" "…like right now I guess it's like I'm not quiet right now I chat a lot but yeah… it's like now because I'm used to it here, I like it here better"	Safia also highlighted Year 10 as a key turning point for her in her confidence in speaking to new people and making friends. I interpreted this to be due to her improving English skills, as well as having had positive experiences of friendships in England which had increased her trust in peers and lessened the impact of her prior negative experiences of peers abroad.
	Having difficulties with a maths teacher	**"I don't think I learned anything last year…so I had this maths teacher she normally gives us a task and she gives it for us like the whole lesson and she's on her laptop like the whole time so when it comes to you putting your hand up and asking her a question she would just like ignore it" [worst memory]** "So that's another thing that like went down with my maths as well" "…just forget about it yeah, like I'm gonna come to Year 9 and I'm gonna try harder"	I sensed Safia felt frustrated and once again let down that she had not received the support with maths that she needed, however, she appeared determined to put this behind her and improve. I interpreted that she had had ongoing difficulties with her maths, yet, this had increased her determination to achieve in spite of this.

Time scale- 'when'	The event- 'what'	The experience- feelings/evaluations	Researcher comments/interpretations
	Being put in lower sets	"One thing that I don't really like about is, you know the SATs that we did, they affect the whole of your secondary, because right now I have lower places... last year I did better but like they still took it because of the SATs… it puts me in to lowers sets and in lower sets there's people who are like talking a lot and distracting" "…the teacher she's super kind, she's so nice and all but the children in they like talk a lot and they distract and they wouldn't let you like listen" "…frustrated really but I just like to get into the work and I put my hand up a miss will come to me individual and explain to me so we leave them lot"	Safia again discussed her frustration that despite her hard work she was placed in lower sets due to her Year 6 SATs scores. She appeared upset at being in lower sets due to other peers in those sets distracting her from learning. I interpreted this as Safia feeling let down by the system and sensed she has had to be very self-motivated to enable her to achieve.

Appendix 12: Example of the development of codes and themes for Safia.

After familiarising myself with the data by transcribing the interviews and reading through the transcripts, I coded the data line by line for any aspects of the data that related to my research questions. An example of the codes and quotes identified in Safia's transcript are shown in the Table A1 below.

Table A1. Codes the corresponding quotes identified in Safia's narrative.

Code	Quotes
1. Teaching herself	"…just like watching TV trying to learn" "I tried doing it on YouTube as well but it gives me like the other version, the American version and that" "So now I have a friend, I write a story and she gives me feedback" "I'm like let me just show Sir and see what I can make better, what I can do better, so yeah I showed him and he explained" "I used to get a test and I used to look at it and I'm like okay I can do better than that like I have to see what I got wrong and I have to check like how I got that wrong and correct the answer, make it better than just moving into like, I got this mark I have to do two marks better than that or so yeah"
2. Difficulties with learning	"…my maths there is some stuff that I don't understand quite yet right now so yeah it's hard for me to understand it like in Years 9, 10" "…so now if you come and give me like Year 10 test or something I wouldn't understand half of the stuff" "I just started writing it and I would rub it off again because I wouldn't get the task properly when they were like umm marking it… Yeah I'll have to rub everything off and start all over like umm yeah the task that she told us and I would have to do it again so that was quite tricky as well" "…and like my spelling I have to work on that as well like it's so bad [laughs]. I think I'm still used to with the [first language] spelling like you hear the person say the word it's not like in English you hear the person say the word but then you write it differently"
3. Loss & goodbyes	"It was very, very hard for me because obviously you've gotta leave your best friends" "The thing that hurts the most is when you have to go come back to the UK because you finished your holidays and stuff and you have to say your goodbyes" "I didn't see my teachers properly especially my favourite one because I had to go [North Africa] and I missed one day off"
4. Making friends	"It was hard for me to find friends, I was like very very uncomfortable with friends is as well like because you didn't know that person you've just met that person" "…so like also it was hard for me but like we started speaking and that and we became friends" "Um she was a friend from primary school she just came from Italy as well because she's Italian. She came in Year 6 but yeah so she's [North African] as well so her mum and my mum they became friends and they're still friends right now. We're still friends" "Yeah um but like yeah so now I have friends that are here in secondary, its easy for me now to talk to people and become friends with them as well"
5. Missed education	"…yeah like a year or 8 months I think so I had to stay at home and then my mum had to take my brother and I missed my education a lot you know" "We learnt different stuff and that but the thing that I missed a lot is maths" "so like some stuff I missed back in primary and have to do it here as well so yeah"

Code	Quotes
	"…that I just missed the fractions and stuff like that and so now if you come and give me like Year 10 test or something I wouldn't understand half of the stuff" "…and here they added me like another year so now in [birth country] I have to be in year 9 but if you come here to the UK"
6. Motivation to achieve	"I have to expand my writing better" "So like back in year 9 I'm like I gotta, I gotta hit this target like I got test I get the math test results and I'm like okay I'm gonna see what I can get next time and I'm gonna try and revise" "…thinking about it in Year 9 I was like you know what like I gotta work now hard like and get my good grades because my SATs I wasn't very good" "Umm in Year 7 and 8 I didn't take work very serious like I was just like I'm gonna work this out later I'm gonna do this later… but like coming now to Year 10 and Year 9 I think I gotta work on my language and my umm you know the way I say um... I forgot what it's called… yeah grammar yeah I have to work on my grammar as well and my s s synonyms?"
7. Confidence with speaking	"I'm used to it now because every time I wanna talk to someone I'm confident" "My worst memory is like…when you like when you trying to stay confident an you put your hand up and talk to the teacher but like your English is kind of messy and then when you're trying to say a word and it goes bad" "Now talking to someone and I'm a bit confident because I've done it before and I know that I can do it better right now so yeah" "I started talking to anyone like, I see alone and I just go and I'm like hi you wanna talk and stuff and like if she's like interested and I see she's comfortable with me then I start hanging out with her sometimes and then if I see her uncomfortable I'm like okay I'm just gonna move on" "Now like it's easy for me to talk to people like to become friends because normally in Year 7 and Year 8 I was like dead quiet in classes, I didn't really talk that much so like right now I guess it's like I'm not quiet right now I chat a lot but yeah" "It's easy for me now to talk to people and become friends with them as well…so yeah I'm the kind of person that talks a lot"
8. Language difficulties	"It was ur I didn't understand like what they were saying and stuff like that" "I was asking miss like I wanna ask miss like if I want a like drink water and I didn't know how to say it so I was just listening to the person like when they want to drink of water and trying… yeah trying to copy them, so that's how I tried and I was going like that till I knew the words for can I go have a drink so yeah" "…when you like when you trying to stay confident an you put your hand up and talk to the teacher but like your English is kind of messy and then when you're trying to say a word and it goes bad. You know when you think about it the word it is properly in your head but when you come to say it, it's very like it goes all messed up it's not what you thought you would"
9. Translating for parents	"…so I had to translate to my mum and it was very hard like for the person to understand me, like they were asking for translator" "Oh it's coz I want to talk as well about translating. It was an experience for me as well so like umm as I said it was very hard for my mum I had to translate her for the schools and stuff" "So then now as I grew up my parents don't know that much English so like I because I'm the oldest of my siblings, I have to like translate to them and stuff so moving house like for the applying stuff I had to do that as well so"

Code	Quotes
	"Umm so talking stranger on the phone it's very hard… especially when you don't know English an they're like sorry I don't understand like what you're saying" "…sometimes I get rude like before when I used to talk I get like rude person like I start talking and they don't understand what I'm saying and they just end the call and I have to call again"
10. Teacher support	"This very very wonderful teacher in Year 6 she was so nice to me and she was like helping me out as well like if I didn't understand anything she would help me she was like very kind and so yeah then in the end of year 6 like we had a table and there was a teacher where she is to help us out like that specific table there was one teacher" "…the teacher used to help us a lot" "…and then one teacher on the table that used to help us"
11. Adjusting to the new environment	"Um you get used to the first school and then you have to move to the other school" "So like it was hard for me as well the lecture we had different, like we studied different stuff in the other school and this school we studied other different school" "So moving to the UK it was like a bit tricky as well my mum wasn't used to it, and in [birth country] the weather is like normally not that rainy and not that cold" "…in [birth country] we didn't have much Asian people or you know like other culture people so it was just in my school there was just like white people and you know Christian people because it was like a Catholic school so it was just us [Safia's family] like [North African] people so like I came here and I learned so many more people and you met so many people like different cultures"
12. Family friend support	"So my mum luckily had a friend here she spoke, she's [North African] as well, she's the one who told us to come here they were like best friends and she went with my mum and they picked a school like a proper school for me and my brother" "…she's amazing…I wanna thank her a lot too coz she's so nice as well. She like if anything happens to us like and my parents aren't home she'll take care of us. She's like our second mum" "She helped us as well because she helped us come to the schools and stuff like that, she helped take us to school and that, you know apply for and that"
13. Experiences of racism and discrimination	"They're very racist in there like now thinking about it, thinking about it, like when I was a kid back then I didn't know what I was doing" "So my parents they were wearing it [headscarf] and like I really got like negative looks like you know, dirty looks like you know" "…you can't wear a headscarf even if you want to work and even if you wanna like go college or anywhere you can't wear there or they will tell you to remove it so it's not nice there it's a bad experience like yeah especially your skin colour as well, umm I'm not gonna lie I'm just saying what I experienced as well, your skin colour say someones black down there they're gonna get bullied a lot" "…certain children would just come and say like chocolate to you or something like that because of your skin colour and I was a kid back then I can still remember it"
14. Peer support	"I have a friend, I write a story and she gives me feedback" "…two girls they stayed with me until like I found new friends and like I got used to it… they were very kind as well so"

Code	Quotes
	"It was when it was our first day and we had to meet like many people and that but luckily I had my friend, my best friend, with me. She came to the same school as like secondary as me. Um so it wasn't quite as hard for me"
15. Progress and achievements	"…So yeah that's when I started speaking and that's when I started writing like learning how to write and stuff" "I think I've learned like just now coming to Year 10 I learnt some new words like some of the tricky words" "It's good I think I got on my maths, in Year 7 I used to be in set 4 for my English but now I've moved to set 2… so I think that's a good improvement…" "Yeah and in maths as well I was in set 5 but then I moved to now set 3." "…my English was increasing so it was getting good, it was getting better" "…yeah that one, a bow and arrow, forgot what it was called so that, it was my first day and I'd never tried it before so I tried it and like I popped the balloon and that was like also very cool like my first try and I popped the balloon"
16. Teacher difficulties	"…so I had this maths teacher she normally gives us a task and she gives it for us like the whole lesson and she's on her laptop like the whole time so when it comes to you putting your hand up and asking her a question she would just like ignore it like she wouldn't, like she acts like she hasn't seen it" "She just blanks you. Also when you try to ask a question she just acts like no she doesn't really answer it and then afterwards she's like just ask me any questions like she's like if you have anything just ask questions in that but then when you come to ask her a question she just ignores you and she's on her laptop the whole time so that's another thing"
17. Positive memories with peers	"My best memory was the last day um the last week when we finished our SATs and everything" "On the day of the SATs we used to have the breakfast morning thing… that was very nice like we have more time to see our friends in the morning and like have breakfast together and that. And then the last week as well we used to do assembly, it's not like an assembly but all the year 6 we like gathered up and we used to sing" "So it was in Year 7 the first day so they made a trip for us so it's like we can get to know each other properly in that so we went to this place it's like um, how do you call it… um you know like when there are loads of trees?"
18. Parental support	"…he like take care of us as well and stuff like that. He helps us out on you know like takes us, he is looking out for us you know?" "He's very concerned for our future so he would help us and anything you tell him like I wanna do an after school you know to do better in my reading and stuff he will actually take me he doesn't really care how much that is, expensive or it's cheap or anything like that he doesn't really mind"
19. Peer difficulties	"…some of the students would laugh and so like you know I had experience that but like I didn't care what they like, at least I know more languages than they do so" "…but like some people would laugh and then they will mock you or something yeah so that's the part unrespectful so yeah that's the hard bit"
20. Comparison to peers	"…it's very hard like you see people with their cousins and stuff and then I wish I had my cousin as well and gathered up now just me and my parents and my siblings at home it's kind of boring" "I'm thinking about it seeing that I'm in a lower set and all my friends are in a high set. it's not jealousy but like, I feel down you know what I mean?"

Code	Quotes
	"I had a bit difficulties like why are my friends in high sets and all that and stuff like that" "In here like many people have their family in here and you get to see them and they get to see them and come over and have gatherings and stuff but like our family lives in [North Africa] so it's hard for us to"
21. School systems challenges	"My brother started school first and then I had to wait like a year" "One thing I don't really like about is um, you know the SATs that we did, they affect the whole of your secondary, because right now I have lower places" "Last year I did better but like they still took it because of the SATs they would look into the SATs, not off the tests that you've done last year. So umm it puts me into lowers sets and in lower sets there's people who are like talking a lot" "So I was like learning English and it was actually good I liked it. We learnt different stuff and that but the thing that I missed a lot is maths…so like some stuff I missed back in primary and have to do it here as well"
22. Future ambitions	"That's my goal right now so yeah hopefully I get my good GCSEs and stuff" "So going to year 11 and then sixth form, I wanna go sixth form"
23. Acceptance and freedom	"Yeah you feel free here, you get to do whatever you want, it's not like in [birth country], you have to wear skirts also I don't like that… and also if you were like gay or lesbian they would like make fun of you definitely" "…here is like much better, much, I feel more comfortable here than in [birth country], here they don't really mind if you're wearing a headscarf, they don't mind if you go to mosques like it's better than [birth country]"

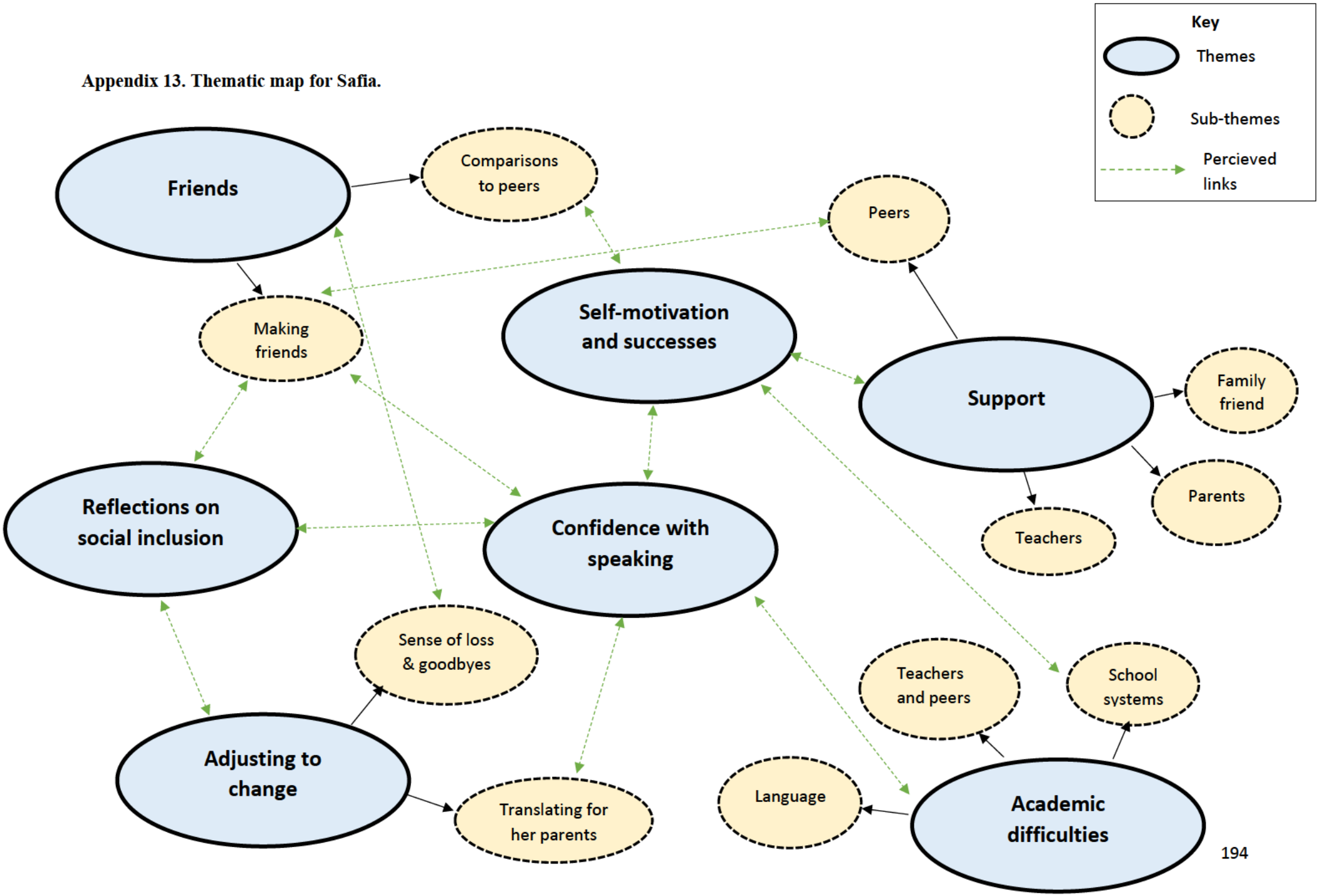
Next, I looked through the codes and considered how these may be linked or grouped together into themes. Table A2 shows how codes were grouped together to form the themes and subthemes for Safia. Codes were grouped together into a theme when I felt there was a "central organising concept" which linked them together (Braun & Clarke, 2013, p. 224). On some occasions it was decided an initial code was a prominent and distinct enough aspect of the narrative that this became a theme on its own (e.g., the confidence with speaking theme from Safia's narrative). Subthemes were chosen to highlight specific aspects of the themes which I felt were notable, and these often related back to the initial codes.

Table A2. The development of themes and subthemes from codes.

Themes and subthemes	Codes
1. Academic difficulties - Language - Teachers and peers - School systems	2- Difficulties with learning 5- Missed education 8- Language difficulties 16- Teacher difficulties 19- Peer difficulties 21- School systems challenges
2. Self-motivation and successes	1- Teaching herself 6- Motivation to achieve 15- Progress and achievements 22- Future ambitions
1- Friends - Making friends - Comparisons to peers	4- Making friends 17- Positive memories with peers 20- Comparison to peers
2- Adjusting to change - Sense of loss and goodbyes - Translating for parents	3- Loss & goodbyes 9- Translating for parents 11- Adjusting to the new environment

3- Support - Teachers - Parents - Family friend - Peers	10- Teacher support 12- Family friend support 14- Peer support 18- Parental support
4- Reflections on social inclusion	13- Experiences of racism and discrimination 23- Acceptance and freedom
5- Confidence with speaking	7- Confidence with speaking

Appendix 13. Thematic map for Safia.



Appendix 14. Restorying of Adam's narrative showing the key events and his experiences of the events alongside researcher interpretations.

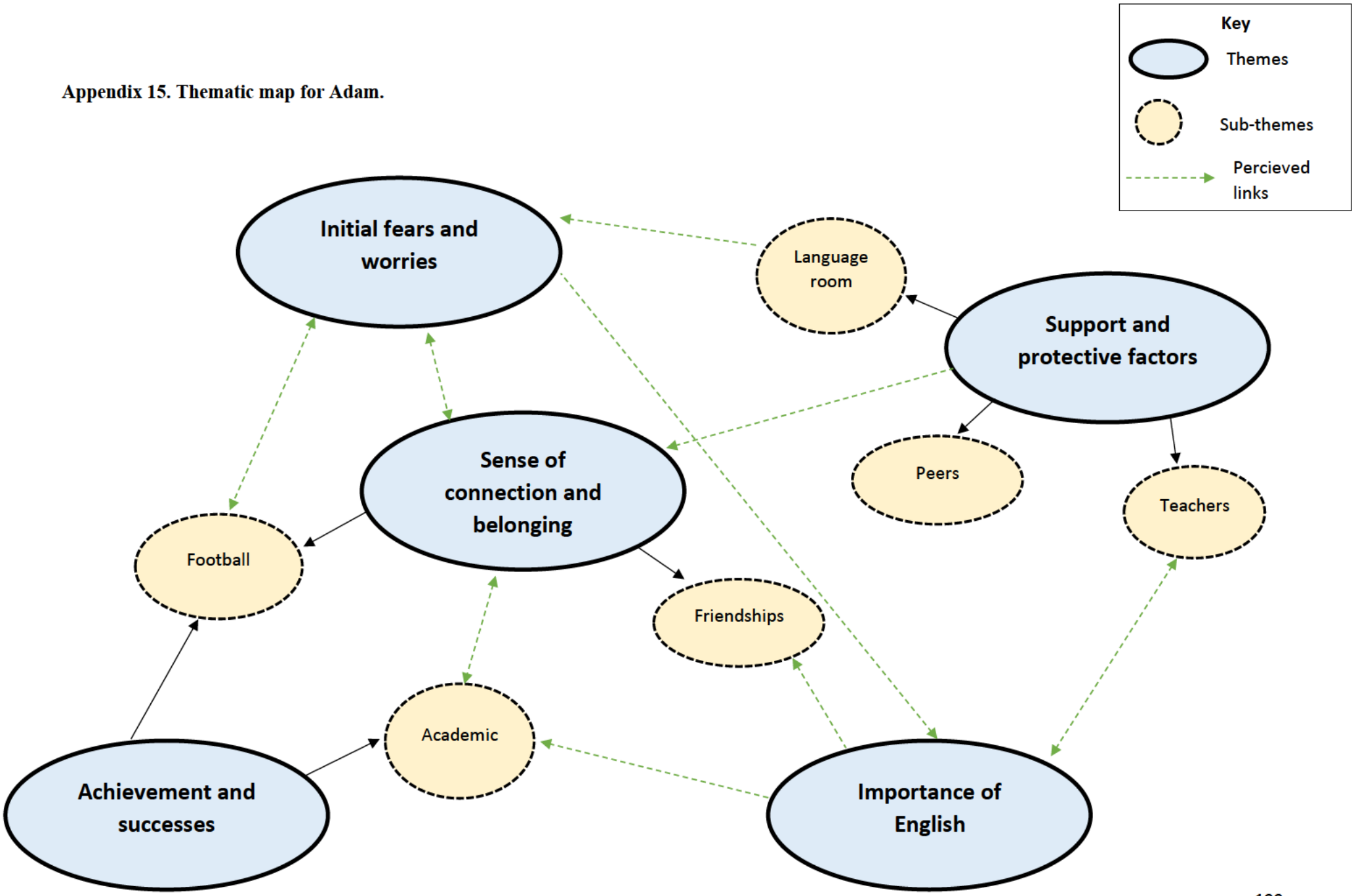
Time scale- 'when'	The event- 'what'	The experience- feelings/evaluations	Researcher comments/interpretations
Chapter 1: First day in school in England	The first morning in school in England	**"When the children started to come from into the class… I was a bit scared and nervous" [worst memory]** "I was a bit scared because if someone came to me and said something I will not understand" "I didn't want to look anywhere else 'cos I was a bit shy. Then some other kids came so I was a bit embarrassed and shy so I just kept looking at that book"	Adam remembered not speaking any English when he first started school and feeling scared and embarrassed. I interpreted that he found it very daunting not understanding what was happening around him and his main concern was others trying to speak to him and him not understanding.
	Break time- playing football with peers	"I didn't know what they were saying so I, I just I didn't say anything" "Umm I didn't really want to play it that much football… first I was watching them and then I started playing with them 'cos they told me to come play with us so they were just doing this [hand gesture indicating to come over] so I knew that that meant come play with us, so I start to play with them"	Adam recalled watching peers playing football at breaktime and being asked to join in. He indicated that he had not wanted to join in but felt he had to. I interpreted that in the first few days Adam felt safest being left to observe rather than join in, however, it seems football later played a key role in helping Adam to feel involved and make friends.
	Home time	"I was feeling a bit happy to go back home"	Adam indicated that by the end of the first day he just felt relieved it was over. I inferred this to mean he still felt very uncomfortable and worried in school.
Chapter 2: Second day of school	Going to the language room	"I didn't understand anything yeah. So I was just watch and that. I'd just listen and then that's it" "I was a bit all right 'cos some people them people didn't know English also so I was kind of a bit happy that there's some people that know how to, that don't know how to speak English as well" "I didn't have a worst part that day, 'cos I was a bit happy"	On his second day, Adam was taken to a 'language room' where he received support to learn English. This appeared to be a key turning point for Adam. I interpreted that seeing and being around other peers who also did not speak English helped Adam to not feel alone and begin to feel a sense of belonging in the school.
Chapter 3: End of the first week	Meeting a peer who spoke his first language	"He's asking some question, but I didn't want to respond to him. I don't know why... I was probably nervous, that's why"	Adam remembered making friends with a peer who spoke his first language. Although he recalled initially being nervous to speak to him, he then described this as awesome. I inferred that this was really important to Adam

Time scale- 'when'	The event- 'what'	The experience- feelings/evaluations	Researcher comments/interpretations
		"…there's someone to talk to at least… 'cos some people Romanian in there, some people talked Urdu, and umm him [Adam's first language] which was a bit awesome" [best memory] "I got someone to stay with breaktime and lunchtime, someone to talk to. Sometimes he helps me with questions and stuff like that 'cos he knew English when I came…so he started helping me"	as it gave him someone he could connect with, meaning he was not alone at break and lunch time. It also gave him someone who could help him with his English.
Chapter 4: Year 4	Settling in and starting to make more friends	"It was not that bad. It is better than when I just first came in the school" "…but in Year 4 I had a bit of friends" "I knew a bit of English and I started to get friends"	Adam indicated that in Year 4, school was starting to improve for him, and it seemed making friends was key to him starting to enjoy school more.
	Being in the "language room"	**"I don't want the teacher to tell me to answer the questions 'cos I, I don't want to get embarrassed or people laughing at me" [worst memory]** …[when asked if his fear of peers laughing at him happened] "Ah no 'cos you usually stay in the language room" "[preferred] the language room because there's that kid that knew [Adam's first language] So I wanted to stay with him"	I interpreted the "language room" to be a key protective factor for Adam. He indicated that he felt less concerned about peers laughing at him there and as his friend who spoke his first language was also in this group, he had someone he could talk to. I inferred that the language room was key to Adam settling in and forming connections with others.
Chapter 5: Year 5-6	Going back into the mainstream classroom	"'cos I started to know more English, so it's, it's going to be easy for me to do the work. So I just went back to the classrooms that we have and I'll do the lessons there now" "It's kinda bit hard 'cos they had to do like a lot of paragraphs and I didn't know how to write sentences and stuff like that" "to be honest with you, I didn't have any [bad memories] 'cos I, I knew English and stuff like that so I didn't have no problems with that"	Although Adam highlighted that he had some academic difficulties when he returned to the mainstream classroom, it appeared that by Year 5 he was feeling much happier in school. From Adam's narrative, I interpreted his spoken English ability to be the key factor which led to Adam feeling happier in school, as he indicated that once he knew English he had no problems.

Time scale- 'when'	The event- 'what'	The experience- feelings/evaluations	Researcher comments/interpretations
		"I started to know how to write better and umm, I started to get some answers right, so I was a bit happy then" [best memory]	
	Making more friends	**"I started having more friends 'cos them day then I knew proper English" [best memory]** "He [friend who spoke Adam's first language] didn't really like play football so I just went to play a bit of football and went back to him"	Adam remembered starting to make more friends within Years 5 and 6 and he again stated this was due to knowing "proper English". Football appeared to be a key way in which Adam made friends, possibly due to the low language requirements involved.
	Being moved up a set for English lessons and then back down.	"….but 'cos there's too many hard questions and I didn't know how to answer them, so I went back to where I was" "I was a bit happy because it's easier for me… the teacher helps you a lot"	I inferred that getting the right level of support was key for Adam. He discussed the importance of having some independent work whilst still having a teacher available to help.
	Being chosen for the football team	**"…when I was playing football I was trying really hard so I could show the PE teacher that I'm really good at football so he could choose me 'cos he only choose people that could pass the ball and um work with people and communicate and stuff like that. So I start doing that so then he could choose me. And then one day he choose me, and I was really happy" [best memory]** "The only thing that I never forget yeah is that I just joined the football team. That's the only thing that made me happy"	Adam's best memory was being chosen for the football team. I inferred this was important to him as it was something he had worked hard for, therefore gave him a great sense of achievement when he was picked. I also interpreted that being part of the football team helped give Adam a sense of belonging and a way to make friends.

Time scale- 'when'	**The event- 'what'**	**The experience- feelings/evaluations**	**Researcher comments/interpretations**
Chapter 6: Year 7-8	Starting secondary school	"I knew a lot of English, that's when I knew English so I had some friends that was in my primary" "I was a bit and nervous in case somebody like bullies me, 'cos there's like older people than me and there were like adult, not really adult like teenagers and I was a bit scared of them" "I didn't find anything hard 'cos I didn't really talk to people that I, I didn't know. I just was talking to my friends from primary that's the only thing that makes me safe"	Adam again talked about knowing English and having friends as the key factors that helped him in his transfer to secondary school. He did not identify any difficulties or bad experiences since starting secondary school and I interpreted that he felt, as he could speak English fluently, he was fine in school.
	Activity day [best memory]	**"I really enjoyed that one"** **"We were doing like racing, like try this, how fast could you go through things"**	Adam discussed a school activity day as his best memory from secondary school. I interpreted this as a key opportunity in which Adam was able to have fun and bond with peers.

Appendix 15. Thematic map for Adam.



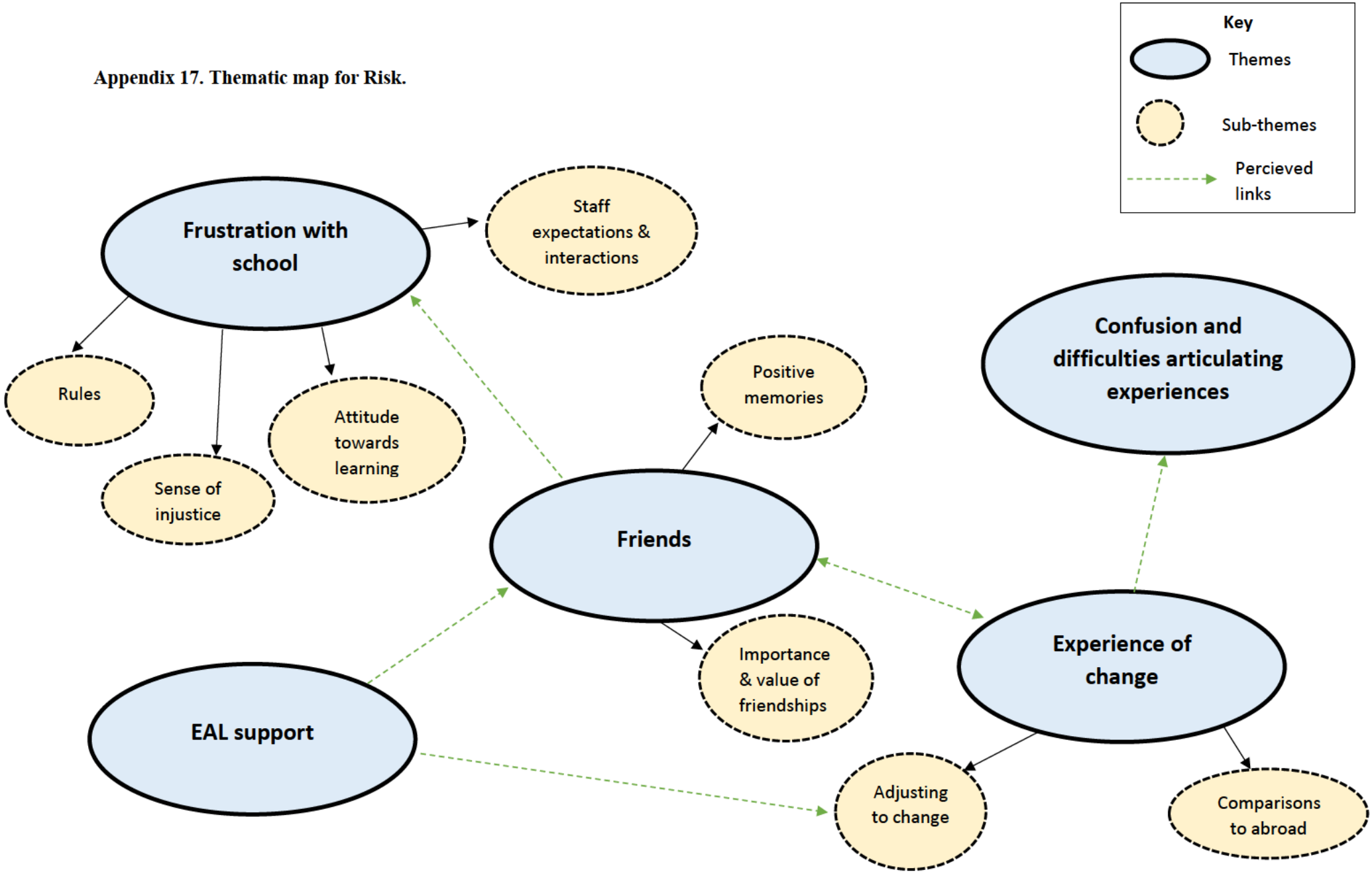
Appendix 16. Restorying of Risk's narrative showing the key events and his experiences of the events alongside researcher interpretations.

Time scale- 'when'	**The event- 'what'**	**The experience- feelings/evaluations**	**Research comments/interpretations**
Chapter 1: Starting school in England (first half of Year 7)	The first day	"…at first I was kind of nervous, yeah, I think I get nervous, yeah I did, in every single school, like new thing" "I wasn't sure where to go because it was a big school and I think I got lost like 5-6 [times]" "…there was a lot of kids around and I was just walking to my class yeah, yeah I was just walking to my class, I was just trying to find where's my class" "When I started I wasn't that confident like speaking"	Risk described feeling nervous and not that confident when he first started school in England. However, as Risk had experienced moving schools multiple times, including prior experience of starting school abroad and not speaking the language, I sensed he was used to this and expected these challenges, although still daunting for him.
	The first two weeks in 'normal' (mainstream) classes	"…in normal classes I wasn't that confident" "First when I went to class when teacher asked me I just don't get the question, I be like don't know… yeah they just randomly ask me, they were like oh what's this answer. I never did though anyway" "I didn't feel anything" "I didn't know at all what to do [because I had no friends]"	Risk indicated that he was not bothered by not understanding or being able to answer teachers' questions. I sensed he had accepted he would not understand the work, however, what he appeared to find more difficult was not having any friends to talk to or be with.
	Being moved into a class for EAL pupils	"…after two weeks I went to EAL which was fun" "… in EAL it was so much fun… in EAL it was like doing fun games and stuff there" "In EAL I came in late every time…I hate the buses they keep on stopping, they stopping for no reason like there's no one on the bus like no one like pressed a stop but they're still there, like they were so annoying and I was getting late for no reason"	I interpreted that going into the EAL class was a positive experience for Risk after having had several weeks of being in mainstream classes and not understanding very much. During this time, I interpreted that Risk was still adjusting to his new environment in England which led to additional stressors, such as being late.
Chapter 2: End of Year 7 and Year 8	**Making friends & hanging out with friends**	**"Hanging out with friends [best memory] …playing football, talking or hanging like next to the bus stop or that, just talking about random things… I'm like I'm pretty sure it was same classes [as my friends], like I think four or five classes the same"**	I interpreted that making friends was a significant turning point for Risk. I sensed having people to hang out with and confide in made school a much more positive place for Risk.

Time scale- 'when'	The event- 'what'	The experience- feelings/evaluations	Research comments/interpretations
		"… um because I always hang out with him, talk to him, like play with him, stuff like that. I don't do that like with other friends that much, he's the only one…like telling secrets, stuff like that"	
	Enjoying learning and growing in confidence	"…kinda like in Year 8 um like whilst I was with my friends I was kind of a nerd... yeah I like doing work" "I wasn't that confident, now I am because I like get used to it now"	I inferred that having friends in his class was an important factor in helping Risk feel more confident and engaged in learning.
Chapter 3: Year 9 (now)	**Being split up from friends in class [worst memory]**	**"Now they split us after we just got back. My friends were like nahh why did they have to split us"** **"I was like nah that's not fair they are splitting us"**	This appeared to be a significant negative experience for Risk as I interpreted having friends around was very important to making school a positive experience for him.
	Negative experiences of learning, staff, and rules	"…kinda like in Year 8 um like whilst I was with my friends I was kind of a nerd, but not anymore" "Now I think the school is just stupid…it's like a prison because like in prison you have to do what they say and like same thing here, like you have to do what they said" "Some teachers doesn't know how to explain properly" "Some teachers, nah I don't like it, this is them 'this is so simple do 20 billion paragraphs, 30 answer these questions, 30 trillion billion paragraphs, it's *so simple guys*, you have 10 minutes do it' like what" "…and they give you less time, they say like you're gonna have 80 minutes in your exams so do these 10 paragraphs, it has to be these four things, they need those four things and they're like saying 2 things in 18 minutes the first one because I was giving like more details and I'd done only two" "Mm hm and you can't do like, you can't wear your blazer, you can't take your blazer in the class. It's like so hot, the windows open but it's so hot	I interpreted Risk's negative view of school and change in attitude towards learning first stemmed from being split up from his friends. I sensed Risk then became further alienated from school due to school rules and staff expectations leading to him feeling controlled and undervalued. I inferred that Risk struggled to meet academic expectations of teachers and felt his efforts were not valued by staff which led to him feeling unmotivated.

Time scale- 'when'	The event- 'what'	The experience- feelings/evaluations	Research comments/interpretations
		and they be like nah you're not taking your blazer, I don't care it's hot but miss they took their blazers off like that but we can't" "they give us work to do like paint and stuff like that, we does that and they just throw it in the bin, why would you say to then do. I spend so much time just to make it so good and it's like oh nice work and it's now in the bin… I was so angry at that, I did that much for no reason, I write like 50 paragraphs for no reason… I've done my like two sheets or like one paper, both sides there was like 2 lines missing and the other one, they be like oh nice work now it's going in the bin" "I don't get it why would they make a rule that you can't wear a jacket in the class? that's like so dumb, they were like oh we did that because someone tried to runaway we're not gonna know but I don't have my hood on my jacket but they were like nah you still can wear that, you can see my face without my like thingy hood. how are you gonna know me we wear the same uniform, how you gonna know it's me? like if I'm wearing my jacket you're gonna know because like it's not that many people wearing the same jacket, like mine is so different no ones wearing this"	
	Fun with friends	**"I had like fun ones like when we're having fun… um sometimes we like just messing around you know when like raining and in the corner there's like so much water there, yeah we just push each other" [best memory]**	Risk's most positive memories of school were still the opportunities he gets to hang out and mess around with his friends.

Appendix 17. Thematic map for Risk.



Appendix 18. Restorying of Javad's narrative showing the key events and his experiences of the events alongside researcher interpretations.

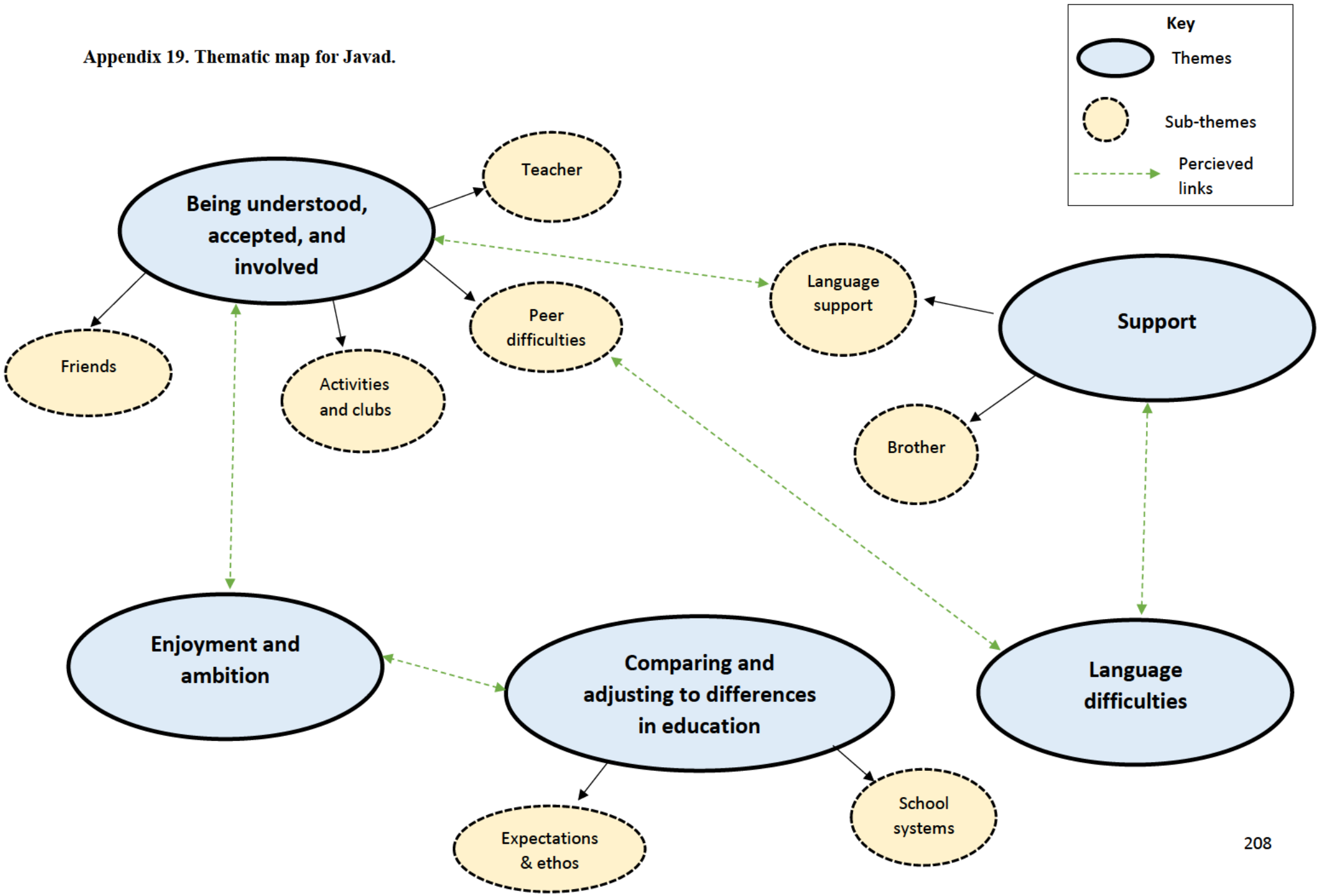
Time scale- 'when'	The event- 'what'	The experience- feelings/evaluations	Research comments/interpretations
Chapter 1: Primary school	Starting school	"Couldn't understand like what was Miss saying and stuff. Like you know, when I was in class when Miss used to teach us, I couldn't understand what Miss saying" "I was in the class and they were all looking at me and was asking me for my name and other stuff. How old are you, where you came from?" **"That the home time was 3 o'clock. Because in [birth country] we used to go home at 1 o'clock everyday" [worst memory]** "We don't get a lot of homework and had a lot of fun"	Javad remembered when he first started in an English school in Year 4. He recalled going into a classroom where he could not understand anything, and the expectations were very different to his prior school experiences. Although he indicated that he preferred the less strict and 'more fun' school environment in England, I inferred that the initial adjustment to the new language, environment, and expectations was quite overwhelming.
	Being picked on by peers	"…some other student used to annoy me like you don't speak English properly" "They used to call me like freshy something"	Javad discussed being called names and picked on by peers for not speaking English throughout his time in primary school. I interpreted this to have impacted on his confidence in primary school, however, this seemed to change when he started secondary.
	Making a friend	"They were from [Javad's birth country]. They will speak my language and they can understand what I was saying and they were my best friend" "I was confused like how they're speaking my language because they all speak English, but my one friend who's speaking my language, I was confused. But he said that even I came from [Javad's birth country]. I was like oh ok" "I was happy and I told him everything like how the rude children used to call me this that. But he was like it's ok, even they called me as well but then just ignored him"	Having a friend who spoke the same language as Javad, appeared to be a key supportive factor for him. I deemed that sharing his experiences of peers picking on him with this friend and receiving reassurance that he was not alone in this experience helped him to manage the ongoing difficulties with other peers.

Time scale- 'when'	The event- 'what'	The experience- feelings/evaluations	Research comments/interpretations
	English support	"I had a different like different lesson like group of children will go somewhere else to learn English. Another class yeah I had that. They used to take us to another class. We used to learn books, stuff, reading books yeah that" "I had some friends who speak my language. They did translate like what's miss saying and stuff…. They couldn't speak my language properly… they were all speaking English" "Yeah the miss, forgot her name but she, she could speak my language proper. She used to understand me like everything"	Javad discussed receiving some additional support outside the classroom to help him with his English, although I inferred that most of the time he was in the mainstream class. He recalled peers trying to translate for him but shared that he felt that was of limited help as they did not speak his language very well. I interpreted that he felt left out when his peers who knew his language were speaking English. Having some additional support from a teacher who was able to speak Javad's first language fluently was important for Javad and I interpreted that he felt a sense of relief to meet someone who could fully understand him.
	After school clubs [best memory]	**"The clubs, after school clubs like we used to play football and cricket. It was a lot of fun"** "yeah but I didn't enjoy in Year 6… because of COVID there wasn't [after school clubs]"	Javad's best memory from primary school was attending after school sports clubs. I inferred that having familiar sports such as cricket, which require low language requirements, may have helped Javad interact with peers and gain a sense of belonging. Javad appeared upset that he had missed out on clubs in Year 6 because of COVID-19.
Chapter 2: Secondary school	Starting secondary school	"It wasn't different because were same as my primary school" "It was same. But it was like different because in my primary school we used to stay in one building and go to different class. But here we used to go in different, different building for the lessons" "And I'm, I'm happy and I'm happy that I have a brother in my secondary as well" "Like if he wasn't here, I would feel like scary, like scared yeah. But here, I'm feeling good" "but really, I couldn't understand English so what miss was saying. But now I understand that"	Javad remembered starting secondary school and described it as being not that different to primary school other than it was bigger and he had to move buildings for different lessons. He described having an older brother as a key protective factor that helped him not feel scared. I interpreted the status of having an older brother in school was what helped Javad as opposed to any practical or emotional support his brother had provided. Javad also discussed that when he first started secondary school, he had ongoing difficulties with understanding teachers in lessons.

Time scale- 'when'	The event- 'what'	The experience- feelings/evaluations	Research comments/interpretations
	Making new friends *(turning point)*	"I am getting much and much fun because I didn't had a lot of friends in my primary school but when I went in secondary school I had new friends, they were all kind to me... they knew I couldn't speak English properly but they were still my best friend" "I've find a lot of friends, in my secondary school. And I start talking to them in English because I knew little bit of English" "Yeah secondary yeah I have a lot like 5-4 friends, and one of my friends speak my own language, like, you know, like what we speak at home person and he speaks that language and I'm happy… that he understands what I'm saying everything" "…he used to help me a lot in my French lesson, like when I couldn't understand the word he used to tell me like what does it mean. I'm happy that"	Starting secondary school appeared to be a key turning point for Javad. He described making friends and his friends being accepting of his English difficulties. I sensed this was a surprise for him after his negative experiences of peers laughing at his English in primary school. Javad described the value of also having a friend who spoke his first language as it enabled him to be fully understood and he could give him practical support in lessons. This appeared very different to his primary school experience where I interpreted, he felt he was only able to make friends with peers who spoke his first language, whereas now he described having a range of friends, all of whom were accepting of him.
	Peers fighting and swearing [worst memory]	**"The children they were naughty like fighting around this that. I don't like that"** **"Yeah and sometimes they used to swear at me, but I didn't care that much… I used to ignore them and just, they're acting like a roadman and this [laughs]"**	Javad again indicated that what he disliked most about secondary school was peers' behaviours. He described peers fighting with each other and swearing at him in the corridor. I inferred that Javad seemed much less upset by this than the specific name calling and bullying he experienced at primary school, as it appeared these behaviours were not specifically targeted at Javad.
	Learning new things and having practical lessons [best memory]	**"…study and stuff here is much better, not harder than my old my [birth country] school and not easier than my primary my primary school, it's medium, like learning new stuff here"** **"The good thing is that here we do some practical stuffs like in science but my primary school we don't we just used to learn about it. But here we do, we actually do it in practical. Like for doing computers,**	Javad described his education at secondary school very positively. He compared it to his previous educational experiences abroad and in primary school, indicating that he liked that it was easier than his school abroad but harder than primary school. I interpreted this referred mostly to the amount of homework received and the 'strictness' of the environment. Javad also described enjoying the more practical aspects of learning in secondary school, and I

Time scale- 'when'	The event- 'what'	The experience- feelings/evaluations	Research comments/interpretations
		or cooking, proper PE, or dance lesson and music, drama…that's what I like about secondary school"	wondered if this was more rewarding to him due to the lower language requirements needed to experience success.

Appendix 19. Thematic map for Javad.



Appendix 20. Restorying of Farida's narrative showing the key events and his experiences of the events alongside researcher interpretations.

Time scale- 'when'	**The event- 'what'**	**The experience- feelings/evaluations**	**Research comments/interpretations**
Chapter 1: The first two weeks of school in England	Taking a test on the first day	"The first memory I have is probably going inside and taking the test because my first language isn't English… at the time I didn't know a lot of words because the thing is I learn American English so the spellings were totally different like colour in America there's no 'u'" "I was kind of like shocked and like why am I supposed to do this test? like can't I just go to class or something like that"	Farida recalled doing a test on her first day. Whilst she understood the purpose of this in seeing if she would need any additional language support, I interpreted at the time it was a shock for her and caused her anxiety due to the differences in American English spellings.
	English lessons	"As soon as I go in I start English and I remember it, first word was 'simile', I didn't know like there was English devices at the time…I didn't even know how to write a paragraph at the time so like I had to learn everything from like scratch in English" "…also, the thing is, also when you say 'because' like I also learned 'because' you have to say 'it is because', in American you just say 'because', 'because something'" "Yeah I think English was one of the hardest like to get over with because I didn't know the spellings and that stuff"	Farida discussed going into an English lesson on her first day. I inferred that this was daunting for her as they were discussing similes, which was something she had never heard of before. I deemed this was unexpected for Farida as her previous school also taught in English, so she had not expected there to be so many differences.
	Finding way around and **being ditched**	"It was so big it was my first time having such a big class because my old school basically it was outside area and we had rooms like I think about like 30 rooms" **"I had like people who helped me like. The thing is…a lot of them ditched me because like you didn't wanna do it, like no one wants to do it like, who wants to do it like bring someone around and that stuff"** **"I think the worst memory's probably them ditching me" [worst memory]**	Farida also recalled having to adjust and find her way around the new physical environment, which was much bigger than her previous school. She shared that some peers were asked to help with showing her to lessons, however they "ditched" her. She recalled this as her worst memory and seemed keen to move on from this topic quickly to talking about her positive experience of making a friend. I sensed the first week was very challenging for Farida and she felt very alone.

Time scale- 'when'	The event- 'what'	The experience- feelings/evaluations	Research comments/interpretations
	Adjusting to accent and diversity	"It was a totally different accent than I'm used to it, so like being around people wasn't the easiest" "…because it was like my first experience around like diversity so like around Asian people, black people, white people, I never had in my life. It was only white people or people who are like Middle Eastern… so like it was a totally new experience because it was actually like I think it was my first time seeing like an actual black person in front of me so it was a totally different experience for me"	Farida recalled finding it difficult to understand people's accents and remembered this was the first time she had seen ethnic diversity. I inferred that the first couple of weeks in school were a big transition for Farida and it took her some time to adjust to the new environment.
	Making a friend **[best memory]**	"So I think it took a full week to actually find a friend" **"I think that would be the best memory for everybody because if you get a friend that means she can help you a lot like on homework and like things so like when I have my friend she's like very, she's like got set one for everything and I was like set six and set four so she would help me a lot"** **"Yeah I think like first talking and talking about interests is probably my best memory"**	Farida shared that her best memory of starting school was when she made a friend. Her friend had similar interests and was able to help her with her homework. I inferred making this friend was a significant turning point for Farida and helped her feel happier and more settled in school. I deemed that having someone with shared interests helped her feel a sense of connection and belonging.
Chapter 2: Years 7-9 (foundation academy)	**Competition project [best memory]**	**"…four of my friends… basically did a project…basically we made like a full on like sculpture inside an all around like buildings and all of that stuff and we were in the finalists so like we actually went to the, oh what's it called I can't remember that place. It was like a huge place… and we got like fancy food and that stuff and we saw like a huge Christmas tree"** **"We didn't win but it was very fun"** **"I wanna be an architect so at the time I didn't realise that until after this happened"**	Farida recalled taking part in a competition with a group of peers to build a sculpture of a building. She remembered getting to the final and going to a special place for the awards. I inferred Farida felt a lot of pride in her achievement, and this was a significant memory for her which shaped her future ambitions.
	Friendship difficulties	**"I have a friend…it keeps annoying me, they treat her like a child"** **"…she's not my friend anymore, she still like she just like trauma dumped because basically like she'd say like all her trauma in front of you guys and expect a reaction from you…**	Throughout her narrative Farida discussed lots of difficulties with friendships and peers annoying her. She often referred back to experiences of 'toxic friends' abroad which she felt now helped her to recognise negative friendships. I interpreted Farida's experience of friendships abroad had

Time scale- 'when'	The event- 'what'	The experience- feelings/evaluations	Research comments/interpretations
		during quarantine, we just ditched her like because I don't want a toxic friend anymore" [worst memory] "…so literally I had to literally confront them to say something so I was the one because I had a fight with her…that was the turning point when I realised I should probably start saying stuff more because I've had experiences before but never like spoke up about it so I should probably do it" "…after that it was Year 9 and everyone just changed like their sexuality and that's just a huge thing for me. Urr because in my religion you're only allowed to be straight and that stuff, urr so like everyone just changed around me which was really weird but like I got used to it so far"	significantly impacted on her relationships in England. She talked about having "trust issues" and seemed particularly wary of feeling peers were overly controlling. Farida also described Year 9 as a significant time at which peers were talking about their sexuality. Farida shared that she initially found this "weird" due to her religion but indicated that it was something she was starting to get used to.
	Being given low predicted grades	"since I've never done my SATs my grades were like a 1 or 2 which was normal at the time but then slowly people started getting 6 or 7 when they were Year 8 and I'm like why is my grades never going higher and I found out was because of my SATs but it was still kind of daunting like" "…if you've not done your SATs you should still like put it higher…luckily got my SATs when I was in Year 9 so like mines alright so by the time I went to Year 10… my grades were normal"	I inferred Farida initially felt confused and disappointed about why her predicted grades were not improving. Once she realised this was due to not having sat the Year 6 SATs, I sensed she felt frustrated that something out of her control was impacting on her grades.
	Online learning	"I tried to do it, I think they made us do half the stuff to have because like I just couldn't do it they just sent too much work a day" "We had so much they just put too much working like in school that tell you what to write and want to not write but online they don't tell you nothing so like it was a lot harder" "…the teachers couldn't never like help me, I think the easiest one was maths because in maths … there's basically a website…if it's wrong it's gonna tell you it's wrong and if it's right it's going to tell you it's right"	Farida indicated that she found online learning very difficult both due to the workload but also not being able to access support from teachers when she needed it. I inferred that not having instant feedback and support was difficult for Farida and left her feeling overwhelmed at the workload.

Time scale- 'when'	The event- 'what'	The experience- feelings/evaluations	Research comments/interpretations
	Telling others about her heritage	"…because at the time I didn't tell that I come from [name of country] because it's Middle Eastern and Middle Eastern kind of like a not a nice place because a lot of violence and that stuff" "In this year group I never met anyone else who is Middle Eastern… I've had totally different experiences from everybody else so it was kind of like, my parents were like don't tell anybody. Yeah and my sister was like just don't tell anybody because we don't know what people will do" "I mean it was kind of hard because like most experience I remember was from [Middle Eastern country] because that's the place I most remember because in [Scandinavia] I don't remember much" "Now I literally embrace it because it's like I'm the only Middle Eastern, let me just embrace it instead because it would be so fun" "…so I just kind of embrace it now because they find it so interesting so like if they find it interesting I'm just going to tell them more about it"	Farida discussed how when she first started school in England, she was encouraged by her family not to tell people she was from a Middle Eastern country and instead to say she was from Scandinavia. She discussed that this was difficult as she had limited memories from her time in Scandinavia and did not want to lie to people. She also recalled noticing there was no one else in her year group from the Middle East. I interpreted this may have initially added to her belief that she should not tell anyone, however, around Year 8 Farida shared that she became more comfortable to tell people about her ethnicity and heritage. I inferred that she felt no one "knowing much about the Middle East" was a good thing as she indicated that it protected her from negative comments. I inferred that Farida now had a sense of pride in her heritage and enjoys talking about her experiences.
Chapter 3: Year 10 (senior academy)	Missing school due to illness and catching up	"I think the foundation to seniors because that's like a whole different, totally different experience because like you can have playtime when you're in the foundation you have time for like that stuff you have fun and go to any places you want. I didn't take advantage of that because I didn't realise it" "It was the worst thing ever especially for art because your artworks gonna stack up and stack up…I still have work…from like two weeks now" **"Today I finally finished like 1-2 pages and that's probably the best memory I have" [best memory]**	Farida discussed the increased workload and expectations of going into Year 10 (the senior academy). I sensed she felt frustrated that she had missed two weeks due to having COVID-19 and was now struggling to catch up on work. I inferred that despite this Farida was very determined to catch up on all the work she had missed and to do well academically.
	Peer difficulties **[worst memory]**	**"I'm not her friend anymore but my other friend…is still friends with my other toxic friend and…they doesn't even like her anyway somehow like they is still like friends with her for some reason"**	Farida discussed ongoing friendship and peer difficulties in Year 10. I interpreted she felt frustrated when peers were not as forthcoming or honest in their opinions as her. She appeared to find it difficult when people behaved in ways she

Time scale- 'when'	The event- 'what'	The experience- feelings/evaluations	Research comments/interpretations
		"My toxic friend she also like is dating someone but she does like in a weird way… be like very romantic to each other and that stuff so annoying because like why do you, no one cares and that stuff"	did not like or agree with. I inferred some of these difficulties may have been due to cultural differences, such as norms around expressing affections.
	Having friends to talk to and learn from	I think also my other friend [friends name] because, because of her like I've like, I have my religion Muslim but I don't like read the Quran and that stuff that much because I don't know Arabic. I know I can get an English translation but I just don't have the time for it so like by [friends name] she's helped me a lot of things about like my religion so that's like very significant" "My other friend whose name's [friends name], she also immigrated so she came from Bulgaria to here… she also told me about her experiences… yeah like we would literally say, 'oh yeah how was your experience like in Bulgaria' and she would ask me about like how was your experience in [Scandinavian country] and that stuff"	Farida discussed the friendships that were currently important to her. Both peers Farida mentioned had common experiences or beliefs to Farida (e.g., religion/experience of migrating) and I inferred this may have helped Farida feel a sense of connection and belonging within the school. Having a friend who shared her religion and was able to teach her more about it may have helped Farida feel accepted and able to maintain and express her beliefs within England.

Appendix 21. Thematic map for Farida.