

**AN INTERPRETATIVE PHENOMENOLOGICAL ANALYSIS OF THE
EDUCATIONAL EXPERIENCES OF MIXED WHITE AND BLACK CARIBBEAN
SECONDARY SCHOOL PUPILS WITH SOCIAL, EMOTIONAL, MENTAL HEALTH
NEEDS**

by

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Abstract

This study explored the school experiences of mixed white/black Caribbean (MWBC) secondary aged pupils identified with social, emotional, mental health (SEMH) needs. Research has indicated that MWBC pupils are over-represented in the SEMH area of Special Educational Needs and Disabilities (SEND) (Strand & Lindorff, 2018), as well as being amongst the lowest attaining ethnic group (Strand, 2021). Despite this, there is still relatively little research which explores the school experiences of MWBC pupils (Lewis & Demie, 2019) and none which focuses on this group in relation to SEMH needs. The research took a phenomenological approach, namely Interpretative Phenomenological Analysis (IPA) to explore the school experiences of MWBC pupils', including their experiences linked to their SEMH needs, how their experiences influenced their identity and what factors were enabling and disabling in terms of their educational outcomes. Semi-structured interview data of a small sample of four participants was analysed using IPA to abstract four Group Experiential Themes: 'Understanding SEMH needs', 'Influence of Relationships', 'Contexts for Learning' and 'Multiple Layers of Identity'. These findings were examined in relation to existing literature and the research questions. A critique of the research including strengths and limitations was presented, and the findings were considered in relation to implications for the practice of educational professionals and educational psychologists. Finally, directions for future research were discussed.

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Table of Contents

Abstract	i
List of Tables	ix
List of Figures	x
List of Boxes	xi
List of Abbreviations	xii
Chapter One: Introduction	1
1.1 Personal Positionality as Researcher	1
1.2 Research Rationale	3
1.3 Thesis Structure	4
Chapter Two: Literature Review	6
2.1 Chapter Overview	6
2.2 Key Terminology	6
<i>2.2.1 Defining Race</i>	<i>6</i>
<i>2.2.2 Defining Ethnicity</i>	<i>7</i>
2.2.3 Terminology Used to Describe ‘Mixed’ Ethnicity	8
2.3 Theoretical Perspectives on Race	9
<i>2.3.1 Critical Race Theory</i>	<i>9</i>
<i>2.3.2 Critical Mixed-Race Studies</i>	<i>11</i>
<i>2.3.3 CRT and Education</i>	<i>12</i>
<i>2.3.4 Influential Race Scholars and Education</i>	<i>13</i>
2.4 Ethnicity and education: the historical, social and political context	14

2.4.1 <i>Historical and Social Context</i>	14
2.4.2 <i>Ethnicity and Education: An Overview of Policy, Legislation and Key Events</i>	16
2.5 Education and Global Majority Pupils in England	23
2.5.1 <i>Global Majority School Population in England</i>	23
2.5.2 <i>Attainment and Educational Outcomes</i>	26
2.5.3 <i>Role of Teachers</i>	28
2.5.4 <i>Exclusions</i>	30
2.5.5 <i>Special Educational Needs and Disabilities</i>	31
2.6 Social, Emotional, Mental Health Needs	33
2.6.1 <i>The SEMH category of SEND</i>	33
2.6.2 <i>SEMH and Ethnicity</i>	35
2.6.3 <i>Mental Health and Ethnicity</i>	35
2.7 Race, Ethnicity and Identity in Education	37
2.7.1 <i>Identity Formation and Education</i>	37
2.7.2 <i>Racial and Ethnic Identities</i>	38
2.7.3 <i>'Mixed' Identity</i>	38
2.7.4 <i>School Experiences of MWBC pupils</i>	39
2.8. Race, Ethnicity and Educational Psychology	40
2.8.2 <i>Educational Psychology's Contribution</i>	40
2.9 The Local Picture	41
2.10 Focus of the Present Study	44

Chapter Three: Methodology	47
3.1 Chapter Overview	47
3.2 Research Questions	47
3.2.1 <i>Expected Outcomes</i>	49
3.3 Philosophical Assumptions	50
3.3.1 <i>Ontology</i>	50
3.3.2 <i>Epistemology</i>	51
3.4 Methodology	51
3.4.1 <i>Interpretative Phenomenological Analysis (IPA)</i>	52
3.4.2 <i>Theoretical Foundations of IPA</i>	52
3.4.4 <i>Alternative Methods of Analysis</i>	55
3.4.5 <i>Rationale for IPA</i>	55
3.4.6 <i>Limitations of IPA</i>	59
3.5 Method	62
3.5.1 <i>Ethical Considerations</i>	62
3.5.2 <i>Participants and Recruitment</i>	67
3.5.3 <i>Data Collection</i>	73
3.6 Analysis of Interview Data	77
3.6.1 <i>Reflexivity and Bracketing</i>	81
3.7 Research Validity, Quality and Trustworthiness	83
3.8 Chapter Summary	89

Chapter Four: Findings and Discussion	90
4.1 Chapter Overview	90
4.2 Overview of Themes	91
4.4 GET One: Understanding SEMH needs	98
<i>4.4.1 Subtheme 1.1: Significance of Staff's Understanding of SEMH Needs for Receiving Meaningful Support</i>	99
<i>4.4.2 Subtheme 1.2: Conceptualising Own SEMH Needs</i>	101
<i>4.4.3 Subtheme 1.3: Fairness of Behaviour Management</i>	104
4.5 GET Two: Influence of Relationships	107
<i>4.5.1 Subtheme 2.1: Coping with Difficult Relationships</i>	107
<i>4.5.2 Subtheme 2.2: Importance of Supportive Relationships</i>	110
<i>4.5.3 Subtheme 2.3: Dealing with Racial Discrimination and Interpersonal Racism</i>	115
4.6 GET Three: Contexts for Learning	119
<i>4.6.1 Subtheme 3.1: Academic Self-concept and Self-efficacy</i>	119
<i>4.6.2 Subtheme 3.2: Supportive vs Unsupportive Learning Contexts</i>	121
<i>4.6.3 Subtheme 3.3: Contexts for Future Achievement</i>	126
4.7 GET Four: Multiple Layers of Identity	129
<i>4.7.1 Subtheme 4.1: Ethnic Identity</i>	129
<i>4.7.2 Subtheme 4.2: External Identity</i>	132
4.9 Answering the Research Questions	136
<i>4.9.1 Research Questions One and Two</i>	137

4.9.2 Research Question Three	139
4.9.3 Research Question Four	140
Chapter Five: Conclusion	142
5.1 Chapter Overview.....	142
5.2 Research Critique.....	142
5.3 Research Contribution and Implications for Practice	148
5.4 Future Research	154
5.5 Concluding Comments	156
References.....	158
Appendices.....	201
Appendix A	201
<i>Completed Application for Ethical Approval Review Form and Amendment Form</i>	201
Appendix B	231
<i>School Leader Information Sheet, Consent Form and Flyer</i>	231
Appendix C	237
<i>Parental Information and Consent Forms</i>	237
Appendix D	246
<i>Pupil Information Sheet and Consent Form</i>	246
Appendix E	250
<i>Participant and Parent Debrief Forms</i>	250
Appendix F.....	254

<i>Interview Schedule</i>	254
Appendix G	260
<i>Timeline Visual Aid</i>	260
Appendix H	261
<i>Icebreaker Activities</i>	261
Appendix I	265
<i>Amended Interview Schedule</i>	265
Appendix J	272
<i>Excerpt of Transcript Annotated with Initial Notes and Experiential Statements</i> .	272
Appendix K	275
<i>Excerpts from Reflective Diary</i>	275
Appendix L	278
<i>Photographs Showing Examples Manual Process of Grouping of Experiential Statements to Create Subthemes and Personal Experiential Themes</i>	278
Appendix M	280
<i>PETS and their Corresponding Subthemes and Experiential Statements for Each Case.</i>	280
Appendix N	291
<i>Cross-case Analysis Resulting in GETS</i>	291

List of Tables

Table 1	<i>Key Tenets of Critical Race Theory</i>	Page 10
Table 2	<i>School Census 2021/22 Data Showing the Percentage of Global majority Groups Across School Types in England</i>	Page 25
Table 3	<i>Percentages of Pupils Within the SEMH Category in Ravensburgh and England by Ethnicity and SEN type</i>	Page 43
Table 4	<i>Three-year average data up to 2018/2019 Showing Comparisons Between All Children, BC and MWBC Boys' Attainment Percentages Across Key Stage Assessment Points in Ravensburgh</i>	Page 45
Table 5	<i>Research Questions and their Corresponding Rationale</i>	Page 48
Table 6	<i>Alternative Methodological Approaches</i>	Page 56
Table 7	<i>Key Ethical Considerations</i>	Page 63
Table 8	<i>Inclusion Criteria and Rationale for Research Participation</i>	Page 68
Table 9	<i>Pen Portraits of Participants</i>	Page 70
Table 10	<i>Process of Conducting IPA (Smith et al., 2022)</i>	Page 78
Table 11	<i>Application of Yardley's (2000) Four Broad Principles to this Research Study</i>	Page 85
Table 12	<i>An Overview of Participants' Personal Experiential Themes and Unique Experience Interpreted through IPA</i>	Page 92
Table 13	<i>Overview of GETS and Subthemes</i>	Page 97
Table 14	<i>Strengths and Limitations of the Present Study</i>	Page 143

List of Figures

Figure 1	<i>GET One: Understanding SEMH Needs and Related Subthemes</i>	Page 98
Figure 2	<i>GET Two: Influence of Relationships and Related Subthemes</i>	Page 107
Figure 3	<i>GET Three: Contexts for Learning and Related Subthemes</i>	Page 119
Figure 4	<i>GET Four: Multiple Layers of Identity and Related Subthemes</i>	Page 129
Figure 5	<i>Group Experiential Subthemes Contributing to Answering Research Questions One and Two</i>	Page 137
Figure 6	<i>Group Experiential Subthemes Contributing to Answering Research Question Three</i>	Page 139
Figure 7	<i>Group Experiential Subthemes Contributing to Answering Research Question Four</i>	Page 140

List of Boxes

Box 1	<i>Key Depicting Notation Used in Extracts of Transcripts.</i>	Page 91
Box 2	<i>Reflective Box 1</i>	Page 101
Box 3	<i>Reflective Box 2</i>	Page 102
Box 4	<i>Reflective Box 3</i>	Page 103
Box 5	<i>Reflective Box 4</i>	Page 105
Box 6	<i>Reflective Box 5</i>	Page 109
Box 7	<i>Reflective Box 6</i>	Page 112
Box 8	<i>Reflective Box 7</i>	Page 113
Box 9	<i>Reflective Box 8</i>	Page 115
Box 10	<i>Reflective Box 9</i>	Page 116
Box 11	<i>Reflective Box 10</i>	Page 123
Box 12	<i>Reflective Box 11</i>	Page 125
Box 13	<i>Reflective Box 12</i>	Page 131
Box 14	<i>Reflective Box 13</i>	Page 133
Box 15	<i>Reflective Box 14</i>	Page 135

List of Abbreviations

GM	Global Majority
MWBC	Mixed White and Black Caribbean
BC	Black Caribbean
WB	White British
BA	Black African
MWBA	Mixed White and Black African
POC	People of Colour
CRT	Critical Race Theory
CMRS	Critical Mixed-Race Studies
SEND	Special Educational Needs and Disabilities
SEMH	Social, Emotional, Mental Health
IPA	Interpretative Phenomenological Analysis
DfE	Department for Education
EP	Educational Psychologist
EPS	Educational Psychology Service
TEP	Trainee Educational Psychologist
LA	Local Authority
PRU	Pupil Referral Unit
AP	Alternative Provision

Chapter One: Introduction

The present research comprises Volume One of a two-part thesis completed as part of the requirements for the Doctorate in Applied Educational and Child Psychology. This study was conducted in Years Two and Three of the doctorate, whilst I was a trainee educational psychologist (TEP) working within a West Midlands local authority (LA) educational psychology service (EPS).

1.1 Personal Positionality as Researcher

It is important in social sciences research to position oneself in relation to the research focus as the researcher's relationship between the participants and research process is influential in the research outcomes (Pelias, 2011). My personal rationale for conducting this research has multiple influences. Firstly, my personal values of equality, diversity and inclusion have inclined me towards an interest in anti-racism work. I was previously involved in work of this nature as an assistant educational psychologist following the death of George Floyd. Anti-racism work is of great importance to me personally and within my practice in educational psychology. Secondly, although I am a white woman with white parentage, I have family and friends who are of mixed-heritage and, through my relationships with them, I have an awareness of some of their experiences. Moreover, my professional experiences have influenced my position as a researcher and directly led to my research focus. Early in my LA placement as a Year Two TEP, I noticed that many of the referrals I received for pupils with social, emotional, and mental health (SEMH) were for pupils of MWBC heritage. Sometimes these had been due to mental health needs such as anxiety, but more often staff cited that the pupils displayed challenging behaviour

and I noticed that pupils' behaviour was sometimes described in an adult-like manner. A conversation with a Year 6 pupil, of mixed white/black Caribbean (MWBC) heritage, early on in my second year of training particularly resonated with me. He felt that relationships with his teachers had broken down and felt this was because staff may not have liked him or respected him because of the colour of his skin and blamed him for incidents that he sometimes was not involved in. This was a moment of stark realisation for me: the impact that others' perceptions linked to race/ethnicity can have on children and young people (CYP), even from a relatively young age. I considered the impact this could have had on this pupil's attitudes towards school and staff and how this could have added a further layer of complexity to his SEMH needs. This led me to question how other MWBC pupils with SEMH needs experience school. Following this, I recall having a discussion with a colleague about my potential research interest, who mentioned having a conversation with a pupil of MWBC heritage with SEMH needs who felt that they did not belong in school because of their mixed-heritage identity. Although, this did not reflect my own assumptions about CYP of mixed-heritage, this added another layer of interest to my research in terms of how educational settings may influence pupils' identity.

As a white researcher, I am aware of the concept of performative allyship (actions motivated by acquisition of personal benefits which are easy, costless and seldom challenge the status quo) (Kutlaca & Radke, 2022); consequently, I sought to provide a platform to amplify the voices of the individuals through my research. Therefore, I sought to explore the school experiences of secondary-school-aged MWBC pupils who had identified SEMH needs.

1.2 Research Rationale

Available school census data also shows there is a higher proportion of MWBC pupils in pupil referral units (PRUs) compared to the overall school population (Office for National Statistics (ONS), 2022a). Research highlighted MWBC pupils are overrepresented in the SEMH area of SEND even after controlling for various other characteristics (Strand & Lindorff, 2018). The national and local picture of attainment for MWBC pupils also demonstrated patterns of low attainment, which was more apparent in boys (Strand, 2021; Ravensburgh¹, 2022). Despite these dimensions of disparity for MWBC pupils, existing research into the school experiences of MWBC pupils is scarce. However, extant research indicates the negative stereotypes that some teachers consciously or unconsciously hold about MWBC pupils which perpetuate notions of deficit and impact adversely on their school achievement (Tikly et al., 2004; Demie & McLean, 2017). One such negative stereotype is the idea that MWBC CYP have identity issues and are 'mixed up', which some teachers attribute behavioural problems to (Haynes et al., 2006). Despite this, research exploring the views of MWBC pupils show positive associations with their identity (Haynes et al., 2006), and highlights the role that school staff and peers can play in their feelings of marginalisation in school (Haynes et al., 2006; Lewis & Demie, 2019).

Considering the aforementioned literature, this study aimed to explore the MWBC pupils' educational experiences, including concerning their SEMH needs,

¹ Ravensburgh is a pseudonym given to the LA in which this research was conducted.

identity and educational outcomes. The study aimed to answer the following research questions:

1. What are the past and present educational experiences of MWBC secondary pupils who have been identified as having SEMH needs?
2. What are MWBC pupils' experiences of school associated with their SEMH needs?
3. How have the educational experiences of MWBC pupils influenced the identity of MWBC pupils with SEMH needs?
4. What factors do MWBC pupils with identified SEMH needs perceive to be enabling and disabling in terms of their current and future educational outcomes?

To gain insights into the educational experiences of the participants, a phenomenological approach, specifically Interpretative Phenomenological Analysis (IPA) was adopted. Semi-structured interviews were used to collect data from four participants on their educational experiences, particularly those associated with their SEMH needs, their identity and factors they perceived to be enabling and disabling regarding their educational outcomes. It was hoped this could provide implications for educational professionals working with these pupils to inform their practice.

1.3 Thesis Structure

The remainder of this thesis is comprised of four chapters which are outlined below.

Chapter Two outlines the existing literature related to this topic. A brief overview of theoretical perspectives on race and ethnicity is outlined, followed by an outline of the historical, social and political landscape in which this study was

conducted. This is followed by literature and statistics on the education of global majority² (GM) pupils, and an overview of literature related to pupils with SEMH needs. Literature exploring race, ethnicity and identity is then presented. The role of educational psychology in race and ethnicity research is then explored, followed by an overview of the local picture and focus of the study.

Chapter Three outlines the philosophical and methodological approach taken in this study and provides an overview of the research design. Alternative methodologies are considered, and a critique of the IPA approach is offered. Ethical considerations are also discussed, as well as my positionality as researcher.

Chapter Four presents the findings of the research following IP analysis of the interview data. This resulted in four group experiential themes being extracted from the data. These are examined to offer an in-depth analysis of the lived experiences of the participants, which is discussed concerning existing literature and theory. The findings are then linked to the initial research questions.

Finally, Chapter Five discusses the strengths and limitations of the study, explores implications for future practice of education professionals and highlights areas for future research.

² The term Global Majority was coined by Rosemary Campbell Stephens MBE during her work on education leadership in London between 2003-2011. "It refers to people who are Black, Asian, Brown, dual heritage, indigenous to the global south, and or have been racialised as 'ethnic minorities' (Campbell-Stephens, 2020, pp. 1). The term ethnic minority has been argued to place people in a deficit position, and the term 'global majority' is instead gaining significance (Boyle, 2022). Furthermore, I will not use phrases such as Black Asian and minority ethnic (BAME) to refer to people of the global majority collectively as it fails to recognise disparities between the experiences of different ethnic groups (Laux & Nisar, 2022).

Chapter Two: Literature Review

2.1 Chapter Overview

The present research focused on the educational experiences of secondary school aged MWBC CYP who have SEMH needs and sought to explore how their school experiences related to their sense of identity and their educational outcomes. This chapter introduces key theories, policy and legislation and literature related to the present research. Firstly, key terms will be defined followed by an exploration of the relevant theories related to race and ethnicity, and an examination of the historical and political context of the research including key legislation. An examination of the educational outcomes of GM pupils will also be presented. The SEMH category of SEND will be explored concerning ethnicity. Literature on ethnicity and identity is explored, including a focus on the school experiences of MWBC pupils. Finally, the relationship between race, ethnicity and educational psychology will be explored and the research will be positioned within the local context in which it was conducted, and the focus of the present study will be defined.

2.2 Key Terminology

This section will define some of the key terms associated with the present research, including race and ethnicity.

2.2.1 Defining Race

Most modern definitions agree that race is a social construct (Morning, 2005). Despite this, the legacy of alleged scientific exploration of racial variance has detrimentally impacted societal beliefs and systems of power and oppression and on

social, economic, health, criminal justice, and educational outcomes for people of the GM (Ossorio & Duster, 2005; Ogunrotifa, 2022).

This thesis defines race as a set of practices which create identity and hierarchy through social interactions by sorting ethnic groups based on historical and institutionalised ideas of physical, intellectual, and spiritual or moral superiority or inferiority (Moya & Markus, 2010; Ossorio & Duster, 2005). Moya and Markus (2010) contend that race emerges in response to perceived threats (political economic, or cultural) to one's world view and to justify oppression and exploitation of groups while privileging one's own.

2.2.2 Defining Ethnicity

This thesis considers ethnicity as a separate construct to race, albeit complexly related. The complex relationship between the terms race and ethnicity has led to their conflation in the literature (DeCuir-Gunby & Schutz, 2014; Morning, 2005). However, the term ethnicity has been recognised for its subjectivity and for acknowledging the heterogeneous nature and ancestries of ethnic groups, emphasising the ambiguity of ethnicity as opposed to either/or distinctions (Hirschman, 2004; Yee, 1983). Furthermore, ethnicity is a widely used metric in census, surveys and records (Hirschman, 2004). The term ethnicity was adopted in the 1991 census when it began collecting data on the ethnic makeup of the population (ONS, 2022a). Moya and Markus (2010) again offer a useful definition of ethnicity; a set of practices which allow groupings of people to identify or be identified (through collective or individual identity) based on commonalities such as national or regional origin, religion, language, history, culture, name appearance or ancestry, which provide pride, belonging and motivation.

2.2.3 Terminology Used to Describe 'Mixed' Ethnicity

Terms used to label individuals from parentage of more than one ethnic background are ever-changing (Clarke, 2022), creating a lack of consensus of terminology (Aspinall, 2009; 2013). In the 2000s, the term 'mixed-race' was one of the most widely used terms within the literature as well as by people who self-identified as having two or more ethnic backgrounds (Aspinall, 2009), although Aspinall's research could be argued to lack generalisability due to the relatively small student sample (n=326). Furthermore, this term has been contested due to race being discredited as a concept (Aspinall, 2009), and due to its potential to cause offense at the suggestion that 'pure' races exist (Banton, 2018; Ifekwunigwe, 2004). It has since been removed from UK government terminology on ethnicity (Cabinet Office, 2021).

Multi-ethnic, dual-heritage, mixed-parentage and mixed-heritage are also considered to be appropriate terms (Aspinall, 2013; Atkin et al., 2022), albeit less frequently used in society and the media (Aspinall, 2015). The term mixed-heritage will be adopted in this thesis. However, the validity of the term 'mixed' has been disputed due to the contention that all humans have mixed ancestries (Banton, 2018; Spickard, 2016). Additionally, 'mixed' could potentially reinforce stereotypes of being confused or 'mixed up' (Atkin et al., 2022; Donnelly, 2016).

I acknowledge that terminology linked to ethnicity is ever evolving, however current best practice will be followed and by specifying individual ethnic groups wherever possible (Atkin et al., 2022). However, terminology original to sources will be used where relevant. The ONS uses the term mixed white/black Caribbean (MWBC) to refer to those who self-identify as having both white and black Caribbean heritage. As the term MWBC was based on user survey feedback (Cabinet Office,

2021) it is hoped that this term represents the prevailing views of the MWBC UK population. Although, I have acknowledged the connotations that come with the word 'mixed', I have chosen to include this term given its recognition among the mixed-heritage community (Aspinall, 2013).

2.3 Theoretical Perspectives on Race

Swedberg (2016) encourages researchers to consider the implicit ways that assumptions and theories frame their research as well as the deliberate theories that they draw on. This section discusses some of the most influential theoretical understandings of race, linked to education.

2.3.1 Critical Race Theory

Critical race theory (CRT) has become one of the most important perspectives on race inequality policy and practice in the UK (Rollock & Gillborn, 2011). CRT is an interdisciplinary approach originating in the 1970s from the field of Critical Legal Studies which aimed to better understand how class inequalities were propagated in US society (Tate, 1997). In response to this, CRT scholars sought to engage with the discourse regarding civil rights reform, with recognition of their own lived experiences of the impact of racial ideology on culture and US institutions (Crenshaw et al., 1995). CRT is interested in understanding and altering the relationship between race, racism and power (Delgado & Stefancic, 2001). Table 1 summarises CRT's key tenets (Delgado & Stefancic, 2001; Rollock & Gillborn, 2011).

Table 1*Key Tenets of Critical Race Theory*

Theme	Description
Social Constructivism ³	Race is not an objective fixed reality and does not correspond to a biological or genetic basis which influences differences in human traits (Delgado & Stefancic, 2001). Race is a product of social thought and relations which is used to suppress people of colour (POC ⁴) to the benefit of white society (Delgado & Stefancic, 2001)
Centrality of Racism	Racism is an ingrained feature of society and therefore is often viewed as a natural and ordinary occurrence and is part of the everyday experience of POC (Delgado & Stefancic, 2001). Because of its “ordinariness” racism is difficult to tackle (Delgado & Stefancic, 2001). Racism does not only operate overtly but also within the socio-political landscape in which it is becoming more entrenched and nuanced (Rollock & Gillborn, 2011).
White Supremacy	White supremacy does not refer to the overt racism of extremist groups but rather refers to systems that operate in society to control power and resources. White dominance relations are thought to be widespread and re-enacted daily in society and institutions (Ansley, 1997).
Voices of POC	POC may not be able to share with their white counterparts matters that they are unlikely to know because of their different histories and experiences of oppression (Delgado & Stefancic, 2001). The accounts of POC are not assumed as a single truth or reality, but their positions in society mean they can offer an insightful contribution to how racism operates (Delgado, 1989). It is also thought that story telling can be a powerful tool to allow racially minoritized groups to speak out about racism and can be a psychologically empowering experience (Tate, 1997).

³ Social constructionism and constructivism are often used interchangeably in the CRT literature.

⁴ People of colour is a term used in CRT to refer to people from various global majority groups (Ladson-Billings, 1998) and therefore the term will be used in this section on CRT.

Interest Convergence	Racism works in the interests of people who have little incentive to eradicate it (e.g., white elites), thus advancing White Supremacy and maintaining a status quo in society which disadvantages racial minorities while allowing white people to maintain positions of power (Rollock & Gillborn, 2011). Advancements in anti-racist movements only operate in the perceived interests of white people. Advances in racial equality can only be achieved if they coincide with the interests of white people (Bell, 1980).
Intersectionality	CRT does not disregard other forms of discrimination (Rollock & Gillborn, 2011). No person has a single, easily defined, simplistic, identity (Delgado & Stefancic, 2001; Rollock & Gillborn, 2011). Intersectionality is interested in understanding the complicated and numerous ways that systems of oppression can interact simultaneously (Crenshaw, 1989).

2.3.2 Critical Mixed-Race Studies

The amount of published literature in this area rapidly increased since the 1980s, partially composing the field of mixed-race studies (Daniel et al., 2014). In the 2010s mixed-race studies saw a shift to become more critical in response to CRT and the field evolved into critical mixed-race studies (CMRS) as a distinct field of academic inquiry (Daniel et al., 2014; Joseph-Salisbury, 2019). A key paradigm in CMRS is that mixed-race people are the central focus and should be viewed within their historical, social and cultural contexts rather than as objects of analysis (Daniel et al., 2014). This involves studying racial consciousness among mixed ethnicity people, the world that they live in and the social, economic, ideological and political forces which impact the social position of mixed-race people and their experiences and identities (Daniel et al., 2014). Like CRT, CMRS also reinforces the constructed nature of race (Omi & Winant, 2014). The critical analysis of the institutionalisation of social, cultural, and political structures based on dominant conceptions of race is also stressed by CMRS (Daniel et al., 2014). Like CRT, CRMS emphasises the intersectionality of race with other categories of social difference such as gender,

sex, sexuality and class to understand how these dynamics are reproduced and maintained in institutional practice, social order and power relations (Daniel et al., 2014). It is therefore important when conducting research with mixed-heritage individuals that other categories of social difference are considered.

2.3.3 CRT and Education

The theoretical inquiry into CRT in education was relatively scarce until the mid-1990s in the US (Gillborn, 2009; Tate, 1997) and later appeared in UK discourse (Gillborn, 2005). However, CRT argues that the first step in understanding the complexities of racism and beginning to address injustices is through allowing the voices of POC to communicate the experiences and realities of the oppression they face (Ladson-Billings, 1998). Hence, CRT argues that the voices of POC are required to truly understand the education system (Ladson-Billings, 1998). CRT has the potential for offering powerful explanatory narrative regarding the persistent problems of race and social injustice and inequity in schools (Ladson-Billings, 1998).

Tate (1997) argued that theories and belief systems prevalent in education have been based upon racial characterisations and stereotypes about POC. For example, the concept of intelligence testing and the belief that certain racial groups score inherently lower on such tests gave way to the intellectual inferiority paradigm and the assumption that certain racial groups were ineducable, which had a powerful impact on educational policy and curriculum development in the US (Carter and Goodwin, 1994). Love (2004) argues that discussions about the achievement gap between white and black students is an incarnation of the intellectual inferiority paradigm, which manifests in “majoritarian storytelling” in the US, whereby stock explanations construct a reality of black pupils’ achievement in a way that maintains

the privilege of the dominant group. The invisibility of white privilege obscures the way that POC are oppressed by the rules, policies, and procedures of daily life (Love, 2004). Consequently, when black students score lower than white students on standardised tests it is labelled as an achievement gap (Love, 2004).

2.3.4 Influential Race Scholars and Education

Ladson-Billings and Tate (1995) underscore the influence of early seminal thinkers about race and racism, including the work of Woodson and W.E.B Du Bois, in developing a CRT lens to examine social inequity. Rashid (2011) points out the multiple intersections between the work of Du Bois and CRT, however there is not scope in this chapter to explore these. DuBois emphasised the racial inequality that exists in education as a key contributory factor to social inequality, as well as the importance of the role that education has in tackling racial inequality within education (Du Bois, 1903; 1944). He also refers to the “double consciousness” that black people in America felt, stating that black people not only see themselves from their own perspective but also from how the outside, white world view them (Crawford & Bohan, 2019).

Furthermore, Leonardo and Porter (2010) highlight the significance of the work of Fanon due to the relationship between education and colonialism (Aldridge 1999; Leonardo 2002). Fanon (1963/2004, pp. 51) claims violence’s ‘cleansing force’ is needed in the process of decolonisation due to the inherent violence and brutality of colonialism. Fanon refers to various conceptualisations of violence stating that white comfort around discussions of race becomes a systemic, symbolic violence experienced by POC (Leonardo & Porter, 2010), while liberatory violence in the form of anger, hostility, frustration and pain, is needed to engage in race discussions

which allow social existence to be transformed (Leonardo & Porter, 2010). Fanon's symbolic violence is thought to be present in public race dialogue, including during discussions about race in the classroom, which is thought to perpetuate a culture of silence (Freire, 1993).

Bourdieu, renowned for his work on race and social class and the importance of cultural capital⁵, also related pedagogy to symbolic violence in education, suggesting that the arbitrary nature of school knowledge and the way it is imposed through the curriculum allow institutions to sustain their social position and close access for others (Watkins, 2018). He also proposed that cultural capital was the means through which people from ethnic minorities and lower social classes could play the game of education to enable their successful participation (Watkins, 2018).

2.4 Ethnicity and education: the historical, social and political context

2.4.1 Historical and Social Context

People with both white and black African or Caribbean parentage have a long history within British society (Tizard & Pheonix, 2002). However, there is relatively little written about these groups, and although their experiences and histories are linked with people of other black ethnic groups, they are by no means the same (Tizard & Pheonix, 2002).

Attitudes towards people of mixed white/black heritage has shifted over time (Tizard & Pheonix, 2002). During the early 20th century, 'mixed-race' communities

⁵ Cultural capital refers to knowledge of the dominant culture in society and use of 'educated' language. The education system negates the possession of cultural capital for lower social classes. Therefore, it is more difficult for lower-class pupils to succeed in the education system (Sullivan, 2002)

began to grow around Britain's seaports (Plowright, 2022) and growth continued following large numbers of black Caribbean (BC) migration in the mid-1950s. In 1948, the arrival of the 'Empire Windrush' marked an era of mass migration from former British colonies, including from the Caribbean (Caballero & Aspinall, 2018). However, in 2017, the Windrush scandal began to surface after reports that hundreds of Commonwealth citizens in Britain were wrongfully detained, deported and denied legal rights (University College London (UCL), 2022). This had a detrimental impact on the lives of the 'Windrush' generation and their families. *The Ties That Bind* project has since been launched to map the intergenerational mental health implications of the scandal which have to date not been acknowledged in policy (UCL, 2022).

According to the 2001 census, BC Britons were the ethnic group most likely to form mixed relationships (Ford et al., 2012). A broad societal shift in acceptance towards 'mixed' relationships, particularly in the younger generation has seen the ethnically mixed family has been portrayed as a representative of 21st century Britain, typifying the values of modernity and diversity (Aspinall, 2015). However, some commentators have claimed that 'mixed-race' British people have the highest rates of family-breakdown, single parenthood and drug treatment, as well as asserting that children from mixed ethnic backgrounds grow up 'marooned' between communities and are stripped of their identities (Aspinall, 2015). The construction of mixed relationships as being problematic has implications for CYP of mixed ethnicity. The point of concern around children of white and black parentage shifted in the 20th

century from 'miscegenation'⁶ to concerns about children's welfare (Tizard & Pheonix, 2002).

2.4.2 Ethnicity and Education: An Overview of Policy, Legislation and Key Events

There are few policy-focused studies on the 'mixed' population (Aspinall, 2015). Morley and Street (2014) found that despite CYP from mixed ethnic backgrounds being overrepresented in care, youth justice and child protection, they were virtually invisible in public service practice and policy. However, given the relatively recent emergence of CRMS (Campion & Joseph-Salisbury, 2021), and the fact that mixed ethnic categories were only included in the 2001 census, this is unsurprising (Caballero & Aspinall, 2018; Campion & Joseph-Salisbury, 2021).

Ladson-Billings (1998) asserts that theories and belief systems predominant in education, related to POC, are "premised upon political scientific, and religious theories relying on racial characterizations and stereotypes about people of colo[u]r that help support a legitimating ideology and specific political action" (pp. 199). Although Ladson-Billings was speaking about the US, it is possible to also apply this assertion to Britain. For example, during the 1920s and 1930s, boundaries between black and white people in Britain were contested and defined by political and economic requirements of the time and based on relations of power, with many GM ethnic groups including mixed ethnic groups being defined as black to suit the political agenda of the time (Tabili, 1994). However, this section will focus on

⁶ Miscegenation is a derogatory term linked to the eugenics movement. Many scientists asserted that mixing of races would lead to physical, mental and emotional abnormalities (Tizard & Pheonix, 2002).

contemporary policy and legislation and key events related to race and education, since the 1960s which has been a significant period for race relations in England.

British education policy shifted from an assimilationist policy towards immigrants in the 1960s, to a more multicultural approach in the 1970s and 80s (Race, 2015). During the 1960s, schools were habitually used as sites to enforce assimilationist policies (Tomlinson, 2008), where the 'West Indian' child and 'coloured immigrant' child were constructed as a threat to British schooling, who needed to be integrated (Campion & Joseph-Salisbury, 2021). These pupils were also subjected to harmful policy recommendations such as 'Spreading the Children' which recommended the use of 'bussing', which was adopted in twelve Local Education Authorities (LEAs) where GM pupils were dispersed to schools with higher white British (WB) populations to promote integration and by reducing overconcentration of GM pupils (Butler, 2012; Esteves, 2018). This policy often resulted in the segregation of these pupils rather than the integration (British Broadcasting Corporation, 2017), and created conditions for racial violence. Furthermore, many 'mixed-race' pupils were implicated by these policies (Campion & Joseph-Salisbury, 2021) as official definitions of 'mixed race' pupils in relation to what constituted an 'immigrant child' proving to be both complex and ambiguous (Tomlinson, 2008; Ydesen & Myeser, 2016). Bernard Coard's (1971) book *How the West Indian Child Is Made Educationally Subnormal in the British School System*, was the first substantive account of how institutional racism impacted BC children in Britain (Wallace & Joseph-Salisbury, 2022). Coard (1971) argued that BC children were constructed as subnormal through British schools' misuse of culturally biased assessments, the misallocation of BC and other GM pupils to schools for the

educationally subnormal and the misrepresentation of deficiency in Caribbean cultures, communities, and languages.

However, during the 1970s there was an effort to challenge racist attitudes through legislation (Estreves, 2018; Caballero & Aspinall, 2018). The Race Relations Act 1976, which built upon the Acts of 1965 and 1968, made racial discrimination and incitement to racial hatred a criminal offence. Furthermore, the 1976 Act and subsequent Acts, also explicitly acknowledged that mixed racial groups were distinct racial groups (Caballero & Aspinall, 2018). However, the Act has been criticised for failing to thwart racist immigration laws such as the 1971 Immigration Act (Taylor, 1993). Meanwhile, the 1970s and 1980s saw considerable unrest with several uprisings in response to the injustices suffered by black and other GM communities, particularly regarding police prejudice, mainly by young black people (Modern Records Centre, 2022).

In the 1960s and 1970s GM teachers and parents expressed concern regarding the underachievement of BC pupils and their overrepresentation in schools for the 'educationally subnormal'. Subsequently, the government set up a Committee of Inquiry into the Education of Children from Ethnic Minority Groups in 1979 (Verma, 1985). The committee's final report, the Swann report (Department of Education and Science, 1985), made many conclusions and key recommendations for example, that education must combat racism and attack myths and stereotypes, with multicultural understanding permeating all aspects of school life, not as an add on to existing practice (Gillard, 2012).

The Education and Reform Act (1988) was the first piece of legislation that made school governors responsible for ensuring that all pupils should have access

to the same level of education, regardless of their ethnic origin, sex, or geographical location. However, this Act reduced the powers of Local Education Authorities (LEAs), which could be viewed as a step away from equality initiatives given the dominant media discourse at the time that some LEAs were spending too much money on equality issues (Taylor, 1993). Although equal opportunities were on the agenda of the Education and Reform Act, anti-racist education was not, which has been criticised for leaving reform to chance (Arnot, 1992) and failing to introduce an explicit national educational policy on race issues (Troyna & Williams, 1986). In contradiction to the Education and Reform Act of 1988, the Children Act (1989) greatly enhanced the powers of LEAs to promote the welfare of children 'in need', including CYP in care, with SEND, and those excluded from school, of which the latter included a disproportionate number of BC pupils (Sinclair et al., 1994).

The impact of racism was more widely accepted in the wake of the Macpherson report (Macpherson, 1999) concerning the inquiry into the murder of Stephen Lawrence and the failings of the police's investigation (Gillborn et al., 2021). The publication implicated major British institutions as being institutionally racist and impressed the need for government to take widespread action (Pilkington, 2009). Subsequently, the Race Relations (Amendment) Act (RRAA) 2000, placed duties on public authorities such as schools to eliminate unlawful racial discrimination (including indirect discrimination), promote equal opportunities and good relations between people of all racial groups. The RRAA 2000 also outlined specific duties for schools including developing a written Race Equality Policy and action plan, assessing the impacts of all their policies on pupils, staff and parents of different racial groups. It also directed public bodies on what data they needed to collect in relation to ethnicity, including attainment data for schools (Warmington et al., 2017).

Additionally, the RRAA 2000 gave the Commission for Racial Equality powers to develop a statutory code of practice and guidance to public authorities on how to meet these duties. Furthermore, the Office for Standards in Education (Ofsted) was given a lead position in monitoring race quality objectives in schools (Osler & Morrison, 2002). However, research funded by the CRE by Osler and Morrison (2000), found that Ofsted's leadership needed to develop a culture of race equality within the organisation and that the lack of this undermined robust inspection instruments. Furthermore, by 2007 a Department for Education and Skills (DfES) review found that race equality criteria were diminishing in Ofsted's inspection remit (Ajegbo et al., 2007). During the Liberal Democrat/Conservative coalition government 2010-2015, race appeared in the Ofsted framework as a footnote, highlighting a conscious dismantling of the previous groundwork of educational race equality policy (Warmington et al., 2017). Gillborn et al. (2021) claim that race equality is deemed an optional focus of Ofsted teams which is often given little to no attention, which is supported by the findings of Osler and Morrison (2002).

A further response to the Macpherson report by the then Labour government was the introduction of statutory Citizenship education in 2002 for all 11–16-year-olds, which although covered a wide range of topics, avoided the mention of racism or prejudice (Robinson & Robinson, 2006). Despite the far-reaching implications resulting from the Macpherson report and subsequent impact on policy and legislation (Gillborn et al., 2021; Robinson & Robinson, 2006), by the 20th Anniversary of Stephen Lawrence's death, racism and race equality was no longer on the political agenda, with fears that progress had been lost (Gillborn et al., 2016; Pilkington, 2020; Warmington et al., 2017). The introduction of the English Baccalaureate in 2010 widened attainment inequalities in English Education as it

was unattainable for most pupils (Gillborn, 2014). Furthermore, it required pupils to be put forward for exams in the subjects which schools frequently restrict for highest achieving students which, given the research around teacher preconceptions of ethnic and social class groups, would exclude many pupils of GM backgrounds (Gillborn, 2014). In addition, it is argued that the narrow, canonical nature of the National Curriculum typifies a pushback from multicultural educational policies of the Conservative administration (Campion & Joseph-Salisbury, 2021).

The 'Rhodes Must Fall' movement in South Africa sparked an increase in discussions about decolonising the curriculum in Britain, particularly across universities (Sutherland, 2023). It is widely acknowledged within the literature that the curriculum needs to be updated to suit the needs of an ethnically and culturally diverse 21st century Britain (Campion & Joseph-Salisbury, 2021; Gillborn et al., 2021; Joseph-Salisbury, 2020). The Inclusive Britain report has gone some way to recognise this, stating that an inclusive knowledge rich, coherent model history curriculum is to be developed by 2024 (Department for Levelling Up Housing and Communities & Racial Disparities Unit, 2022). Some authors have stressed the need for all groups to be represented within the curriculum, cautioning against the unintentional exclusion of 'mixed-race' groups (Campion & Joseph-Salisbury, 2021). Campion and Joseph-Salisbury (2021) argue that figures such as Mary Seacole, Jackie Kay, Bob Marley, Malcolm X, Huey P. Newton and W. E. B. DuBois all provide perfect opportunities to explore the interconnected and fluid nature of black and 'mixed-race' identities.

The murder of George Floyd, a 46-year-old black man, by US police officer Derek Chauvin in May 2020, sparked international protests and an unprecedented

resurgence of attention to the Black Lives Matter (BLM)⁷ movement (Boudreau et al., 2022; Wu et al., 2023). George Floyd's murder was the third high-profile suspected racialised killing of a black person that year, including Ahmaud Aubrey and Breonna Taylor, which acted as a catalyst of the anger and grief regarding racial and ethnic discrimination across the world (Wu et al., 2023). During the context of the Covid-19 pandemic, George Floyd's murder also highlighted the social, economic, health and educational disparities faced by GM communities (Toure et al., 2021).

Considering the BLM protests the year before, the Sewell (Commission on Race and Ethnic Disparities (CRED), 2021) report, commissioned by the Race and Disparity Unit, investigated the dynamics of racial and ethnic disparities in the UK in four key areas; education and training; employment, fairness at work and enterprise; crime and policing; and health. It made recommendations under four overarching themes. The CRED afforded an opportunity to advance policy that recognised the seriousness of multiple influences of race inequity in England (Gillborn et al., 2021). However, the report stated that disparities are rarely linked to racism and that racism is too frequently used to explain these (CRED, 2021). Several scholars have questioned the credibility of the report, its biased methodology and findings, as well as the simplicity of its conclusions and recommendations in failing to address any conceptualisations of structural and institutional racism as an explanation for disparities (Ogunrotifa, 2022). Warrington et al. (2017) suggest that education and

⁷ BLM Global Network Foundation is a global organisation established in 2013 in response to the acquittal of Trayvon Martin's murderer. It's mission, which is characterised by liberation, justice and freedom, is to eradicate white supremacy and build local power to intervene in violence inflicted on black communities (Black Lives Matter, n.d.)

social policy have entered an era of de-racialisation and colour-blind policies which are rooted in deeply racialised conceptions; the Sewell report appears to demonstrate this. Furthermore, the report, as well as many of Sewell's other works emphasises the impact of family structure with the assertion that BC and MWBC pupils come from 'broken homes' with absent fathers (Sewell, 2010; 2017).

2.5 Education and Global Majority Pupils in England

Wallace and Joseph-Salisbury (2022), contend that Coard's *How the West Indian Child is Made Educationally Subnormal* remains relevant over 50 years on due to the framing of BC pupils in discourse as an 'underachieving group' with little improvement in their educational experiences and outcomes (Alexander & Shankley, 2020; Bhopal, 2018; Gillborn, 2014). This section explores the data and literature related to educational experiences and outcomes related to ethnicity in England.

2.5.1 Global Majority School Population in England

School census data for the academic year 2021/22 shows 34.5% of all school aged pupils come from GM backgrounds in England (ONS, 2022a). Of those pupils 34.8% were in primary schools, 34.1% secondary schools, 31% in special schools and 25.1% in PRUs (ONSa, 2022). In comparison, of WB pupils (63.9% of the total school population) 55.3% were in primary schools, 42.3% were in secondary schools, 1.7% were in special schools and 0.15% were in PRUs. Although WB pupils were the largest proportion of the PRU (71%) and special population (67.2%) this does not seem disproportionate to their overall school-aged population (63.9%). This suggests that the GM population in special schools and PRUs is disproportionately higher than the WB population, however there is significant variance between ethnic groups. For example, Asian ethnic groups such as Bangladeshi, Chinese, Indian,

Pakistani as well as mixed white and Asian, all have special school and PRU populations that fall broadly in line with or below their percentage total school-aged population. This was also the case for the 'any other ethnic group category'. Table 2 provides a breakdown of the population of pupils from GM backgrounds across school types from the academic year 21/22 (ONS, 2022a).

MWBC pupils' representation in PRUs is more than double the percentage of their total school aged population as was the case with BC pupils. Furthermore, both groups had slightly higher percentages in state funded special schools compared to their percentage total school-aged population. White Gypsy Roma and white travellers of Irish heritage were both overrepresented in PRUs, with their PRU percentage populations four-fold and three-fold the percentage of their total school-aged populations, respectively. However, it is not apparent, however, that they are overrepresented in special school populations.

Gillborn (2001) expresses the importance of viewing overrepresentation of certain ethnic groups in relation to exclusion, lower attainment sets and under-achievement, to see the racist nature of the processes involved that need to be addressed. However, Gillborn (2001) also recognises that other factors are involved in these processes. One of the key factors believed to impact pupil outcomes is poverty, however it is important to acknowledge that there are a variety of factors that impact outcomes, and it has been suggested that the Department for Education (DfE) need to address these rather than accepting that ethnic disparities in education are solely an issue of poverty (House of Commons Education Committee (HoCEC), 2021).

Table 2

School Census 2021/22 Data Showing the Percentage of Global majority Groups Across School Types in England

Ethnicity	Black African	Black Caribbean	Black – Any other Black Group	MWBA	MWBC	Any other mixed background	White - Gypsy Roma	White – Traveller of Irish Heritage	Unclassified
Total school-aged population	4% 338,614	1% (82,402)	0.9% (65,501)	0.9% (76,262)	1.6% (133,504)	2.5% (213,597)	0.3% (27,359)	0.1% (6,903)	1.6% (136,371)
Primary School %	3.8%	0.9%	0.8%	0.9%	1.6%	2.6%	0.4%	0.1%	1.3%
Secondary School %	4.3%	1.1%	0.8%	0.9%	1.5%	2.4%	0.2%	0.03%	2%
State funded Special School %	4.6%	1.2%	1.1%	0.9%	1.9%	2.5%	0.4%	0.1%	1.8%
Non-maintained Special School	2.9%	0.8%	0.9%	0.7%	1.3%	3.1%	0.2%	0.1%	3.7%
PRU %	2.5%	2.3%	0.8%	1%	3.9%	2.9%	1.2%	0.3%	4%

Eligibility for free school meals (FSM) is often used as a proxy for poverty. The HoCEC (2021) found that GM pupils were more likely to experience poverty. School census data from 2021 showed that 20% of WB pupils were FSM-eligible, compared to 37% of BC pupils, 38% of MWBC pupils and 47% of Gypsy/Roma pupils, who were FSM-eligible at twice the national average (20.5%) (ONS, 2022a). The HoCEC (2021) also highlights the misleading conflation of the term “white working class” as a substitution for FSM-eligibility, with around 57% of WB adults describing themselves as working class compared to the approximately 14.5% of FSM-eligible WB 16-year-olds. The HoCEC (2021) argued that this downplays the deep racial inequalities faced by GM, and particularly black pupils, in educational settings.

2.5.2 Attainment and Educational Outcomes

Gillborn (2012; 2021) highlights the counterargument that white working-class boys are underperforming in comparison to their black counterparts, which appeared in political discourse in the UK around the time of the global financial crisis of late 2008. However, the HoCEC (2021, pp.65) found that there was an alternative to the ‘left behind white-working class’ narrative, highlighting that for all groups FSM-eligibility impacts educational outcomes however this is compounded by racism for some GM groups. Strand (2021) used data from the Second Longitudinal Study of Young People in England; a nationally representative sample of 9,704 pupils, who completed their GCSEs in 2015. They included sufficient sample sizes from each ethnic group to make estimates robust and included a comprehensive measure of socio-economic status (SES). Strand (2021) found that the groups with the lowest

achievement at 16 were WB and BC/MWBC pupils from low SES backgrounds. This was most notable in boys; however, low SES girls of BC/MWBC and WB heritage were also the lowest achieving groups of girls (Strand, 2021). BC/MWBC and WB boys from average SES backgrounds also scored below the average score for all students (Strand, 2021). For those from high SES backgrounds, BC/MWBC and Black African/MBWA boys scored lower than WB boys and Pakistani girls scored lower than WB girls.

Furthermore, MWBC pupils are reported to be one of the lowest achieving groups at GCSE with one of the biggest gaps in educational performance (Lewis & Demie, 2019). Additionally, previous research shows that despite black children beginning school with similar attainment to peers, they tend to fall behind significantly during secondary school (Shaw et al., 2016). Data from the 2020/2021 academic year shows that Attainment 8 (a measure of results from 8 GCSE-level qualifications out of a score of 90) scores were among the lowest for BC (44) and MWBC pupils (45), with only Gypsy/Roma (22.7) and Irish Traveller (30.7) pupils scoring lower (DfE, 2022b). BC and MWBC were also the lowest scoring ethnic groups within the black (50) and mixed overarching groups (51.3), and both scored lower than their WB peers (50.2). The attainment 8 scores for 2020/21 were based upon teacher assessment (due to Covid-19 and the cancellation of external examinations) and are therefore not comparable to previous years, which could suggest a role for teacher expectations in the underachievement of BC and MWBC pupils.

2.5.3 Role of Teachers

Studies have demonstrated that teachers' perceptions are transformative in the experiences of GM pupils (Akieva & Alieva, 2018; Dunne et al., 2018; Farrell, 2016). Campbell (2015), using data from the Millennium cohort study, found that low income pupils, boys, SEND pupils and pupils of all ethnicities other than White and Indian, all had a lower chance of being evaluated as 'above average' for reading by their teachers, with BC children significantly less likely to be judged as 'above average' for reading and more likely to be judged as 'below average' for maths compared to their equivalently performing white counterparts. Previous research by Strand (2012) found that even after controlling for prior attainment, SES, attitudes and behaviour, BC pupils were under-represented by teachers in entry to higher level examinations. Campbell (2015) suggests a variety of reasons may contribute to teacher bias and stereotyping of certain groups including: self-fulfilling notions of potential and ability from differential expectations of groups which are reinforced by teachers; policy initiatives that target certain ethnic groups which may reinforce ideas that they are less capable therefore lowering expectations; direct personal experience which could inform teacher stereotyping; and media discourse which could influence teacher perceptions.

Research has also suggested that some teachers hold unconscious or conscious negative stereotypes about MWBC children which reinforce a deficit model (Caballero et al., 2007; Tikly et al., 2004) and impact adversely on their school achievement (Demie & Mclean, 2017; Lewis, 2016; Haynes et al., 2006). MWBC pupils are likely to experience similar barriers to achievement as BC pupils, including low teacher expectations, low SES and behavioural issues and attitudes towards achievement linked to peer group pressures (Haynes et al., 2006; Tikly et al., 2004).

Research by Lewis and Demie (2019) found that MWBC pupils were too often invisible in school policy, curriculum, and achievement monitoring, which was exacerbated by teachers misrecognising pupils as black thus making them vulnerable to common stereotypes held about black children.

Additionally, teachers are often unaware of the potential additional difficulties that might exist for GM pupils, with teachers' uncertainty more notable for mixed-heritage pupils (Lewis & Demie, 2019). Lander (2011) also found that white student secondary-school teachers were often inadequately prepared to deal with 'scary' issues of race in school and were often ill-informed about appropriate language used to speak about GM pupils, perpetuating perceptions of 'otherness'. This research highlighted the need for initial training courses to better prepare teachers for dealing with issues of race, through integrating and revisiting topics; although this research was conducted with students in a predominantly white area suggesting that their starting points could have added additional challenges.

Moreover, previous research has found that MWBC pupils are more likely to receive disciplinary sanctions such as exclusions than any other ethnic group, even after controlling for covariates (Strand & Fletcher, 2014). It is possible that negative expectations of black boys in particular leads to increased surveillance and anticipatory disciplining by teachers (Gillborn et al., 2012).

Low teacher expectations of MWBC pupils have also been found to be linked to negative perceptions that MWBC pupils are more likely to have identity problems and low self-esteem due to their mixed ethnic backgrounds, as well as coming from fragmented, low-income homes with absent fathers (Demie, 2021; Haynes et al., 2006; Lewis, 2016; Lewis & Demie, 2019; Tikly et al., 2004). Various studies suggest

that some teachers feel that MWBC pupils are confused about, or struggle with, their identity and teachers also have negative perceptions of the home lives of MWBC pupils (Lewis, 2013; Lewis & Demie, 2019; Tikly et al., 2004). Teachers also attribute behavioural issues for some MWBC pupils to 'identity problems' (Haynes et al., 2006).

2.5.4 Exclusions

Teacher expectations, labelling, the lack of diversity in the school workforce including teachers, EPs and SENCOs, and institutional racism have been linked to the overrepresentation of BC pupils in exclusion statistics (Demie, 2021). Excluded children are amongst some of the most vulnerable CYP in society, with some experiencing difficult family circumstances, the care system, trauma, and SEND (Gill et al., 2017; Parsons, 2008). Research also highlights the harsh disciplinary procedures that UK schools often exercise in relation to black and afro-textured hair, with many protective styles (essential for the maintenance of afro hair (Dabiri, 2020) leading to school exclusions and other negative experiences (Joseph-Salisbury & Connelly, 2018; Wallace & Joseph-Salisbury, 2022).

The Timpson review (Timpson, 2019) aimed to evaluate how exclusion was used in practice and explore why some groups were more likely to be excluded than others. It found 78% of permanent exclusions (PEs) were issued to children who had SEND or FSM. Pupils who had SEMH needs were at higher risk of exclusion, particularly if they did not have an Education Health and Care plan (EHCP), with persistent disruptive behaviour accounting for over a third of all exclusions, a trend that has continued in the 2020/2021 fixed-term exclusion (FTE) data (ONS, 2022b). It also found that BC and MWBC pupils were at a higher risk of exclusion than their

white counterparts, even after controlling for other factors. There has been much debate regarding whether the disproportional exclusion rates of GM groups are driven by genuine differences in behaviour or whether they arise from school staff's perceptions of greater challenging behaviour (DfES, 2006; Gillborn, 1990).

Furthermore, school exclusions often result in students being sent to Pupil Referral Units (PRUs) and Alternative Provisions (AP) which are often regarded as settings for students with high levels of emotional and behavioural difficulties (Wallace & Joseph-Salisbury, 2022). Exploring how exclusions are impacted by intersectional factors, Crenna-Jennings (2017) found that, BC boys with SEND, eligible for FSM were 168 times more likely to be excluded than non-SEND white girls, not eligible for FSM. However, while highlighting the impact of intersectional vulnerabilities, this comparison would potentially be more enlightening had it compared across ethnic groups with similar layers of disadvantage such as FSM eligibility and SEND. Gillborn (2001) argues that racism plays a role and must be addressed in socially constructed labels such as SEND, that results in the disproportionate exclusion and under-achievement of some groups of GM pupils with identified SEND.

2.5.5 Special Educational Needs and Disabilities

Concerns regarding the disproportional representation of GM pupils identified with SEND have existed for over 40 years (Strand & Lindorff, 2021). Following The Warnock Report (1978) which removed the need for children to be categorised in terms of their type of SEN, this issue has remained relatively unexplored. Since SEND categories in the school census were reintroduced in 2005, research exploring the representation of GM groups in terms of SEN has been conducted. In a

detailed analysis of 6.4 million pupils aged 5-16 in England, BC and WMBC were found to be twice as likely to be identified as having SEMH needs as WB pupils (Strand & Lindsay, 2009). Strand and Lindorff (2018; 2021) conducted two longitudinal studies analysing ethnic disproportionality in the identification of SEND, using the English National Pupil Database. BC and MWBC pupils were substantially over-represented to have a primary need of SEMH, even after controlling for age, gender, academic attainment at age five, and socio-economic deprivation, although there were strong associations with boys, socio-economic disadvantage and the identification of SEMH (Strand & Lindorff, 2018; 2021). However, differences between secondary schools accounted for a substantial part of the over-representation of BC and MWBC pupils with SEMH (Strand & Lindorff, 2018). Schools in the top two quintiles of FSM percentages and percentages of BC pupils had higher odds of SEMH identification which did reduce BC and MWBC over-representation when accounted for (Strand & Lindorff, 2018). Strand and Lindorff (2018) suggest that there may be particular processes and contexts occurring within schools that serve high deprivation communities with large populations of BC and MWBC pupils, such as high levels of crime, violence or gang culture associated with deprivation, potential negative peer effects (e.g., disaffection), or school policies (e.g. pre-emptive or zero-tolerance disciplinary proceedings). BC and Pakistani pupils were over-represented for moderate learning difficulties (MLD)⁸; however, it was

⁸ The term MLD was introduced in the Warnock report (1978) and was later defined to describe pupils with attainments significantly below expected levels, with greater difficulty in acquiring literacy and maths skills than peers (DfES, 2003). Although CYP with MLD make up the largest group of SEND, the definition/category has been criticised for lacking clarity (Norwich et al., 2014).

found that this could be accounted for by socio-economic factors unlike SEMH (Strand & Lindorff, 2018).

Despite the over-representation of certain ethnic groups in SEND, there are no references of ethnicity in the 2014 SEND Code of Practice (CoP) (Department for Education (DfE) & Department of Health (DoH) & 2015), nor is there a focus on ethnicity in the previous SEN CoP (Department for Education & Skills, 2001), with ethnic group only mentioned twice in relation to pupils with English as an additional language. In the latest SEND review (HM Government, 2023) race (rather than ethnicity) is only mentioned once in relation to ensuring timely access to appropriate provision is not hindered by disparities based on disadvantage, race or gender. Wallace and Joseph-Salisbury (2022) argue that SEND and other terms such as emotional behaviour difficulties (EBD), which is a predecessor of the SEMH label, have emerged as new labels for presenting BC pupils as being educationally subnormal, as was the case during Coard's writing in 1971. Strand and Lindorff (2018) argue that although SEND identification can be beneficial, there are too often negative outcomes, including a narrowed curriculum, restricted opportunities due to low staff expectations and pupils' feelings of stigmatisation linked to their label, which compounded with ethnic disproportionality, could perpetuate inequalities in future outcomes.

2.6 Social, Emotional, Mental Health Needs

2.6.1 The SEMH category of SEND.

The term SEMH was first used in the SEND CoP for England (DfE & DoH, 2015). It encompasses a range of social and emotional difficulties which can manifest via social isolation and withdrawal or through "displaying challenging,

disruptive or disturbing behaviour” (DfE & DoH, 2015, pp. 98). Behaviours can reflect underlying mental health (MH) difficulties (e.g., anxiety, depression, self-harm, substance misuse, eating disorder). It includes CYP with “attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.” (DfE & DoH, 2015, pp. 98).

The term SEMH has been criticised for its ambiguity, leaving the label open to interpretation (Bei, 2019; Norwich & Eaton, 2014), as it is a broad umbrella term which does not constitute a distinct homogenous group. Research into conceptualisations of SEMH show how there are differing understandings of the term between and within school staff, parents and CYP who have a label of SEMH themselves (Cosma & Soni, 2019; Hickinbotham & Soni, 2021; Johnson, 2018). Further ambiguity around what constitutes an SEMH need has been exacerbated by statements in other government advice, suggesting that not all pupils who need additional support with behaviour will have an identified SEND and not every incident of a pupil’s misbehaviour will be linked to their SEND (DfE, 2022a). Hence, although behaviour is no longer codified within the current SEND CoP (O’Brien, 2018) it remains a prominent topic when discussing pupils with SEMH needs (Norwich & Eaton, 2014). Language in the definition of SEMH needs also mirrors language used to explain reasons for exclusions e.g., persistent disruptive behaviour which is the most cited reason for pupil exclusions (Timpson, 2019). Furthermore, Timpson (2019) highlights the rising rates of SEND and mental health (MH) disorders in CYP across England. In 2022, 18% of 7–16-year-olds had a probable MH disorder, and this prevalence increases to 20.4% in 11–16-year-olds (NHS, 2022). While boys with MH needs have been found to be at high risk of exclusion in primary school, school exclusion has been found to impact on the MH of all pupils (Tejerina-Arreal et al.,

2020). Davies (2005) contends that teachers perceive pupils identified with SEMH needs as being problematic, where something has gone wrong for the young person, which could explain the link between disciplinary proceedings and SEMH needs.

2.6.2 SEMH and Ethnicity

Demie and McLean (2017) highlight concerns around the labelling of black (including BC and Black African) pupils as having SEMH needs and that many parents, headteachers and educational psychologists (EPs) expressed concerns that labels for these groups of pupils could be interpreted more severely or reinforce negative stereotypes of these pupils. Devarakonda (2022) suggests that children may be stereotyped by staff based on their visible characteristics and labelled as having SEND based on assumptions about their ethnicity, gender, social class, dis/abilities. Racial stereotypes have been reported to impact unconscious bias in teachers' perceptions of black pupils' behaviour and their personalities (Okonufa & Eberhardt, 2015). Although BC and MWBC pupils are over-represented in the SEMH category (Strand & Lindorff, 2018), research into the experiences of these CYP appears to be scarce. Cosma and Soni (2019) also suggest that future research into SEMH pupils could also exclusively focus on individuals of a specific ethnicity or gender, which would enhance understandings of the intersectional experiences of pupils.

2.6.3 Mental Health and Ethnicity

Experiences of racial discrimination have been found to have long-term detrimental effects on the MH of GM groups (Wallace et al., 2016), which is argued to be linked to pupils' self-perception, aspirations, and attainment (Gill et al., 2017). Research suggests that BC males are at a higher risk for developing MH difficulties

whose experiences may be rooted in exposure to racism (Bhui & McKenzie, 2008). By 11-years-old, BC boys are much more likely to suffer with a diagnosable MH condition than their white peers (Gutman et al., 2015). Furthermore, CYP from GM groups are more likely to expect bad experiences from MH services which delays them seeking help for MH difficulties (Meechan et al., 2021; Kapadia et al., 2022). Barrow and Thomas' (2022) systematic literature review exploring MH help-seeking in adolescents found that ethnicity and gender impacted barriers in mental health literacy, with GM males reporting lower levels of MH literacy; however, the high proportion of quantitative data makes it difficult to gain detailed insight into the experiences of participants.

Furthermore, Caballero (2018) states that young 'mixed' people and adults are over-represented in MH care. Morley and Street (2014) explored factors that influence MH and emotional well-being of 'mixed-race' young people and identified some key factors:

- racism as a significant risk factor to CYP developing self-destructive behaviours.
- racism occurring from both black and white peers.
- the potential experience of 'cultural homelessness' when tensions between parents' cultural and racial identity conflicts the need for acceptance from the outside world or peers; and
- the notion that CYP can be affected by being seemingly invisible.

However other research suggests that identifying with both sides of one's ethnic heritage leads to more positive psychological outcomes (Morley & Street, 2014).

2.7 Race, Ethnicity and Identity in Education

As identity appears to be strongly linked to the MH and well-being of MWBC CYP (Morley & Street, 2014), identity will be considered in relation to race and ethnicity, as well as education.

2.7.1 Identity Formation and Education

The childhood years between 0-16 are key to developing a sense of self (Reimer & Wade-Stein, 2004), therefore schooling has a significant impact on the formation of identity (Boyle, 2022; Verhoeven et al., 2019; Lannegrand-Willems & Bosna, 2006). Many studies show that adolescence is a key time for CYP to begin exploring issues of identity outside of their family and parents (Lucey & Reay 2000; Lannegrand-Willems & Bosna, 2006). Kaplan and Flum's (2012) pioneering research on identity formation in educational settings is grounded in Erikson's (1959) work on identity development which anchors identity in a psychosocial framework where individual and social meaning is considered in relation to the interaction between the individual and society. Experiences during adolescence, particularly during school contexts, are thought to be pivotal due to increasing cognitive capacity supporting the increased ability for self-reflection, which develops alongside identity (Erikson, 1994). Kaplan and Flum (2012) suggests that school can facilitate students being viewed as 'whole' people, through opportunities to discuss their experiences, conflicts and thoughts and reflect on the material they study which can impact their self-efficacy, identity development and academic learning. This notion is supported by calls from many scholars about the need to decolonise the curriculum and ensure it suits the needs of all pupils (Campion & Joseph-Salisbury, 2021; Gillborn et al., 2021; Joseph-Salisbury, 2020).

2.7.2 Racial and Ethnic Identities

Race and ethnicity are among many key influences on identity, providing frameworks for behaviour and creating a sense of pride, meaning, motivation and a source of belongingness, whether individuals are aware of these or not (Markus, 2010). Erikson maintained that identity is shaped by culture, race and ethnicity (Syed & Fish, 2018) and devoted a chapter to race and ethnicity in his seminal book on adolescent identity. Erikson argued that social, historical and political contexts in racialised society interact with individual identity development (Syed & Fish, 2018). The primary features of school e.g., the curriculum, teaching and learning, make it a key socio-cultural place in which experiences and identities are re/invented, racialised and remembered (Oakes & Lipton, 2007). Furthermore, secondary school and adolescence are thought to be particularly important to developing race-consciousness and thinking about identity racially and ethnically (Reynolds, 2007). Social learning theory (Tajfel & Turner, 2004) also attests that strong identification with one's social group is important for developing a positive self-image. Reynolds (2007) found that when CYP moved to secondary school they developed an awareness of same-ethnic friendships which had implications for their identity and sense of belonging.

2.7.3 'Mixed' Identity

Identity has been a salient feature in research following a surge of interest in mixed-heritage people since the 1990s (Caballero & Aspinall, 2018). Caballero and Aspinall (2018) highlight that the new wave of scholarly interest in people of mixed-heritage has opposed traditional understandings with positive, multi-dimensional experiences and perspectives. Ali (2003) suggests that it is important to challenge

simplistic conceptualisations of race, ethnicity, nationality, and culture and explore what it means to be a young person growing up in Britain while claiming a 'mixed' identity. Recent research has highlighted the variety of perspectives that young adults hold about their mixed identities. For some MWBC young adults, mixed-ness was not central or important to their sense of self while others valued the importance of both parents' cultural backgrounds and described the psychological and emotional toll of being misidentified as black and not having their mixed identity recognised (Song & Aspinall, 2012). Various research has found that mixed-heritage people are viewed differently by others compared to how they view themselves and are often mis-identified as black or mono-racial (Lewis, 2016). Given the impact that school has on identity, this present research is interested in how school experiences influence the identities of MWBC CYP.

2.7.4 School Experiences of MWBC pupils

There is currently limited research focusing on the views of MWBC pupils themselves, highlighting the need for further exploration of their school experiences and how they can be supported in school (Lewis & Demie, 2019). Studies show that MWBC pupils are often misunderstood by school staff which has been a concern for pupils. Lewis and Demie (2019) reported that MWBC pupils felt that they were "invisible" in school life, leading some to feel marginalised in the school community. Pupils also reported that they learnt about Black history in school and the relationship between white and black people through slavery but never how this related to 'mixed' people (Lewis & Demie, 2019). Pupils also reported name calling from peers linked to their appearance (Lewis & Demie, 2019). However, this study used pupil focus groups to gather pupil data meaning there are limitations to the representation of the group as a whole as some pupils with different insights might

have felt less confident to contribute. Haynes et al. (2006) interviewed MWBC pupils as well as teachers and parents to examine barriers to MWBC pupil achievement. Pupils and parents reported concerns that issues of race would not be dealt with fairly in school and felt that they had been subject to discriminatory treatment however found that female pupils had been better able to develop strategies to deal with this. Male pupils were therefore more likely to take racial bullying into their own hands due to distrust in staff (Haynes et al., 2006). Some pupils also felt that teachers lacked interest in their academic achievement (Haynes et al., 2006). Contrary to what teachers believed, Haynes et al. (2006) also found that many MWBC pupils also reported a positive sense of their identity, which supports other research (Fatimilehin, 1999; Tizard & Pheonix, 2002). The present research aims to add to the small amount of existing literature on the views of MWBC pupils by also considering the intersections between ethnicity and SEMH.

2.8. Race, Ethnicity and Educational Psychology

2.8.2 Educational Psychology's Contribution

The fields of psychology and educational psychology have increased their commitment to anti-racism, more notably since the murder of George Floyd and global growth in the BLM movement. Recent debates have highlighted issues of inequality within psychological practice (Association of Educational Psychology, 2020; British Psychological Society (BPS), 2020). Over the last 30 years the educational psychology profession has seen a gradual and continual movement towards a focus on anti-oppressive practice (Sewell, 2016) which, derived from social work theory, is an attempt to address and counteract the oppression of disadvantaged groups in society (Dalrymple & Burke, 2006). Early efforts of this work in educational psychology were focused on equality of opportunity and inclusivity of

educational practices, with a development towards anti-discriminatory and anti-racist practices, aimed to reduce discrimination experienced by certain groups (Sewell, 2016). There has also been a focus on how assessment methodologies such as norm referenced tests can lead to oppression of pupils with SEND such as exclusion and marginalisation from school (Gross & McChrystal, 2001; Hayden & Dunne, 2001). However, Demie (2021) exploring teachers', SENCOs, and EPs' views on reasons for the high rates of BC pupil exclusions concluded that university training of EPs (and teachers) was not sufficient in preparing them to understand issues of race and diversity, although recognise the limitations of their own study in its sampling and design methodology. They also highlight the lack of representation in the school workforce, including educational psychology (Demie, 2021).

Existing literature on race and ethnicity in educational psychology has explored pupils' perspectives and experiences on race (e.g., Abdi, 2015; Austin & Lee, 2021) as well as more broadly the role of EPs relating to race, culture, and ethnicity (e.g., Williams et al., 2015). However, there is a lack of research exploring intersectional experiences relating to ethnicity and SEND. Through exploring the school experiences of MWBC pupils with SEMH needs, it is hoped that this research will amplify the marginalised voices of this population of CYP and highlight their experiences through adopting a psychological perspective.

2.9 The Local Picture

As well as national data, this study is also supported by the local data concerning the education of GM groups in a borough within the West Midlands, United Kingdom, where this study was conducted. Ravensburgh (pseudonym) is characterised as a superdiverse city, meaning that there are both high rates, and a broad range, of people from diverse nationalities, religions, and ethnicities

(Ravensburgh City Council, 2010). MWBC was also the highest 'mixed' ethnicity in Ravensburgh in 2021 with 3.2% of MWBC people making up the total population and representing 60.37% of the total 'mixed' population (ONS, 2022c). The MWBC pupil population of Ravensburgh is larger still (6.6%), and is thought to be growing nationally, highlighting the importance of exploring the educational experiences of this group and consider their specific needs (Campion & Joseph-Salisbury, 2021).

Table 3 shows the proportion of MWBC pupils in Ravensburgh in the SEMH SEND category, compared to the percentage of the pupil population and national averages from the 2021/22 school census (ONS, 2022d). Not only are MWBC pupils over-represented in the SEMH category nationally, but the percentages in Ravensburgh also surpass this level. MWBC pupils are over-represented compared to many other ethnic groups, particularly for those with a statement of need or EHCP.

In Ravensburgh, SEMH needs are identified by schools as per the SEND CoP as part of the graduated approach. Schools may request the support of outside agencies such as the EPS and specialist teacher services to help identify and support CYP with SEND, including SEMH needs. In this research, I will explore the views of MWBC pupils who have been identified as having an SEMH need by their school Special Educational Needs Coordinator (SENCO) or who have an EHCP or statement for SEMH, while recognising that this term does not refer to a homogenous set of needs, as outlined by the SEND CoP (DfE & DoH, 2015).

Table 3

Percentages of Pupils Within the SEMH Category in Ravensburgh and England by Ethnicity and SEN type 2021/22

SEMH needs	Total		SEN Support		Statement or EHC	
	England	Ravensburgh	England	Ravensburgh	England	Ravensburgh
Mixed - White and Black Caribbean (%)	3.0	11.1	2.9	10.0	3.4	19.0
Black - Black African (%)	2.7	5.0	2.8	5.5	2.2	1.7
Black - Black Caribbean (%)	1.5	5.0	1.5	5.2	1.6	3.4
White - White British (%)	75.7	60.9	75.3	60.7	78.6	62.1
Asian - Indian (%)	0.8	4.2	0.9	4.5	0.7	1.7
Mixed - White and Asian (%)	1.2	3.3	1.2	3.1	1.0	5.2
Mixed - White and Black African (%)	1.1	1.7	1.1	1.4	1.2	3.4

In 2020/2021, UK Government data showed that mixed-heritage pupils in Ravensburgh had the highest rate of PE (0.19) compared to other combined ethnic groups including black pupils (0.17) and white pupils (0.14) (ONS, 2022e). Ravensburgh also had the 10th highest rate of PEs for mixed ethnicity pupils across LAs in England. The disproportionate rate of disciplinary action of MWBC pupils suggests the importance of exploring how pupil's needs are supported, particularly those with recognised SEMH needs. Furthermore, attainment for BC and MBWC shows that MWBC boys perform above the national average, achieving a Good Level of Development at the end of the Early Years Foundation Stage (EYFS); however, by the end of Key Stage 4 they perform significantly lower than the national average and lower than their BC peers (see Table 4). This reflects the attainment gap demonstrated in the national data and reinforces the importance of exploring the school experiences of MWBC pupils throughout their school career.

2.10 Focus of the Present Study

Currently, there is a small body of research into the school experiences of MWBC pupils which is expanding although still relatively underexplored (Lewis & Demie, 2019). Research suggests that MWBC pupils have particular and specific experiences that sit alongside and overlap monoracial black peers (Campion & Joseph-Salisbury, 2021).

The examination of local and national data as well as literature demonstrating the poorer educational outcomes of MWBC pupils, as well as their over-representation in exclusions, and the identification of SEND and SEMH has led to the focus of the present study. Research shows that secondary school is particularly related to the widening of the attainment gap and the increased identification of SEMH, which is why this study sought the views of secondary-school pupils.

Table 4

Three-year average data up to 2018/2019 Showing Comparisons Between All Children, BC and MWBC Boys' Attainment Percentages Across Key Stage Assessment Points in Ravensburgh

Key Stage Attainment Data				
		All children %	BC boys %	MWBC boys %
EYFS Good Level of Development	National	71.3	60.97	61.6
	W Mids. Region	69.5	59	60.2
	Ravensburgh	67.9	59.4	64.7
Key Stage 1 – Reading Writing Maths combined – Expected +	National	64.6	53.3	52.8
	W Mids. Region			
	Ravensburgh	64.2	54.1	58.0
Key Stage 2 – Reading Writing Maths combined – Expected +	National	61	46.3	49.4
	W Mids. Region	59	41.6	47
	Ravensburgh	61	45.7	50.1
Key stage 4 – Basics 5+	National	48	27.9 (3,500 boys)	33 (3,568 boys)
	W Mids. Region			
	Ravensburgh	41.5	25.9 (65 boys)	23 (74 boys)

Hearing the views of CYP has been viewed as critical to providing inclusive education over the past 20 years (Hamill & Boyd, 2002; Michael & Frederickson, 2013). However, it has been noted that CYP who are most often not listened to are those with SEND, particularly those with SEMH needs (Hamill and Boyd, 2002; Cefai and Cooper, 2010) and are also thought to be the least empowered and liked CYP, meaning that studies on the views of SEMH pupils are relatively scarce (Cefai & Cooper, 2010).

Taking an intersectional lens, provides scope to explore racialised and ableist patterns of inequality and disparities (Bei, 2019; Devarakonda, 2022). As there is limited research into the school experiences of MWBC CYP and an absence of research into the experiences of MWBC CYP with SEMH needs, this study aims to explore the school experiences of this marginalised group. Focusing on ethnicity and SEMH, I am interested in asking secondary-school aged MWBC CYP about their school experiences in relation to their SEMH needs, educational outcomes, and their identity and in what ways, if any, their school experiences have influenced these factors. Through this research, I seek to use insights from MWBC pupils, identified as having SEMH needs, to consider how the practice of those professionals who work with such CYP in educational settings including EPs, could be improved by exploring factors considered enabling and hindering by the research population.

Chapter Three: Methodology

3.1 Chapter Overview

This chapter provides the rationale for the methodology and analysis of the present study. Firstly, the research questions will be presented, followed by an exploration of the philosophical assumptions underpinning the research. The rationale for the use of IPA will also be considered in relation to this study. Additionally, the research design, and method will be presented as well as the ethical considerations, participant information, data collection and analysis. Finally, the validity and quality of both the data collection and analysis will be considered, as well as reflexivity and my role as researcher.

3.2 Research Questions

The present research aimed to explore the school experiences of MWBC pupils with identified SEMH needs; what their experiences had been of school associated with their SEMH needs, how their school experiences impacted their identity and their educational outcomes; and included identifying enabling and hindering factors. Table 5 draws on the literature presented in Chapter 2 in relation to the research questions that drive the focus of this study.

Table 5

Research Questions and their Corresponding Rationale

Research Question	Rationale
1. What are the past and present educational experiences of MWBC secondary pupils who have been identified as having SEMH needs?	<p>There is a lack of research into the school experiences of MWBC CYP and limited research that explores the views of CYP themselves with much research focusing on the views of parents and teachers (Lewis & Demie, 2019). Ali (2003) suggests the need to acknowledge the complexities of growing up in Britain as a ‘mixed’ race person. The population of MWBC people in England, especially young people, continues to grow, therefore highlighting the need to explore the educational experiences of this group and their needs (Campion & Joseph-Salisbury, 2021).</p> <p>CRT suggests that the voices and experiences of POC are essential to understanding their insights into being minoritized; of how racism operates; and to fully understand the education system (Ladson-Billings, 1998). Story telling can enable groups to ‘speak back’ about racism and provide psychological and spiritual empowerment against its depleting effects (Rollock & Gillborn, 2011).</p>
2. What are MWBC pupils’ experiences of school associated with their SEMH needs?	<p>Research has shown a national trend for MWBC pupils being disproportionately represented as having an identified SEMH need (Strand & Lindsay, 2009; Strand & Lindorff, 2018). Local authority data also shows that a relatively high proportion of MWBC pupils make up the SEMH category compared to their overall school population. MWBC pupils also have among the highest exclusion rates in the county. Although there is existing research on BC young people’s experiences of exclusion (Demie, 2021), there is no research completed on the experiences of MWBC pupils those with identified SEMH needs. Consequently, I was interested in exploring the experiences of MWBC pupils with identified SEMH needs.</p> <p>Furthermore, intersectionality (Crenshaw, 1989) provides a lens for exploring how implicit biases about factors such as race, ethnicity, social class and gender can contribute to the judgements made by educators when identifying SEND (Bei, 2019; Devarakonda, 2022).</p> <p>Furthermore, the views of pupils with SEND, particularly SEMH, are significantly overlooked in research that focuses on SEMH (Cefai & Cooper, 2010), therefore I was interested in directly gaining the views of CYP to contribute to the existing research base.</p>

<p>3. How have the educational experiences of MWBC pupils influenced the identity of MWBC pupils with SEMH needs?</p>	<p>Identity is an important factor when discussing race and ethnicity and identity is thought to be strongly linked to the MH and well-being of MWBC CYP (Morley & Steet, 2014), suggesting the potential significance of exploring identity with pupils who have identified SEMH needs. School is important in identity formation (Kaplan & Flum, 2012). Literature currently explores teachers' perceptions of MWBC pupils' identity but there is limited literature that explores MWBC pupils' school experiences and their views on how this relates to identity (Lewis & Demie, 2019). Teachers' views on the identity of MWBC pupils are often negative and misinformed (Lewis & Demie, 2019; Haynes et al., 2007).</p>
<p>4. What factors do MWBC pupils with identified SEMH needs, perceive to be enabling and disabling in terms of their current and future educational outcomes?</p>	<p>Although there is research on the barriers to positive educational outcomes and achievement for MWBC pupils (Hayes et al., 2006) there is little research on factors which are enabling for MWBC pupils. Furthermore, the literature search did not find any research which explored enabling and disabling factors for positive educational outcomes solely from the perspective of MWBC pupils themselves. There is also no existing research that explores enabling and disabling factors for educational success for MWBC pupils with identified SEMH needs or who have experienced negative educational outcomes such as school exclusions. I was interested in exploring CYPs' views on these factors as CYP's views are thought to be important in informing how professionals can support their needs and how future practice could be adapted (Messiou, 2002).</p>

3.2.1 Expected Outcomes

The present study aims to give MWBC pupils, who have been identified as having SEMH needs, the opportunity to share their educational experiences, giving a voice to this marginalised population. In doing this, the research will illuminate the school experiences of this group and highlight what MWBC pupils view as enabling or disabling factors in their education. It is hoped that this will help to inform the practice of those working with this population of CYP, to lead to better educational outcomes and experiences for MWBC pupils.

Despite a small body of growing research into the school experiences of the mixed-heritage population in the UK and US, there remains relatively little research into the experiences of MWBC children in school (Lewis & Demie, 2019). In addition, there appears to be a lack of research into the experiences of MWBC pupils specifically with SEMH needs. Therefore, through this research, I will aim to explore a gap in the research literature and contribute to the existing research into the school experiences of MWBC pupils.

3.3 Philosophical Assumptions

Kuhn (1962) suggested that scientific disciplines rely on paradigms that define what to study, why to study and how to study. Before considering the methods used in research, important conceptual matters must first be considered.

3.3.1 *Ontology*

Ontology is the study of the concept of reality (what there is) and its practical applications (Cartwright & Montuschi, 2014). Ontology is interested in asking 'What can we know?' (Willig, 2013). Ontological viewpoints can be described as realist and relativist (Willig, 2013). A realist ontological position maintains that the world contains structures and objects that are characterised by cause-and-effect relationships (Willig, 2013). Conversely, relativist ontology rejects this orderly view of the world and emphasises the diverse interpretations that can simultaneously exist, thus questioning the 'out-there-ness' of the world (Willig, 2013). As this study was interested in the perspective of individuals in relation to their experiences, this study claims a relativist ontology. Furthermore, I did not believe there was a single truth to reveal in relation to the young people's experiences nor was this study interested in revealing any causation in terms of its research questions, therefore a relativist

ontology appeared to best describe my own position and the philosophical underpinnings of this research.

3.3.2 Epistemology

Epistemology refers to the study of knowledge and how we come to obtain it (Cartwright & Montuschi, 2014) by asking ‘how can we know?’ (Willig, 2013). Within the social sciences, there is thought to be an epistemological continuum between positivism and interpretivism (Thomas, 2022). While positivism holds that it is possible to study the social world objectively (Thomas, 2022), interpretivism (sometimes known as constructionism (Robson & McCarten (2016)) suggests that knowledge is socially constructed and is interested in how individuals construct and make sense of the world, accepting that there are multiple realities that exist (Robson & McCarten, 2016; Thomas, 2022). My epistemological stance aligns with interpretivism as I believe that the participants situate their own school experiences through cultural and historical interpretations of the social world (Crotty, 2014).

3.4 Methodology

Methodology studies methods in research (Cartwright & Montuschi, 2014) and defines an approach to studying research topics (Silverman, 2006). Qualitative research can produce descriptions, explanations and give a voice to marginalised groups (Willig, 2013), which was the intended purpose of this research and therefore I adopted a qualitative approach. However, the data that qualitative methodology produces is linked to its ontological and epistemological position (Willig, 2013). Qualitative methodologies view the researcher as connected to the research process, although some more than others (Willig, 2013). Generally, in interpretivist approaches the researcher is seen as connected to the research process and takes

a central role in interpretation as an active participant in the research (Thomas, 2022). Positionality refers to the influence of the researcher's beliefs, past experiences and identity within the research (Thomas, 2022) and I acknowledge this in Chapter 1 and in section 3.6.1 below. This paper will now explain the methods adopted in this research.

3.4.1 Interpretative Phenomenological Analysis (IPA)

IPA is an approach to qualitative research originating in psychology, which is interested in personal lived experience (Eatough & Smith, 2008). IPA is concerned with detailed examination of what the experience for the participant is like, and how they make sense of their experience (Larkin et al., 2006). IPA is aligned with the interpretivist epistemological position due to the aim of understanding what an experience means to the participant, thus focusing on their lifeworld (Langdrige, 2007). IPA is a phenomenological approach (Langdrige, 2007), which Willig (2013) positions as 'in between' the interpretivist-positivist continuum, as experiences are 'real' to the person having them despite always being the product of interpretation and constructed by an interaction between the participant and researcher. IPA is underpinned by three main theoretical and philosophical approaches which are outlined below.

3.4.2 Theoretical Foundations of IPA

3.4.2.1 Phenomenology. Phenomenology is a philosophical approach to studying experience and a primary theoretical underpinning of IPA. (Smith et al., 2022). An important feature of phenomenological philosophy from a psychological perspective is that it provides a valuable set of ideas about how lived experiences should be examined and understood (Smith et al., 2022). Husserl, a key

phenomenological philosopher stated that phenomenology was an attempt to go 'back to the things themselves' (Husserl, 2001) in order to see things as they appear rather than in relation to pre-determined hypotheses or conceptualisations (Smith et al., 2022). Husserl's phenomenology involved adopting a reflexive move to step outside of our everyday experiences of objects in the world and direct our focus to our perceptions of those objects (Smith et al., 2022). Ahmed (2006) suggests that the most important characteristic of the phenomenological approach is the idea that meanings arise when we understand our inclination towards an object. Husserl's phenomenological method highlighted the need to 'bracket' or set aside the world one takes for granted to concentrate on our conscious perceptions, memories, judgments and values linked to that world (Husserl, 2001). This is seen as an important part of the research process in IPA (Smith et al., 2022). IPA, like phenomenology, examines in detail the lived experiences of participants and considers their personal perception of an experience rather than attempting to examine the event objectively (Shinebourne, 2011).

Hermeneutics. Hermeneutics, the second key foundational theory of IPA, is the theory of interpretation (Smith et al., 2022). Heidegger, a significant philosopher in the field of hermeneutics and phenomenology sought to present a hermeneutic phenomenology (Miller et al., 2018). Heidegger (1962/2001) conceptualised phenomenology as an interpretive activity and proposed that how things appear must be explicitly studied to seek meaning that is otherwise concealed (Moran, 2000). The hermeneutic circle is a key feature of hermeneutic theory and provides a useful way of understanding the analytic process of IPA as iterative, thus moving back and forth through different ways of thinking about the participant's experience at different levels (Smith et al., 2022).

The double-hermeneutic describes the attempt of the IPA researcher in making sense of the participant's sense-making of their experience (Smith, 2011). IPA is trying to become close to the participant's world to take an insider's view of their experience (Conrad, 1987). However, this cannot be done fully (Smith & Osborn, 2015) as the sense-making of the researcher is 'second order' as they only have access to the participant's experience via their own account of it (Smith et al., 2022). Therefore, the IPA researcher moves to a more interpretive stance whereby they take a different perspective and question the meaning of the things the participant is saying and offer meaningful insights into what the participants have shared (Larkin et al., 2006). In IPA, this perspective may be informed by detailed analysis of the text with connections emerging from having oversight of the dataset in relation to social, cultural, and theoretical context (Larkin et al., 2006).

Idiography. Thirdly, IPA is idiographic in nature, meaning that it is interested in particular instances, within a single case or small group of cases (Shinebourne, 2011). This contrasts with much psychological research which is nomothetic, meaning that it tries to make claims about groups or populations to establish laws or norms of human behaviour (Allport, 1962). IPA is idiographic in that it is committed to detailed and in-depth analysis at an individual level and to understanding how a certain phenomenon can be perceived by particular people in a particular context (Larkin & Thompson, 2011). IPA moves from a single case to make more general claims, however it does this carefully (Smith et al., 2022). Although IPA lends itself to a single case study design, much IPA research is idiographic in nature with small purposive samples, beginning with detailed analysis of each case before looking for similarities and differences between the cases to uncover patterns of meaning linked to shared experiences (Smith et al., 2022).

3.4.4 Alternative Methods of Analysis

Before conducting this research, several other methodological approaches were considered. Only approaches relevant to my philosophical position were considered. These are outlined below in Table 6.

3.4.5 Rationale for IPA

IPA was chosen as the methodological approach for this research over alternative approaches. IPA is useful for understanding people's experiences of the world in relation to a particular phenomenon, focusing on people's attempts to make sense of what has happened to them, which requires interpretation on the part of the interpreter (Larkin et al., 2006). I was concerned with how MWBC pupils with SEMH needs understood their experiences of school and therefore IPA was felt to be an appropriate methodological approach due to its links to hermeneutics, idiography and phenomenology. Conducting research with a narrowly focused participant cohort meant that an idiographic approach was felt to be appropriate due the focus on the particular, therefore justifying the use of IPA.

Moreover, the use of IPA in this research is defensible due to my own interpretivist epistemological position. Although alternative qualitative methods such as grounded theory, narrative approach, discourse analysis and thematic analysis are compatible with interpretivist epistemology, the present research was not interested in generating overarching generic themes or theory.

Table 6*Alternative Methodological Approaches*

Methodological Approach	Description	Suitability for this study	Critique in relation to this study
Thematic Analysis (TA)	TA is interested in identifying, analysing and finding patterns within data (Braun & Clarke, 2006). Involves systematically working through data to identify themes or units of meaning which can be clustered into overarching themes (Willig, 2013). Can be inductive or deductive (Braun & Clarke, 2006).	Provides 'theoretical freedom' and is not tied to epistemological assumptions (Braun & Clarke, 2006). TA can be a method used to unpick 'reality' (Braun & Clarke, 2006). Can be useful when working with a group whose views on a topic are unknown (Braun & Clarke, 2006).	TA has little interpretive power beyond description unless used with a theoretical framework that provides more analytic power (Braun & Clarke, 2006). As this research is interested in exploring the sense-making of individual participants' experiences and is not underpinned by a particular theoretical framework it was felt that this study would be best suited to an idiographic approach such as IPA.
Narrative Analysis	Narrative analysis is a family of approaches which are interested in people's stories and how they impose order and make sense of	The construction of a narrative is a form of meaning-making (Smith et al., 2022). Narrative has links with phenomenology and is therefore	There is no standard procedure of analysis (Willig, 2013). It attempts to present the narrative as a whole and is interested in how stories are

	<p>events and actions in their lives Riessmann (1993). There are different types of analysis including thematic (interested in the content of stories and what is said), structural (attends to the form of the narrative and how the story is told) and interactional (involving the dialogic process) (Riessman, 2005).</p>	<p>interested in experience (Smith et al., 2022).</p>	<p>constructed (Robson & McCarten, 2016; Willig, 2013), including focusing on sequence and consequence (Robson & McCarten, 2016). This research is more interested in how the participants make sense of their experiences rather than what is revealed by the way they tell stories about their experiences.</p>
<p>Grounded Theory (GT)</p>	<p>Attempts to generate theoretical-level account of a phenomenon (Glaser & Strauss, 2017) It is both a method of doing research and analysis (Robson, 2012).</p>	<p>It is particularly useful in novel areas of research where the theoretical approach is not clear (Robson, 2016).</p>	<p>It is best suited to studies with a large set of data that aims to move to a high level of conceptualisation and aims to develop an explanatory account of a phenomenon (including factors, influences, and impacts) (Smith et al., 2022). The intentions of the current research were not to develop a theoretical framework, which is a primary aim of GT (Robson & McCarten, 2016).</p>

<p>Discourse Analysis (DA)</p>	<p>DA is a family of approaches which studies language in social use (Thomas, 2022). These include critical DA (Fairclough, 1995), discursive psychology (DP) (interested in the performative nature of discourse) (Smith et al., 2022) and Foucauldian DA (FDA) (interested in discourse as knowledge and a way of understanding) (Smith et al., 2022).</p>	<p>FDA shares concerns with IPA about how context influences experiences of the person (Smith et al., 2022) and how discourse implicates subjectivity, experience and power relations (Willig, 2013). FDA critically analyses the context of an experience and the resources available to the person in making sense of their experiences (Smith et al., 2022). DP is interested in how people use language to manage social interactions in order to achieve personal objectives e.g., renounce an undesirable social identity, justify their actions, etc (Willig, 2013).</p>	<p>DA approaches are more strongly rooted in social constructionism than IPA (Smith et al., 2022). My epistemological stance is more situated within phenomenology as I believe that there are real 'out there' experiences that the participants have had however I am interested in their sense making of these experiences in order to uncover what I accept is not a single 'truth'. This study is less interested in how participants construct their experiences through discourse but is instead interested in how participants understand their lived experiences.</p>
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Instead, it aims to conduct an in-depth exploration of MWBC pupils' lived experiences of school, including helping and hindering factors, their needs related to SEMH and their identity. IPA is interested in the subjective lived experiences of the participants (Hefferon & Gil-Rodriguez (2011)). Therefore, it is a suitable approach for this research in allowing participants to describe their experiences and how they make sense of them, whilst the researcher attempts to understand their sense-making. Moreover, IPA was deemed suitable for answering the research questions as they were framed broadly and openly as they were not interested in testing a predetermined hypothesis; the aim of the research was to explore the phenomenon in a flexible yet detailed way (Smith & Osborn, 2015).

Furthermore, much IPA research has been carried out with adult participants, however Smith et al. (2022) reflect on the growing body of literature with CYP, as well as those with neurodivergence and additional needs, including MH needs. They discuss tools which can be used to support participants who may find it difficult to reflect on and articulate their experience, to scaffold the interview and allow them to engage in thinking about and sharing their experiences (Smith et al., 2022). Such tools include visual supports which were used in this study and are detailed in Section 3.5.3. Therefore, it was felt that IPA would be suitable to explore the experiences of children and adolescents, which is an important consideration of this research given the lack of literature exploring the views of MWBC CYP (Lewis & Demie, 2019).

3.4.6 Limitations of IPA

The suitability of participants' accounts is a limitation of IPA, with Willig (2013) suggesting that participants with little experience of expressing their thoughts,

feelings, perceptions, and other features connected to their experience may have difficulty in producing the rich descriptions needed. Therefore, phenomenological methods such as IPA may not be suited to those who cannot articulate the complexities of their experiences (Willig, 2013). However there have been claims that this criticism is potentially discriminatory, suggesting that only those with sufficient fluency can share their experiences (Tuffour, 2017). Furthermore, Smith et al. (2022) state that data collection methods such as interviews give us access to the participant's meaning-making, at that time, about the experience we wish to understand. In IPA these are not seen as 'true' or complete accounts but the basis for learning about their relationship to the world, which is enhanced through the researcher's analysis and consideration of psychological theory (Smith et al., 2022).

Moreover, Willig (2013) argues that phenomenological approaches such as IPA lack explanatory power in that it seeks to describe how the world appears to people as they engage in particular contexts, however it does not attempt to further our understanding by asking why individuals have such experiences and why there may be differences between individuals. However, IPA goes beyond descriptive phenomenology by focusing on the sense making of participants who share a particular experience (Smith et al., 2022). Furthermore, Smith et al. (2022) states that IPA can help to make sense of quantitative data from the perspective of those who experience a particular phenomenon.

Willig (2013) also critiques phenomenological approaches such as IPA for relying on the representational validity of language through the accounts that participants share and therefore not attending to the constructive role of language in shaping the experience that is shared by the participant. However, it is recognised by Smith et al. (2022) that the language used by participants communicates meaning

and is not neutral or representative of reality. Hence, during the analytic process the IPA researcher attempts to understand the meanings and sense-making of the participant through the language they use and considers how these meanings are best interpreted (Smith et al., 2022).

The idiographic nature of IPA, in its attention to the particular, is also a concern for some critics, who are mindful that such focus can ignore social context (Todorova, 2011) and lack attention to contextual width (Houston & Mullan-Jensen, 2012). However, Smith (2011) acknowledges this and states that as the methodology matures, the incorporation of personal experience and social context will become more explicit within the synthesis. Smith et al. (2022) also indicates how IPA work can exemplify implications for other people through identifying how context shapes participants' accounts of their experiences. Furthermore, social context is an important element of this research and therefore will have a significant influence on the analytical and interpretive process. Additionally, Malim et al. (1992) critiqued idiographic studies for being subjective, impressionistic, and intuitive, as they are focused on the individual and therefore lack generalisability. Despite this, Smith et al. (2022) suggest that IPA is best thought of in terms of theoretical transferability rather than empirical. Caldwell (2008) suggests that findings of IPA studies can be contextualised within the wider literature therefore contributing to theoretical understandings; insight into the individual thus provides insight into the whole (Pringle et al., 2011).

Furthermore, Giorgi (2011) critiques IPA for lacking scientific and methodological rigour and standardisation. However, Smith et al. (2022) views the flexibility of IPA as important for its use within different research contexts. Giorgi's (2011) critique could also be seen as contradictory as they previously critiqued the

attempt of IPA to operationalise phenomenological methods into prescribed steps (Giorgi, 2000). However, Smith et al. (2022), acknowledge that these are simply guidelines and not intended to be prescriptive.

For some the double-hermeneutic involved in IPA is a strength which attempts to forefront aspects of the participant's experience which are hidden (Nizza et al., 2021). However, interpretation can occur at various levels and therefore the participant's experience is open to misinterpretation. Smith et al. (2022) suggest that this can be addressed through keeping a record of the analytical process to effectively keep a paper trail of the interpretation, which could potentially be audited by another researcher. Therefore, I kept a reflective account of the data analysis which is used to reflect on interpretations as they unfold. Thus, the reader will be invited to join the hermeneutic circle, making the interpretative process transparent, thus increasing its trustworthiness.

3.5 Method

3.5.1 Ethical Considerations

Ethical approval for the research was obtained from the University of Birmingham's Research Ethics Committee and adhered to the University's Code of Practice for Research (see Appendix A for the completed Application for Ethical Review and Amendments form). Ethical considerations were also made in relation to the BPS Code of Human Research Ethics (Oates et al., 2021) and the British Educational Research Association (BERA) (2018) Ethical Guidelines for Educational Research. Table 7 below outlines the key ethical considerations and issues for the present study, in accordance with this guidance and how these were addressed.

Table 7*Key Ethical Considerations*

Ethical Consideration	Steps taken to address these
Consent	<p>The BPS suggests that in most cases it is sufficient to gain consent from a senior member of staff and offer parents the opportunity to opt-out of their child's participation (Oates et al., 2021). Informed consent was gained from the school headteacher (see Appendix B for information sheet, flyer and consent form). A meeting was also set up with the headteacher and other relevant staff members to discuss the research in more detail. Due to the sensitive nature of the research, informed consent was gained from parents via an online form (see Appendix C for all parent information and consent forms).</p> <p>Informed consent was then sought from pupils through pupil-friendly information sheets and consent forms (see Appendix D). In accordance with BPS guidelines (Oates et al., 2021), a verbal introduction to the research was also presented to participants prior to them giving their consent, who were also offered the opportunity to ask me questions.</p>
Transparency	<p>By providing information sheets for all stakeholders and meeting with research stakeholders. i.e., staff, pupils and parents, I was able to share openly and honestly information about the scope and aims of my research and how the data would be used and stored. There were no conflicts of interest that needed to be disclosed to stakeholders in the present study.</p>
Right to Withdraw	<p>The information sheets, consent forms and debrief forms shared information about the participants' and parents' right to withdraw and included my contact details as recommended by</p>

	<p>the BERA guidelines (2018). This was reiterated to pupils during the introductory session when information about the research was shared verbally with them. They were also reminded of this prior to the commencement of their interview, and when it ended, during the debrief procedure. Participants were reminded that withdrawing from the study would not result in any consequences as per the BERA (2018) guidelines.</p>
Incentives	<p>A £10 gift card was offered as an incentive and to compensate the participants for their time. However, it was kept at a modest amount so as not to coerce participants into participating in the research (Oates et al., 2021) or impinge on their free decision to participate (BERA, 2018). BPS guidelines also state that gift cards are an appropriate token for children (Oates et al., 2021). Participants were also informed that this incentive did not affect their right to withdraw, as explained above.</p>
Harm arising from research participation	<p>Potential harm arising from the research was outlined to research stakeholder through informed consent procedures as per BERA (2018) guidelines. This was predominantly in relation to emotional harm or distress of recounting potentially difficult experiences. I made all attempts make the participant feel comfortable prior to their participation in the interview, including developing icebreaker activities, offering them the option to have a trusted staff member in the room with them and taking breaks whenever they were needed. BERA (2018) also suggests the importance of weighing up potential harm to participants with the potential social benefits of the research. Since the experiences of this cohort of young people had not been explored before, it was deemed that the potential risks did not outweigh the potential benefits of this research.</p>

Privacy	<p>All efforts to protect the confidentiality and anonymity of the participants was taken during this research as per BERA (2018) and BPS guidelines (Oates et al., 2021). Pseudonyms were stored separately to participants' personal information so participants were identifiable only to myself as researcher. Participants were informed of circumstances in which confidentiality would need to be broken, which are detailed in the disclosure section below.</p> <p>Participants were informed that complete anonymity could not be offered as they were taking part in face-to-face interviews. This was made clear to all research stakeholders during the recruitment process. However, to offer some degree of anonymity, names of people, places and educational institutions were anonymised to mitigate the risk of readers inferring the identity of these details as per BERA (2018) guidelines.</p>
Data storage, management and retention	<p>Data management complied with the University of Birmingham Code of Practice for Research and General Data Protection Regulations (2016) and the Data Protection Act (2018). Interview audio-recordings were transcribed in a timely manner. Only I as the researcher had access to the audio-recordings. Identifying information, audio-recordings and transcripts were stored separately to the pseudonyms given to participants to ensure they could not be identified. Audio-recordings and transcripts were to be stored securely in the University of Birmingham's BEAR Data Storage for ten years prior from the publication date of the thesis in accordance with the University's data management guidelines, at which point they would be deleted. Participants and all research stakeholders were informed of this in the information sheet.</p>
Disclosure	<p>All research stakeholders were informed that the appropriate safeguarding procedures would need to be followed in the event of a safeguarding disclosure by one of the participants. This is in</p>

	accordance with national, local and school safeguarding policies as well as BERA (2018) guidelines.
Debrief	Participants were fully debriefed following their interview and a debrief sheet was provided for pupils and parents (see Appendix E)
Dissemination/Publication	The information sheets and guidance made clear intentions to disseminate the findings through the write up of my doctoral thesis and to potentially wider audiences of educational professionals in order to inform their practice.
Feedback to participants	Participants were informed that they and their parents would receive a summary of the research findings and would be made aware of how to access the thesis once the research was completed.

3.5.2 Participants and Recruitment

Inclusion and Exclusion Criteria. The aim of IPA is to find a relatively homogenous sample, following principles of purposive sampling, so that participants can offer insight into a particular experience (Allan & Eatough, 2016). Purposive sampling involves building a sample which allows the researcher to meet particular needs of the research questions (Robson & McCarten, 2016). Inclusion criteria (see Table 8) was used to ensure homogeneity of the participant sample, allowing for convergences and divergences between the data to be explored (Miller et al., 2018). It was decided that secondary school-aged pupils would be recruited to ensure that they had a wide range of schooling experience to reflect upon. Furthermore, Hart's (1997) work on child participation suggests that CYP over 10 years old become aware of the relationship between the self and others and can begin to engage in mutual perspective taking. By the age of 12 they become conscious of the fact that other people might be thinking of them, leading to a heightened state of self-consciousness. This would ensure that participants were able to reflect on their experiences in relation to the perceptions of themselves and others. Initially, it was hoped that pupils between Year 8 to 11 would be recruited to ensure that they had enough secondary school experience to draw upon. However, due to recruitment difficulties, one participant who was in Year 7 was included in the sample as staff decided that they had a range of experiences to reflect on and had the communication skills to engage in an interview.

Table 8*Inclusion Criteria and Rationale for Research Participation*

Inclusion/Exclusion Criteria	Rationale
Pupils in Years 7-11 (Key Stage 3 or 4).	It was hoped that by recruiting pupils in key stages 3-4, they would have gained enough experience of school to reflect upon in their interview. Additionally, these pupils would be above the age of 12, thus more able to self-reflect and take on the perspectives of others according to Hart's (1997) theory regarding child participation.
Pupils attending a secondary school setting (e.g., a mainstream secondary school, specialist secondary school, or a short stay school/PRU).	Mainstream schools and PRUs were initially targeted to attempt to recruit pupils who were not in long-term attendance of a specialist setting. This was to allow theoretical transferability to mainstream settings where most pupils with SEMH needs are educated. However, as explained below, this was not possible due to recruitment difficulties, so specialist secondary schools were also included in order to access a wider range of pupils.
Pupils of any gender, who self-identify as being from a mixed white and black Caribbean heritage.	It was hoped that recruiting participants from this ethnic background would address the dearth of literature into this group of pupils who are overrepresented in terms of exclusions and representation in the SEMH category of SEND.
Pupils who have been identified as having primary area of need of SEMH and are on their school's SEND register.	It was important that the primary area of need for the pupils was SEMH to increase homogeneity of the sample. Pupils who had a primary SEND other than SEMH, which would prevent participants from being able to engage in an interview e.g., communication and interaction or cognition and learning difficulties were deemed to be unsuitable to participate in a semi-structured interview.

<p>Pupils who school staff identified as having the expressive and receptive language and communication skills to be able to engage in an interview, where they would be able to discuss their past and present educational experiences.</p>	<p>This study did not exclude pupils with comorbid conditions such as Autism Spectrum Condition; however, it was important that pupils did not have communication and language needs that would prevent them being able to engage in an interview in which they would discuss their personal experiences. This was to be judged by staff at the pupil's setting who knew the pupils well.</p>
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Sampling. IPA studies typically involve a small sample of participants due to the aim of IPA being concerned with revealing something about the experience of individual participants. Hefferon & Gil-Rodriquez (2011) consider four to ten data points to be sufficient for professional doctorate IPA work. Originally eight participants were identified by the school for potential participation in the study. Consent was gained for six of the participants however, upon examination of the pupil information it was found that one of the pupils did not meet the inclusion criteria. Five participants were therefore invited to participate in the research. However, during one participant's interview I sensed through their body language and responses that they were not comfortable, despite having a trusted member of staff present in the interview room. I paused their interview and gave them the option of terminating it or continuing either then or at another point, reminding them of their right to withdraw with no consequences. They decided to pause the interview and agreed to continue another day, however when approached to resume the interview by a staff member, they were reluctant. Here the principle of assent was important as I was required to look beyond the written consent that the child had provided and

instead at their presenting behaviour (Oates et al., 2021). Therefore, interviews from four participants formed the sample for this study.

Participants. Pen portraits of the four young people who participated in the research are presented in Table 9 below. Pseudonyms were given to the participants to protect their anonymity. The participants were given the opportunity to choose their own pseudonyms which Allen and Wiles (2016) claim is a useful part of the research process, although identify some disadvantages. Lahman et al. (2022) suggest the personal importance of names on one's culture and identity and therefore great care was taken to select pseudonyms that avoided racial labelling, while remaining close to the origins of the participants own names.

Table 9

Pen Portraits of Participants

Pseudonym	Pen Portrait
Ryan	Ryan is a 13-year-old male. He attends a specialist SEMH secondary provision in the LA where this research was conducted and was in Year 8. He identifies his ethnicity as Welsh and Barbadian. The setting report no formal diagnoses.
Devan	Devan is a 12-year-old male. He attends a specialist SEMH secondary provision in the LA where this research was conducted and was in Year 7. He identifies his heritage as white and black Caribbean. The setting report no formal diagnoses.

Caden	Caden is a 15-year-old male. He attends a specialist SEMH secondary provision in the LA where this research was conducted and was in Year 11. Caden identifies as white/Jamaican. Caden has a diagnosis of ADHD and has been referred to the Autism Spectrum Condition pathway. He experiences mental health difficulties.
Omari	Omari is a 16-year-old male. He attends a specialist SEMH secondary provision in the LA where this research was conducted and was in Year 11. He has witnessed domestic violence. The setting report that Omari was permanently excluded from 8 settings before joining his current setting. He identifies his ethnicity as 'mixed white/black Caribbean' however he spoke about his mother's white/Irish Traveller heritage and his father's Jamaican/Asian heritage. Omari has a diagnosis of ADHD.

Recruitment Process. Initially, a notice with details of the research was published in the host LA's weekly headteacher bulletin. The research flyer was also shared in a Microsoft Teams channel for SENCOs in the host LA. Mainstream secondary school and PRU headteachers were sent the headteacher/school leader information sheet and consent form by their school link EP. None of the schools that were contacted responded, despite further attempts in which I directly emailed the school leaders. Therefore, I decided to widen my recruitment search to specialist SEMH provisions. As an overrepresented group in SEMH (Strand & Lindorff, 2018), it was possible that there may be a significant population of MWBC pupils in specialist SEMH provisions in the city. I was contacted by a headteacher of a

secondary specialist SEMH school who agreed for pupils to take part. It was agreed with school staff that an online version of the information sheet and consent form should be developed for parents to make it easier for them to access, therefore increasing the likelihood of recruiting participants. It was also agreed that an icebreaker session would be beneficial to increase the likelihood of participant engagement. I also offered a £10 gift card incentive to increase participation in the study, given the prior difficulties with recruitment and to show the participants that their time and efforts were valued. An ethical amendment was sought for these considerations (see Appendix A). Once this was approved by the University of Birmingham Ethics Committee, the staff at the specialist SEMH school identified pupils who met the inclusion criteria and contacted their parents to gain informed parental consent.

The specialist SEMH setting was a relatively small setting catering for approximately 120 pupils ranging from years three to eleven with an EHCP identifying SEMH as a primary area of need, although also catered to pupils with speech language and communication needs and moderate learning difficulties. The school was located in an area of deprivation although accommodated pupils from across the city, which is one of the most deprived localities in England. Recent information indicated that over 60% of the pupils in school were FSM eligible. From discussions with staff involved in the data collection, I was made aware that the school had a culturally diverse staff who reflected the diverse cultural backgrounds of the pupils and that this was an element that enabled positive relationships between staff and pupils. Positive relationships between staff and pupils were evident throughout my visits. Through my discussions with staff, I was also informed that cultural awareness was a curriculum focus and that pupils enjoyed engaging in

discussions about diversity and inclusion as well as prejudice and discrimination through the school's curriculum intent and values. A strong focus of the curriculum was also about developing the pupils' confidence and resilience and raising their aspirations in preparation for the future.

3.5.3 Data Collection

Semi-structured Interviews. Semi-structured interviews are compatible with several qualitative methods of data analysis, including IPA (Willig, 2013). IPA is best suited to data collection methods that allow participants to speak freely and reflectively thus providing rich, detailed accounts of their own experiences (Smith et al., 2022). Semi-structured one-to-one interviews have been the preferred method for IPA studies (Reid et al., 2005). Alternative research methods have been used for IPA studies including questionnaires and email dialogue (Smith et al., 2022). However, as this study aimed at exploring the experiences of CYP I felt that written responses would not offer the depth needed to gather rich data on the personal experiences of the CYP and would also rely on an added level of literacy and focus on the part of participants, with potentially less opportunity to explore interesting points that arise. Focus groups have also been used in IPA research (Palmer et al., 2010, however these present issues for gathering rich data on the experiences of individuals due to the complexity of social interactions and possible peer effects. Since structured interviews provide a set schedule of questions with little room for follow-up, it was felt that they would not provide the level of detail needed for this research as they do not take advantage of the opportunity to gain a deeper understanding of the participant (Thomas, 2022). Conversely, unstructured interviews are more conversation-like with no predetermined structure, allowing the participant to set the agenda (Thomas, 2022). However, a semi-structured approach

was deemed more suitable for this research to allow for an exploration of convergences and divergences within the participants' accounts. Semi-structured interviews are thought to offer the 'best of both worlds', providing the structure for particular areas and questions to be covered, whilst offering flexibility to follow up interesting points (Thomas, 2022).

Interview Design. Semi-structured interviews in IPA attempt to come at the topic of focus 'sideways' as it is often not possible to address the abstract research question directly (Smith et al., 2022). Therefore, an interview guide is designed to facilitate the discussion of relevant topics to allow the research question to be answered via the data analysis (Smith et al., 2022). Interview guides also provide an opportunity to plan the phrasing of complex questions and potentially sensitive topics (Smith et al., 2022). The interview schedule adopted a format suggested by Thomas (2022) which provides an aide memoire of topics to cover as well as possible questions, follow up questions and probes to elicit further information. However, the interview schedule is designed to be a guide which can be deviated from as necessary, rather than restricting one to address every question in order (Thomas, 2022). Furthermore, Smith et al. (2022) suggest a list of question types that are useful when conducting in-depth interviews which were considered when constructing the interview schedule to ensure that questions asked were open, neutrally worded, and did not lead participants' answers. The interview guide (see Appendix F) was shared with the host school as well as my research supervisor to ensure that the questions were suitable for the participants and that they addressed the research questions. The interview schedule was also approved by the University Research Ethics Committee. Furthermore, to support participants in formulating their responses a visual timeline (Appendix G) was used to plot key events to aid their

reflections and guide them when returning to reflect on previous events that had been shared. Although this was used minimally by participants it was still a useful cue to refer to during the interview to provide them with a point of reference when discussing certain topics.

Procedure. Once parental consent was obtained, potential participants were approached by staff to invite them to participate in a 30-minute introductory session. This presented me with an opportunity to meet with the participants and introduce them to the nature and aims of the research, to help them decide whether they would like to participate. I took this opportunity to self-disclose my own ethnicity and background and speak to the pupils about my position, my interest in conducting this research and in hearing their views. I felt that this managed self-disclosure immediately addressed the need for the participants to question my identity and meant that the young people knew something of my background straight away, which I believed led to them being more open about discussing things about themselves. I also read through the information and consent form and offered them the opportunity to ask any questions. If the pupil agreed to participate, written consent was gained by asking them to complete the consent form. An interactive activity was then used to introduce some of the topics the research was interested in including culture and identity. A further icebreaker activity of 'human bingo' was offered so that the participants and I could get to know each other and facilitate the establishment of a rapport with them. A staff member, who themselves was from a GM background, who had strong positive relationships with the young people was also present and involved in participating in the activities. I believe having a trusted staff member present not only increased the pupils' engagement but also allowed for feelings of safety in the session to discuss certain topics. These icebreaker activities

provided an opportunity to redress the power imbalances that were inevitably present between myself as researcher and the young people as they were not being done *to* during the session; the activities were being done *with* them. The activities also meant that the participants were aware of the themes that might be explored during the interviews, which may have later contributed to their engagement. Smith et al. (2022) suggest that building a rapport with participants is important for gathering rich interview data to ensure that the participant feels comfortable to begin the interview.

Participants were then invited to take part in the individual interview. These took part in a quiet location in the school during the school day at a time convenient to them. Participants were offered the choice of completing the interview over separate sessions and given the option of having a trusted member of staff present, as recommended by Smith et al. (2022) when interviewing CYP. Two participants chose to complete their interview over two sessions while the remaining two participants completed theirs in one sitting. Prior to each interview commencing, the participants were reminded of the details in the consent form including their right to withdraw and the time commitment involved in the interview. There was also opportunity to engage in conversations around topics other than the interview focus to make the participants feel relaxed. A further icebreaker activity was offered to participants to support the development of rapport prior to beginning the interview (see Appendix G). I also reassured them that I was interested in their experiences and that there were no right or wrong answers. Participants were offered a break at any point during the interview. Once the participant felt comfortable, they were informed that the recording had started. I adopted the approach of an active, curious listener by allowing the participant to take their time in talking about a subject,

honouring natural pauses and silences and asking follow-up questions where appropriate as suggested by Smith et al. (2022).

Interview Piloting. A pilot interview was conducted following the introductory session with one of the participants which Robson and McCarten (2016) deem to be a necessary first step of data collection. Transcription of this interview provided an opportunity to reflect on the structure of the interview schedule, the wording of the questions and whether they elicited detailed responses as well as my interview technique and skills. This resulted in a few small changes to the interview schedule (see Appendix H) but generated useful reflections on the wording of the questions and the order they were presented. It also allowed me to reflect on my own performance during the interview. As relatively minor changes were made, the pilot interview was deemed suitable to be included and analysed as part of the research data.

3.6 Analysis of Interview Data

The process of IPA can be viewed as an interpretative cycle (Smith & Osborn, 2015), starting with engaging with the phenomenon via the research literature, before bracketing of one's knowledge to become an attentive yet naïve listener to engage intensively to what the participant shares in the interview (Smith & Osborn, 2015). Following this the researcher moves back to formally interpreting what the participant has through bringing their own personal interests and knowledge to the reading of the participants' exact words (Smith & Osborn, 2015). Therefore, the audio recording was transcribed verbatim. Smith and Osborn (2015) recommend that transcriptions for IPA should generally be at the semantic level, allowing for significant pauses, false starts, laughs and any other significant features (see Appendix I) for an example of an interview transcript).

In attempting to make sense of the participant's understanding of their experience, IPA engages in hermeneutics which is circular and can involve different levels of interpretation. Smith et al. (2022) draw our attention to Ricoeur's (1970/2008) empathic hermeneutics (trying to understand what it is like from the participant's point of view) and questioning hermeneutics (e.g., asking critical questions of the participants such as; what are they trying to achieve here?; have they revealed something they did not intend?; have I sensed something going on that they are less aware of?). Allowing for both aspects is thought to lead to richer data analysis and is more likely to do justice to the 'whole' person (Smith et al., 2022). Smith et al. (2022) recommend seven flexible steps to conducting analysis, which are detailed in Table 10.

Table 10

Process of Conducting IPA (Smith et al., 2022)

Stage of Analysis	Description of Process
Reading and rereading the transcript	This stage aims to allow the participant to become the focus of the analysis and enable the researcher to enter the participant's world. Initial reading was supported by listening to the audio-recording, which Smith et al. (2022) state supports the participant's voice to come through in subsequent readings. It can also help to record initial reflections of the transcript (which formed part of the reflective diary in this study (see Appendix J) for an excerpt from the diary). Rereading can help to gain an oversight of the overall structure of the interview and gain an understanding of how certain parts link together. It can also assist in locating richer areas of data as well as any contradictions.

Exploratory noting	<p>There is some overlap with stages one and two as it is typical to start making exploratory notes as one reads the transcript. This stage is interested in exploring semantic content of the transcript and use of language. The aim is to produce a detailed set of notes and comments on a line-by-line basis. It is important that exploratory notes are specific with clear meanings so that they can be referred to in the next stage. There are multiple levels of interpretation possible with explanatory noting. Smith et al. (2022) suggest three common levels of interpretation:</p> <p>descriptive: comments have a phenomenological focus and stay close to the participant's meaning. What the participant says is taken as 'face value';</p> <p>linguistic: exploring the language used by the participant and how this contributes to our understanding of the participant's experience; and conceptual: interpretation comes through asking questions about the data and shifting the attention to the participants overarching perceptions of their experience. Interpretations are drawn from the researcher's own experience or knowledge. See Appendix I for an example of this stage.</p>
Constructing experiential statements	<p>The transcript along with the explanatory notes are the focus of analysis in this stage. However, as the explanatory notes remain close to the meaning of the original transcript these become the focus of analysis. Analysis of the explanatory notes for experiential statements involves relating to the participants' explicit experiences and their sense-making of their experiences. As part of the hermeneutic circle, the focus is on the distinct sections of the text in relation to the whole, as well as the experiential core of the interview as a whole in relation to distinct parts. As the analysis process is interpretative it involves more of the researcher's perspective which is also closely tied to the participant's experience (the</p>

	phenomenological aspect). See Appendix I for an example of this stage.
Searching for connections across experiential statements	<p>This stage involves the plotting of how experiential statements may fit together to develop a framework which identifies the most salient aspects of the participant's account. Depending on the research questions it may be appropriate to disregard experiential statements at this stage. Smith et al. (2022) outline a manual method of clustering experiential statements which was adopted in this study. Evidence of this process can be found in Appendix K.</p> <p>The research journal was used to record how connections were made between the experiential statements.</p>
Naming and consolidating personal experiential themes (PETs)	<p>Groups of experiential statements are given their own titles to describe their overarching characteristics. The clusters then become the participant's personal experiential themes (PETs). Under these PETs are subthemes which are highly experiential and are the main components of the PET. The subthemes are comprised of the experiential statements which have been grouped together. These are presented in a table to represent the analytic structure (see Appendix M). The most common way of developing this structure is to look for similarity between the statements, however Smith et al. (2022) suggest other approaches of doing this which are described below. These can also be combined to develop a higher level of analysis:</p> <p>Polarisation: Contrasting statements are combined to highlight contradictory elements of the participant's experience.</p> <p>Narrative organisation: The thematic structure may be linked to the sequence of events evident within the participant's experience.</p> <p>Functional analysis: This focuses on the function of the language used in the participant's account and is grounded in their sense-making of the experience.</p>

Continuing individual analysis across all Cases	This step is relevant to IPA studies with more than one case (as with this study). In this step, stages one to five are repeated with the other individual cases. Each individual case must be treated on its own terms and should be treated as a separate inquiry. The IPA researcher must be careful not to reproduce ideas or analysis from previous cases, in line with the idiographic nature of IPA. It is important to allow new analytic objects to emerge, despite acknowledging through the reflexive process that analysis of previous cases may alter the researcher's perspective.
Grouping experiential themes across cases	The aim of this stage is to look for similarities and differences between the PETs of each case and create a set of group experiential themes (GETs). Cross-case analysis aims to uncover shared and individual aspects of the participants' experiences. Convergences and divergences can be looked at across the broad level of the PETs as well as the subthemes. This is a higher-level analytic activity which can also involve relabelling individual themes to reflect the higher order GETs across participants. The analytic process and decision made were recorded in the research journal.

3.6.1 Reflexivity and Bracketing

Reflexivity is a strategy for exploring the relationships between the researcher's experiences and pre-conceptions and how one comes to understand the experiences of the participant (Smith et al., 2022). It is important in qualitative research including phenomenological (Langridge, 2007). It involves being critically aware of how one's position, research questions and methods could impact the knowledge produced (Langridge, 2007) and explicitly considers how the researcher has influenced the study (Yardley, 2015). However, acknowledging one's

preconceptions is not done to eliminate bias but is seen as necessary for making sense of someone's experience (Willig, 2013).

However, the researcher will not always be aware of their preconceptions, therefore it is important that bracketing is a reflective and cyclical process (Smith et al., 2022). For example, during the data collection it is tempting for the researcher to begin to analyse the participant's experience while it is being revealed (Smith et al., 2022). However, it is important for the researcher to 'bracket off' the knowledge and assumptions they acquired through researching the phenomenon and engaging attentively to what the participant is saying (Smith & Osborn, 2015). A further observation offered by Willig (2013) is that IPA does not tell us how to incorporate reflexivity within research. Langdridge (2007) argues that to take reflexivity seriously, one must involve the reader in the reflexive process. Therefore, a reflective diary was kept throughout the research process (see Appendix J for an excerpt from this) and reflective boxes are used throughout Chapter Four to reflect my positionality and how this influenced my interpretation.

My interest in the research was explored in Chapter One, however it was an important part of the analytic process and the bracketing of my preconceptions and assumptions that took place throughout the data analysis. To truly understand the participant's experience, the IPA researcher must have a level of cultural competence, which although does not require the researcher to be a cultural 'insider', it requires them to be able to appropriately understand the person's reference points (Smith et al., 2022). To an extent, I felt that my professional experience, and ongoing training, in working with CYP with similar needs to these young people, gave me some insight into their experiences. Additionally, my own personal and social background of growing up in a working-class family, in a

culturally diverse community and social network means that I may have some understandings of the cultural reference points that the participants may share.

Gunaratnam (2003) provides important reflections on the significance of reflexivity in research on race and ethnicity, as the researcher's own ideological positions impact their interpretation of meaning. I was acutely aware of the differences between myself and the participants within my research. I am a white British, neurotypical woman, at a relatively advanced point in my educational and professional career, and therefore in many ways I do not have cultural insight into the lives of the participants in this study. However, Gunaratnam (2003) suggests that reflexive accounts not only uncover racialised interrelations but can also construct them. Furthermore, she highlights, through the work of Twine (2000) that racial differences between participants and researcher were preferred by participants (Gunaratnam, 2000). Gunaratnam (2003) suggests that rather than trying to avoid differences and power relations in research, we are better off searching for and valuing complexities that arise.

3.7 Research Validity, Quality and Trustworthiness

Willig (2013) suggests that there are many ways of evaluating qualitative research, however, argues that the approach to evaluation needs to align with the epistemological position of the study. This is to ensure that the type of knowledge the study sought to produce is evident (Willig, 2013). There is disagreement about how concerned qualitative research should be with reliability as for many qualitative researchers the aim is to explore a particular phenomenon in detail (Willig, 2013), as is the case with IPA. However, Silverman (2006) poses that if studies are clear about their methods of data collection, transcription and analysis, and use them systematically, it should be possible to replicate results if the research was to be

conducted by another researcher. However, in IPA, the researcher is an integral part of the research and interpretative process (Thomas, 2022) and it is therefore recognised that reflexivity and positionality are important and celebrated aspects of the research.

Yardley (2015) states that evaluating the validity of research involves judging how well the research was conducted and whether the findings are trustworthy and relevant. Many researchers have developed validity criteria for qualitative research (Silverman, 2006; Yardley, 2015) and there is much disagreement about what criteria should be used to assess the validity of qualitative research (Willig, 2013). Smith et al. (2022) suggest Yardley's (2000) four broad principles for assessing qualitative research, which is supported by a systematic review of 29 published evaluative criteria for qualitative research (Cohen & Crabtree, 2008). Yardley's framework (see Table 11) was selected to assess the validity of this research as it can be applied to a broad range of research approaches, including IPA.

Table 11

Application of Yardley's (2000) Four Broad Principles to this Research Study

Broad Principle and Description	Strengths Related to this Principle	Weaknesses Related to this Principle
<p>Sensitivity to context</p> <ul style="list-style-type: none"> • Consideration of existing theory and research • Socio-cultural setting • Sensitivity to participants perspectives • Ethical issues • Transparency of data 	<p>Sensitivity to social context is addressed in section 3.4.6. Although IPA has been criticised for lack of focus on context (Todorova, 2011), the idiographic focus of IPA on the particular experience means that it provides scope for placing individual experiences in the context of the wider research and making links to existing theory (Larkin et al., 2006)</p> <p>The extensive literature review (see Chapter 2) explores existing theories regarding multiple aspects of the research (e.g., CRT, theoretical aspects of identity). This was used to formulate the specific research questions that had not yet been addressed.</p> <p>Informed consent was gained from participants by meeting them and sharing the child friendly information sheet as well as talking through the study with them verbally. Participants were invited to the interview at a time and a place in school convenient to them. They were also given the option of having a trusted adult in the interview with them. They were reminded of their right to withdraw throughout the data collection process.</p> <p>Meeting the participants prior to the interview in an introductory session gave me the opportunity to develop</p>	<p>Despite attempts to address power imbalances, through the means discussed, power imbalances were inevitable in this research given my positionality as a white, educated, professional, researcher conducting interviews with CYP who were still in secondary school and had been approached by staff members to take part in this research. This links to my positionality and reflexivity which is discussed in Section 3.6.1, and in Chapter 1.</p> <p>Being in an interview with an unfamiliar adult could have increased the participants' likelihood of giving answers that they thought were socially desirable. Participants were reminded before the interview began that there were no right or wrong answers and that I was only interested in their views.</p> <p>A limitation of IPA is that it requires participants to have sophisticated language skills (Willig, 2013). It was possible that some participants found it difficult to fully articulate their responses, particularly around sensitive topics. However, a visual aid was used to scaffold the participants' responses,</p>

	<p>rapport with them and also allowed them to ask questions about the research to help put them at ease about the interview.</p> <p>The interview was shared with stakeholders in the host school regarding the suitability of the interview schedule prior to the pilot interview. I also piloted the interview schedule and gained feedback from the participant. Following these measures, small changes were made to the interview schedule at both stages. Child friendly, visual supporting materials were also available to support the participants throughout the interview and put them more at ease.</p> <p>IPA is sensitive to participants' perspectives as the analysis should be grounded in the participants' words. Smith et al. (2022) discuss the importance of analytical claims being grounded in the data and presented to the reader so that they can check for evidence towards those claims. Therefore, excerpts from the original data are used throughout Chapter 4 and clear links are made between the data and experiential themes that emerged. The research journal also documented the analytic decision that resulted in the emergence of experiential themes.</p>	<p>although this was utilised by the participants to different degrees.</p>
<p>Commitment and rigour</p> <ul style="list-style-type: none"> • Thorough data collection • Depth and breadth of analysis 	<p>Purposive sampling was used to seek homogeneity as far as possible. For example, the participants attended the same educational setting, were all secondary school aged and all males.</p> <p>Initial difficulties in recruiting participants are described in Section 3.5.2, however four interviews were</p>	<p>As recognised in Chapter 2, the SEMH SEND category is not a homogenous group, therefore it was not possible to provide a level of homogeneity with regards to SEMH needs. However, because all pupils attended a special school, they all had an EHCP which provided a level of homogeneity in</p>

<ul style="list-style-type: none"> • Methodological skills and competence • Depth of engagement with topic 	<p>completed which is said to be an appropriate number for an IPA study (Hefferon & Gil-Rodriguez, 2011).</p> <p>Section 3.5.3 provides details of the data collection process detailing the steps taken to construct an appropriate and effective interview schedule, build rapport with the participants prior to the interviews and the skills I attempted to use to conduct their interviews in line with the recommendations of Smith et al (2022).</p> <p>I transcribed all the interviews to allow me to familiarise myself with the data, which is said to be the starting point of the data analysis. I was able to note salient points and links through close focus on the text.</p> <p>In depth data analysis was conducted systematically using the steps recommended by Smith et al. (2022) as outlined in Section 3.6. Details of the analysis are found in Chapter 4.</p> <p>Smith (2011) suggests that rigour also comes from the persuasives of the arguments in relation to the evidence supporting the analytic claims made. Chapter 4 demonstrates the strength of the analysis through linking direct quotes from the interview transcripts to the analysis and experiential themes.</p>	<p>terms of the level of SEND support they were receiving.</p> <p>Not all the questions were answered by some of the participants. However, this does not necessarily suggest that the interview questions were not pitched appropriately for the young people, as other factors such as their affective state at the time and their true desire to take part in the research could have accounted for this. These issues were reflected on in the reflective journal and will be discussed in Chapter 4 when the research findings and limitations are discussed.</p> <p>Furthermore, it is suggested that the themes arising from the analysis should be checked with participants to ensure this provides an accurate reflection of their sense-making of their experience. However, this did not take place, instead IPA employs the double hermeneutic which entails the researcher attempting to make sense of the participants' sense-making.</p>
<p>Coherence and transparency</p> <ul style="list-style-type: none"> • Clarity and power of argument 	<p>Section 3.2 details how the research questions arose from engagement with existing literature.</p> <p>All stages of the research process are detailed clearly in the methodology chapter as per good practice guidance (Silverman, 2006).</p>	<p>As mentioned in Section 3.6.1, IPA does not provide guidance on how reflexivity should be incorporated in research (Willig, 2013), meaning there is not a standardised way of reporting this in the research findings. However as mentioned the reflective diary was used to record issues of</p>

<ul style="list-style-type: none"> • Coherence between theory and method • Transparent methods and data presentation • Reflexivity 	<p>My philosophical stance is detailed in Section 3.3 which, as an interpretivist researcher, justifies the suitability of IPA for this research.</p> <p>An excerpt from an analysed transcript is included in Appendix I to enable the reader to see how the data was analysed.</p> <p>Chapter 4 presents the research findings and uses quotes from the data to evidence the emerging themes to allow the reader to judge whether the data supports the themes extracted.</p> <p>My reflexivity as a researcher is discussed in Chapter 1, Section 3.6.1 and throughout Chapter 4, to attempt to give the reader insight into how my prior experiences, assumptions and beliefs have influenced the decision to research this topic, as well as in conducting the interviews and data analysis.</p>	<p>reflexivity and reflexivity is addressed at several points throughout this research (see Section 3.6.1 and Chapter 1).</p>
<p>Impact and importance</p> <ul style="list-style-type: none"> • Practical and applied • Theoretical • Socio-cultural 	<p>To be discussed in Chapter 5.</p>	<p>To be discussed in Chapter 5.</p>

3.8 Chapter Summary

This chapter began by stating my relativist ontological and interpretivist epistemological stance for this research. The methodological considerations of the present research and the methods of data collection and analysis have also been outlined. This research employed semi-structured interviews to elicit the educational experiences of MWBC pupils identified with SEMH needs. IPA was used as a methodological framework and four participants were interviewed. The interview transcripts were analysed using IPA, as outlined by Smith et al. (2022). Yardley's (2000) framework was applied to scrutinise the trustworthiness of the research. The next chapter details the themes extracted following the application of IPA to the interview data.

Chapter Four: Findings and Discussion

4.1 Chapter Overview

This chapter will present the findings of the present study in relation to previously discussed and emerging literature. I have chosen to present the findings and discussion in one chapter to provide a narrative account of the participants' experiences and my interpretation of these in relation to relevant literature. Thomas (2022) suggests this is appropriate for interpretative research as linking the participants' and researchers' interpretations to existing theory and literature are part of the analytic process. I have applied the structure offered by Smith et al. (2022) which includes beginning by presenting each participant's personal experiential themes (PETs) and subthemes, followed by the group experiential themes (GETs) I then present a narrative of each participant's accounts in relation to each GET and subthemes. I use direct quotes from the participants' interviews as supporting evidence and providing my own interpretative analytic commentary which captures interacting similarities and differences between the participants' accounts in relation to each subtheme. Literature examined in Chapter Two as well as new literature is considered in relation to the findings. Finally, the themes are related to each research question to discuss how far the findings can answer these.

4.2 Overview of Themes

Each interview was analysed using IPA, as described in section 3.6 which resulted in the emergence of PETs (with corresponding subthemes) for each interview. An overview of each participant's PETs and their unique experiences is presented in Table 12 below.

GETs were formed through cross-case comparisons of PETs and individual subthemes where appropriate (see Appendix M). GETs were developed if convergences were found in at least half of participants' accounts as suggested by Smith (2011), to ensure that smaller patterns of convergence were not lost in the analysis. Although the participants shared similar lived experiences, there were also many divergences resulting in the development of fairly broad GETs and subthemes in order to capture the overarching essences of their experiences. Both convergences and divergences will be explored for each subtheme to highlight commonalities and individualities in the participants' experiences. Six GETs, with corresponding subthemes, were found. These are presented in Table 13.

The following sections will now explore each GET and subtheme, using extracts from interview transcripts and interpretative commentary to illustrate the themes. Box 1 provides explanatory information about notation of transcripts.

Box 1

A Key Depicting Notation Used in Extracts of Transcripts

... = material omitted from text

[] = explanatory material provided by researcher

Table 12

An Overview of Participants' Personal Experiential Themes and Unique Experience Interpreted through IPA

Participant	Personal Experiential Themes & Experiential Statements	Unique Experience
Omari	<p>Understanding SEMH needs</p> <ul style="list-style-type: none"> • <i>Negative perceptions of others related to presenting behaviour</i> • <i>Questioning himself in relation to his difficulties</i> • <i>Importance of staff members' understanding of needs</i> • <i>Changing locus of control of behaviour</i> • <i>Understanding behaviour as manifestation of need</i> • <i>Accessing appropriate support</i> 	<p>Omari suspected others' negative perceptions of him based on his label of ADHD and his behaviour; however, he was also aware that stereotypes of him linked to his ethnicity could have influenced how others perceived him. Receiving a diagnosis of ADHD was a turning point for Omari, because prior to this he had been frustrated and angry as to the lack of explanation for his behaviour, which resulted in reoccurring cycles of negative behaviour. At times Omari felt that he did not have a choice about engaging in negative behaviours. However, the more he understood himself, the more he found that he was able to become a different person.</p>
	<p>Understanding race</p> <ul style="list-style-type: none"> • <i>Developing understandings of race</i> • <i>Dealing with racial disparities</i> 	<p>Omari had experienced racial disparities from a young age, which at times he felt were hidden. Omari also experienced racial conflicts between white and black peers which helped him to form a strong anti-racist philosophy. Discussions with black staff members also helped him to put racial matters into perspective.</p>
	<p>Navigating Relationships</p> <ul style="list-style-type: none"> • <i>Recognising trusting relationships with staff</i> • <i>Barriers to meaningful relationships with school staff</i> • <i>Impact of difficulties on relationships with family</i> 	<p>Omari felt that there was a difference between the genuineness of staff in mainstream versus specialist education. Whereas in specialist education he felt there were more staff he could relate to culturally, and that staff 'kept it real' which supported the development of trusting relationships. Omari also reflected on how his needs put pressure on his relationship with his mother at times, and he recalled his uncle being reluctant for him to see his cousin, whom he had a close relationship with, because of his ADHD.</p>

	<ul style="list-style-type: none"> • <i>Changing peer relationships</i> 	
	<p>Developing multiple and changing identities</p> <ul style="list-style-type: none"> • <i>Discovering cultural identity and belonging</i> • <i>Mixed-heritage identity</i> • <i>Transformation of self</i> • <i>Holding high aspirations</i> 	<p>The AP had exposed Omari to opportunities to embrace his Caribbean heritage which he had not previously explored. Omari's experience of this, coupled with dealing with racial conflicts between black and white peers, consolidated his mixed identity. Omari felt that he had changed in many ways due to his school experiences, including in terms of his ethnic identity, but also linked to his attitudes towards education and his SEMH needs and how he expressed these through his actions. These changes resulted in Omari holding high aspirations for his future self.</p>
	<p>Changing learning contexts</p> <ul style="list-style-type: none"> • <i>Noticing pedagogical differences between mainstream and specialist settings</i> • <i>Exclusion and isolation</i> 	<p>Omari experienced learning in mainstream education as purely academic. Whereas in specialist settings education had more life relevance for him. He also commented on the lack of opportunity to learn about 'true' Black History in mainstream education. Omari had experienced lots of exclusions during his school career and there were times where he felt socially isolated following reintegration into mainstream settings.</p>
Ryan	<p>Accessing support for additional needs</p> <ul style="list-style-type: none"> • <i>The importance of meaningful support from staff</i> • <i>Frustration at lack of support for his needs</i> • <i>Using his interests as a means of support</i> 	<p>Ryan was frustrated that staff in mainstream settings could not accommodate his SEMH needs. Whereas in the specialist setting, he appreciated the support staff offered. He reported that he had valued opportunities in the specialist setting to access interventions linked to his interests which had a positive impact on his SEMH needs (e.g., boxing).</p>
	<p>Importance of understanding needs</p> <ul style="list-style-type: none"> • <i>Responding to his own emotions</i> • <i>Developing understanding of his own needs</i> • <i>Significance of staff members' understanding of needs</i> • <i>Understanding his behaviour as an output of need</i> 	<p>Ryan had conceptualised his behaviour as an emotional response to frustrating situations e.g., when staff had not understood or met his needs. He felt that it was important for staff to understand why pupils might act in certain ways or that they might need certain adjustments to support them. He felt that staff in the specialist setting had understood his needs more than those in the AP or mainstream settings. He also remarked that it had made a big difference for him knowing that he had Autism and ADHD.</p>

	<p>Self-awareness</p> <ul style="list-style-type: none"> • <i>Fixed identity</i> • <i>Externalised self</i> • <i>Others' perceptions of him</i> • <i>Social Identity linked to school membership</i> 	<p>Ryan seemed quite aware of how others viewed him particularly in relation to his ethnic identity, which he felt others often misidentified. Ryan's identity was quite fixed in that he felt that he had always acted the same way, which was a reflection of who he was.</p>
	<p>Influence of relationships</p> <ul style="list-style-type: none"> • <i>Complex peer relationships</i> • <i>Friendships</i> • <i>Positive relationships with special school staff</i> • <i>Relationships with mainstream staff</i> 	<p>Ryan found it difficult to relate to and form relationships with peers in mainstream primary school. In the specialist setting, he found the older children intimidating at first, however he felt it was important to be amicable with peers to avoid getting into conflicts. He found that staff were difficult to relate to in primary school as they were strict and it seemed that there had not been opportunities to get to know them on a personal level. Whereas in the specialist setting he had positive relationships with many of the staff due to them demonstrating their caring, trustworthy and genuine nature. Ryan indicated the importance of having friendships who had shared interests and also endured shared experiences of multiple settings and supported each other around managing their SEMH needs.</p>
	<p>Changing learning contexts Restrictive learning contexts</p> <ul style="list-style-type: none"> • <i>Distinctions between mainstream vs non-mainstream settings</i> • <i>Future learning</i> • <i>Challenges of changing school environments</i> 	<p>Ryan felt frustration at how educational settings could be limiting and did not give him the opportunity to participate in activities that related to his strengths or interests. He distinguished the specialist setting as giving him more of these opportunities compared to mainstream and AP settings. Ryan had also experienced lots of instability, moving through various settings due to exclusion. Ryan saw future learning and gaining qualifications as important however, being one of the youngest participants, he had not yet considered what this would look like for him.</p>
	<p>Responding to Racism</p> <ul style="list-style-type: none"> • <i>Emotional impact of racism</i> • <i>Attitudes to Racism</i> 	<p>Ryan described how racism had impacted him emotionally, causing him anger and frustration and leading to him dealing with matters himself. He also felt that mainstream settings were less likely to deal with racism, citing that he was disbelieved when he shared concerns with staff, compared to the specialist setting where he felt there was less tolerance.</p>
Devan	<p>Shifting Identities</p>	<p>The perceptions that others had of Devan impact his identity, both positive and negative. This included how others perceived him based on his needs,</p>

<ul style="list-style-type: none"> • <i>Perceptions of others about who he is</i> • <i>External output of identity</i> 	<p>and he perceived himself as 'bad' at times, based on his previous behaviour. Devan's identity is also relational and characterised by who he is to others.</p>
<p>Changing Learning Contexts</p> <ul style="list-style-type: none"> • <i>Instability</i> • <i>Perceptions of different learning environments</i> • <i>Changing attitudes to school</i> • <i>Exclusion</i> • <i>Emotional impact of attending non-mainstream environments</i> 	<p>Devan experienced instability through various exclusions and shifting between settings. Going into the PRU where he did not know anyone was initially difficult for him, however Devan shared that he eventually felt happier at the PRU compared to mainstream primary school. There were times where Devan wanted to avoid school by being excluded.</p>
<p>Influence of relationships</p> <ul style="list-style-type: none"> • <i>Influence of the family</i> • <i>Negative peer interactions</i> • <i>Negative staff interactions</i> • <i>Peer relationships</i> • <i>Impact of positive staff interactions</i> 	<p>Devan experienced hostility from both staff and other pupils. However, he felt that positive interactions with staff and peers had a significantly positive impact on his mental health. Devan also spoke about the positive influence that his family had on his schooling experience through their support and encouragement.</p>
<p>Academic Success</p> <ul style="list-style-type: none"> • <i>Shifting academic self-concept</i> • <i>Agency/internal locus of control</i> • <i>Changing Teacher expectations</i> • <i>Accessing academic support</i> • <i>Future goals</i> 	<p>Devan previously felt less confident about his academic abilities; however, he felt that he had changed and was now more able to achieve academically. Devan was aware that teachers in his primary school had expectations of him that were too high, whereas he felt that teachers in his current school gave him work that was challenging but achievable. Devan felt that he received more academic support in the specialist setting compared to settings he had attended previously, although he recognised he was not currently taking the help. He has a sense of agency regarding his learning, in that he was currently choosing not to engage but felt that he would be able to do so as he moved through school.</p>
<p>Understanding his SEMH needs</p> <ul style="list-style-type: none"> • <i>Behaviour as manifestation of emotional response</i> • <i>Self-awareness of needs</i> 	<p>Devan showed awareness of his SEMH needs and understood his behaviour to be an emotional response to difficult situations. He described receiving little support for his SEMH needs. Other peoples' perceptions of his needs have a</p>

	<ul style="list-style-type: none"> • <i>Perceptions of others</i> • <i>Lack of SEMH support</i> 	significant impact on how he views himself, and there was a sense of embarrassment and shame related to this.
Caden	Changing learning contexts <ul style="list-style-type: none"> • <i>Home schooling</i> • <i>Mainstream vs Specialist setting</i> 	Caden had experienced a period of home schooling which he had preferred to being in school, however this was due to a breakdown in the relationship between the headteacher and his mother. He had very different experiences of mainstream versus specialist settings and generally preferred the latter based on how others treated him.
	Attitudes to learning <ul style="list-style-type: none"> • <i>Attention & engagement in learning</i> • <i>Receiving academic support</i> • <i>Challenge</i> • <i>Developing aspirations</i> 	Caden reflected that his attention and engagement in learning could have been better and he gave reasons for this, as well as feeling some regret that he had not always fulfilled his potential. Caden felt that he had received support for his learning however also noted that he generally found learning more challenging as he moved through school. However, this was not the case when he was homeschooled as he felt that the work did not push him enough. Caden spoke of his developing aspirations and how he might reach these through achieving qualifications in the right subjects.
	Significance of relationships <ul style="list-style-type: none"> • <i>Impact of verbal aggression and bullying</i> • <i>Positive relationships</i> • <i>Disinterest in peers</i> 	Caden had experienced verbal aggression from staff and bullying from peers during mainstream education and this had negatively impacted his experience of relationships. He seemed to be quite isolated from and disinterested in others during his mainstream school experience, however, he had experienced more positive relationships with staff and peers in the specialist setting.
	Identity <ul style="list-style-type: none"> • <i>Perceptions of others</i> • <i>Limited influences on his identity</i> 	Caden did not feel that school had influenced who he was as a person and appeared to be indifferent about how others may perceive him. He also acknowledged that his ethnic heritage was part of who he was but it should not be a defining characteristic of one's identity. The main influence on Caden's identity was how he felt others experienced him through his relationships.

Table 13*Overview of GETS and Subthemes*

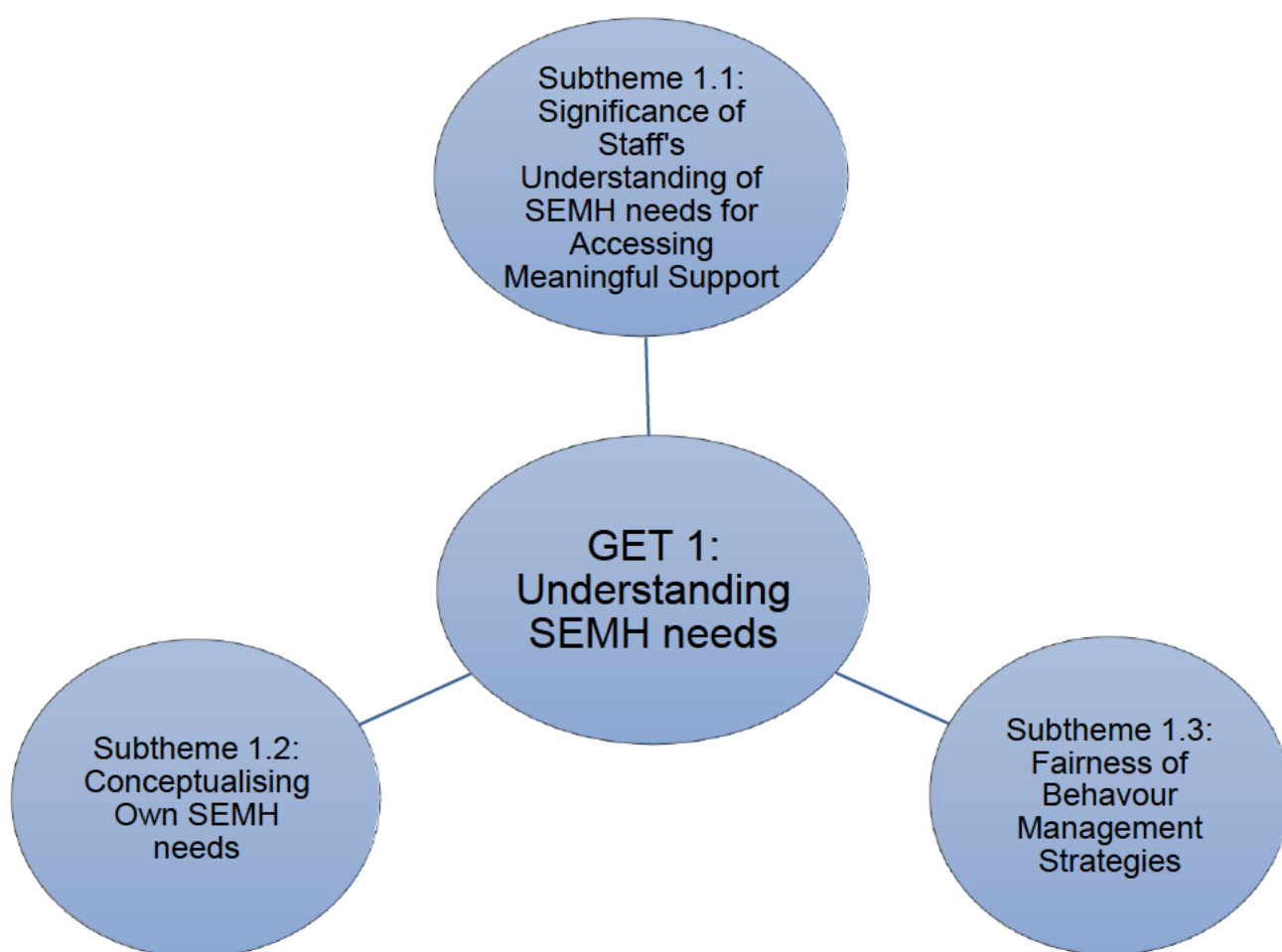
Group Experiential Theme	Subthemes	Omari	Ryan	Devan	Caden
GET 1: Understanding SEMH Needs.	1.1 Significance of Staff's Understanding of SEMH needs for Accessing meaningful support	✓	✓	✓	
	1.2 Conceptualising Own SEMH needs	✓	✓	✓	
	1.3 Fairness of Behaviour management	✓	✓	✓	✓
GET 2: Influence of Relationships	2.1 Coping with difficult relationships	✓	✓	✓	✓
	2.2 Importance of supportive relationships	✓	✓	✓	✓
	2.3 Dealing with racial discrimination and interpersonal racism	✓	✓	✓	
GET 3: Contexts for Learning	3.1 Academic self-concept and self-efficacy	✓		✓	✓
	3.2 Supportive vs Unsupportive learning contexts	✓	✓	✓	✓
	3.3 Contexts for Future Achievement	✓	✓	✓	✓
GET 4: Multiple layers of identity.	4.1 Ethnic Identity	✓	✓	✓	✓
	4.2 External Identity	✓	✓	✓	✓

4.4 GET One: Understanding SEMH needs.

This section will explore the GET 'Understanding SEMH Needs' and related subthemes (see Figure 1).

Figure 1

GET One: Understanding SEMH Needs and Related Subthemes



4.4.1 Subtheme 1.1: Significance of Staff's Understanding of SEMH Needs for Receiving Meaningful Support

The significance of staff understanding participants' SEMH needs to provide meaningful support, although seen in Devan's account, was most prominent for Ryan and Omari. Participants distinguished between the type of support provided in specialist provision compared to mainstream. This echoes Cosma and Soni's (2019) findings, that some pupils with SEMH needs believed specialist provision gave teachers greater opportunity to listen to and understand their needs.

Ryan and Omari both spoke about staff in mainstream settings not understanding what they needed, which contrasted to how they felt about staff in the specialist setting. Omari's experience of mainstream school feels dehumanising due to the lack of flexibility and understanding of pupils' needs:

Omari: *"Like they [specialist setting] will respect what you like need. So, if I say I need like space, they will respect that whereas in like a mainstream school they would be like 'Ah, why do you need that?'...It's not very open to the ADHD side of things, and they're not very understanding to - treat you like a robot in a way."*

Ryan and Omari also both express their frustration when staff have not attempted to look deeper into the causes of pupils' behaviours:

Ryan: *"...a pupil or something like they would always get into trouble and stuff and they wouldn't look into why they're getting into trouble or whatever, then that would be kind of like why are you not doing that?"*

Omari: *"... if people actually look at the back story and the background, they'll realise a lot more because there's a lot more behind closed doors... it was like people weren't looking into why I was actually doing these things. So, like, no-one*

would look at why I got into this group. They'll just question me, why? Why I did all these things ..."

Omari feels that the responsibility for his actions was placed on him through the questioning of staff, rather than understanding his behaviour as communicating an underlying need.

Furthermore, Ryan and Devan speak about support they have received for their SEMH needs. Ryan suggests that some staff e.g., TAs are not adequately trained or knowledgeable in supporting pupils with SEN, however he appreciates their efforts:

Ryan:

"...I appreciate it because I know most people don't know how to help, but at the same time, if they don't know how to help, they're still trying to."

"So, like most of the TAs, they may not be fully trained, but they're still trying to."

Devan describes the limited report he received in the PRU to help him to feel more confident to speak, and recognises it was the first help he got of this kind. Reflecting Ryan's and Devan's experiences, Vostanis et al. (2013) found that schools often do not employ evidence-based interventions for supporting pupils with SEMH needs, with little monitoring and evaluation, or appropriate training of staff.

Box 2*Reflective Box 1*

Devan struggles to recall receiving much support for his difficulties around confidence when he was younger. I wonder whether his recollection is reflective of the support he received. However, he later states that he 'got himself' to speak suggesting that he attributes his progress to a level of autonomy rather than the support he received.

4.4.2 Subtheme 1.2: Conceptualising Own SEMH Needs

Understanding their own SEMH needs was significant in all but Caden's accounts and impacted their experiences in different ways.

Omari and Ryan both spoke about their school experiences in relation to the significance of understanding their own needs. Omari's account is distinctive however, as he discusses the internal conflict that he had in attempting to understand his needs, in establishing whether the problems he was having linked to his behaviour were a result of racial prejudice or because of his actions:

Omari: *"...And one of the biggest questions with me, is it because of my skin colour? Or is it because like how I'm acting? Like I always wondered in the back of my head, how would it be different if it was a different colour? ... Or like if I was different?"*

I wonder if Omari experienced the 'double-consciousness' suggested by DuBois in that he was attempting to understand how he was viewed by the outside world in racial terms (Crawford & Bohan, 2019).

Both Ryan and Omari discuss the positive impact of receiving diagnoses that explained their needs. Omari's diagnosis of ADHD signals a turning point for him as he feels that he finally has the answer that will help himself and others understand his needs:

Omari: *“And I finally got diagnosed with ADHD. And it was kind of like a big time ‘cause I finally got an answer for me...and it kind of just made my life a bit better cause everyone kind of understood me and I understood myself...But yeah, I was going through high school and then year nine, I had a big turnaround because before that I didn't care because I had no answers to my behaviour...”*

Box 3

Reflective Box 2

Omari is in Year 9 before he receives a diagnosis of ADHD and I wondered why it took so long for him to get his diagnosis. There is a small amount of research into neurodivergence in black and mixed-heritage population and a lack of data exploring rates of diagnoses by ethnicity (Rowland, 2021). However, issues of intersectionality between race and neurodivergence, specifically the real-life difficulties that some black people face in getting diagnosed with conditions such as ADHD and autism have received some attention by advocates (Bakis, 2021; Rowland, 2021).

For Ryan, having labels to explain his needs alleviated the burden of his needs being his fault as he was able to link to something that was out of his control:

Ryan: *“... I just think it was annoying because I always just used to think that it's just me being naughty. But then a few years later then, then I've been diagnosed with ADHD and autism and stuff, so.”*

Conversely, Devan's awareness of his SEMH needs appears to have a negative impact on his self-esteem:

Devan: *“...cause when I first joined, I used to be sad. Didn't used to speak to no one, scared to like speak...”*

Interviewer: *“Mmm, (pause) what was that like for you?”*

Devan: *“Embarrassing.”*

Box 4

Reflective Box 3

Hickinbotham and Soni (2021) found that in several reviewed studies, CYP referred to specific labels such as ADHD and suggested that such labels could serve a positive function for young people by providing them greater understanding of their needs and differences, thus improving their quality of life. I wondered if Ryan and Omari feeling that they could attribute their difficulties to a diagnosis or label supported a more positive conceptualisation of their needs, whereas Devan may have viewed his needs more negatively without a specific explanation for them.

4.4.3 Subtheme 1.3: Fairness of Behaviour Management

For all of the participants the fairness of behaviour management strategies employed by staff was a source of disappointment or frustration. Both Ryan and Caden felt that they were often used as a scapegoat when there were conflicts with peers:

Caden: *“... If I ever got in trouble with another student, it - all the blame was put on me ... Make me annoyed.”*

Ryan: *“...So, like I always used to be like not able to go out at break or whatever ... well, that's not fair because he was the one that did this and I'm the one that reacted to it. But he's still the one that's getting away with it.”*

Caden is frustrated by the fact that he had to carry the blame when another pupil was involved in an incident. However, while Ryan feels there was some injustice in the way that consequences were given in the example above, he states matter-of-factly that his actions were responsible for how staff treated him rather than his appearance:

Ryan: *“I was treated differently because of the way I acted ... not 'cause of the way I look.”*

Box 5*Reflective Box 4*

Although Omari is the only participant who speculates about racial stereotypes impacting behaviour management, I wondered whether conscious or unconscious biases from staff potentially impacted the perceived unfair treatment experienced by the participants either due to racial biases or through being stereotyped as 'naughty' children due to their SEMH needs. Haynes et al. (2006) indicates that teachers implicitly perceived MWBC pupils to have behavioural issues, which they attributed to their 'identity issues' and lack of father figures, which were unsupported claims. Conversely, Warren (2005) argues that difficult behaviours (in this case of BC pupils) can be a way of resisting 'inequality of respect' they experience from some staff.

Devan also mentions that he feels he was disproportionately shouted at compared to his peers:

Devan: *"They used to shout at me a lot ... Rarely shout at any of the of the other students."*

Cosma and Soni (2019) found that many pupils with SEMH needs reported unfair treatment and felt that they were blamed for things they did not do. However, research suggests that black males are more vulnerable to their behaviours being viewed as defiant and angry due to racial stereotypes (Smiley & Faulkne, 2014) and are less likely to be treated as innocent compared to peers due to misperceptions that they are older and more responsible for their actions (Goff et al., 2014). Haynes et al. (2006) also found that some school staff saw MWBC pupils as displaying

'extreme' or 'tough' behaviours which they associated with black pupils resulting in them being involved in confrontational situations with staff (pp. 580). Given that MWBC pupils are often miscategorised by teachers into black racial groups (Lewis & Demie, 2019), it is possible that the boys in the present study experienced these racial injustices in behaviour management strategies. Davis (2022) argues the need to apply an intersectional lens to understand how children might experience adultification⁹ from professionals based on intersections of race/ethnicity, gender, class, dis/abilities and wider life experiences.

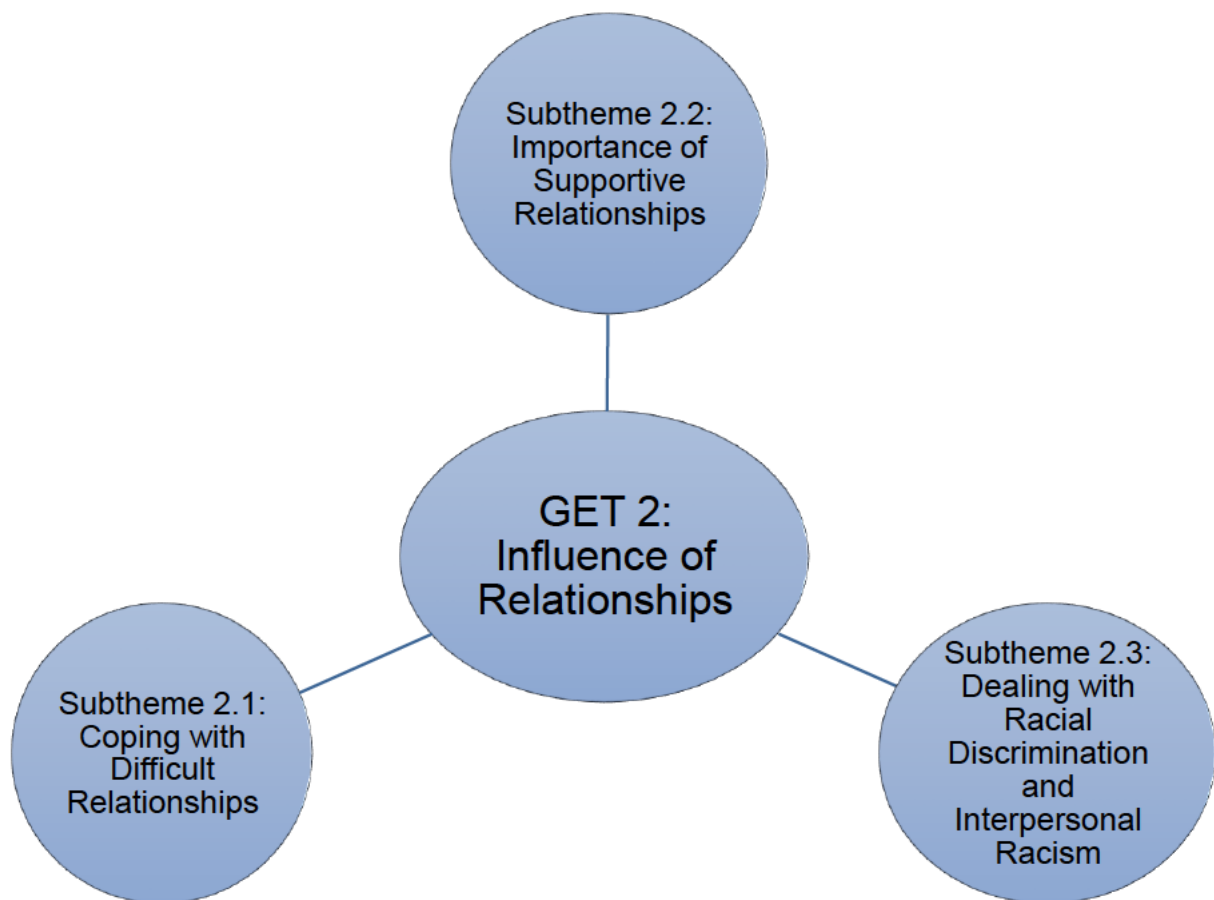
⁹ Adultification occurs when qualities of innocence and vulnerability are not afforded to certain children due to their personal characteristics, socio-economic influences and/or lived experiences. Determined by institutions that hold power, these notions are founded in discrimination and bias. (Davis & Marsh, 2020).

4.5 GET Two: Influence of Relationships

This section will explore the GET 'Influence of Relationships' and related subthemes (see Figure 2).

Figure 2

GET Two: Influence of Relationships and Related Subthemes



4.5.1 Subtheme 2.1: Coping with Difficult Relationships

All four participants experienced difficult interactions and relationships in school and have dealt with these in different ways. For all but Omari, verbal abuse from staff was experienced, leading to feelings of frustration. Bekiari and Petandis (2016) found that verbal aggression from teachers was related to lower pupil effort,

interest and tension. Ryan and Caden both experience frustration at staff members use of shouting in interactions with them:

Caden: *“Just annoying...Always used to shout...I don't like people raising their voice, it annoys me ... Like the most dumbest things. Like, just like they liked shouting at something...Every child pretty much.”*

Ryan: *“And it's just annoying when they try shout at me because I just ignore them and then when you ignore them, they just like, they just start shouting even more and I just can't be bothered for it.”*

I sensed the participants' exasperation and disempowerment in these types of interactions with staff. Caden and Devan (discussed in section 4.5.3) also both experienced name-calling from staff. Caden's experience of name calling alters his view of how staff treated pupils in his mainstream primary school as he realises his peers' experienced similar:

Caden: *“[Primary school staff] Just don't treat the kids right ...Like they're ... they chat rubbish about the kids. Say bad things...I thought it was just me but I've heard about it from a few other people as well, so...That umm, I'm a tramp. Umm this ... the headteacher...”*

Box 6*Reflective Box 5*

Although Caden claims that he does not care about this incident, I got the sense during our interview and upon later reflection that this had a profound impact upon him, particularly on his relationships with school staff, especially because as later discussed in section 4.6.2, this incident causes his mother to decide to home school him.

All four participants also experienced negative interactions with peers, including bullying. A recent review found that mixed-heritage CYP were in some cases amongst those significantly more likely to be bullied (Eilenberg, 2020), although reasons for this were unclear. Devan, Caden and Ryan all discuss directly negative interactions with peers in the form of verbal and physical bullying. Name calling from peers caused Devan to experience a moment of realisation that his peers didn't like him which seemed to lead to further isolation from peers and retaliation to future verbal attacks:

Devan:

"...people kept on calling me - like calling me names...Like cunt... Fuck off, ... all of those... I kept umm thinking to myself ... 'Why are they saying that to me?' And that's when I realised, ... they don't like me..."

"Don't speak to most of my - don't speak to no one ...And get mad at anyone that tries to get mad at you."

Devan and Omari show awareness of how their behaviour impacts others' perceptions of them in which Jalali and Morgan (2018) found impacted CYP's

feelings of connectedness and have potential negative implications. Omari felt that peers perceived him negatively due to what they thought he might do which impacted relationships with peers:

Omari:

“I felt a bit umm outcast ‘cause like people weren’t treating me like I was normal, and people would would just look at me and be like ‘ahh, like, that’s that bad kid’. Or like they’d turn to a friend and whisper about me ... or, like, they would just look at me like and like, have that sort of look of like ‘what what’s this guy gonna do?’”

For Omari, returning to his primary school from the AP was isolating as he felt that peers were judging him for his previous actions and labelled him as the ‘bad kid’.

4.5.2 Subtheme 2.2: Importance of Supportive Relationships

The presence or absence of supportive relationships impacted all participants in different ways. For all participants, relationships with staff were significant in terms of positive school experiences. Cosma and Soni (2019) also found that positive relationships with staff contributed to positive school experiences with emotional support and care being important to pupils. However, unlike some participants in Cosma and Soni’s (2019) research, the participants in this study did not generally experience positive relationships in mainstream education.

Both Omari, Devan and Ryan, discuss the importance of staff who show genuine care towards them. For example, Devan’s relationships with some school staff appear to be more personal, in that staff seem to know him on a deeper level to be able to improve his mood:

Devan: *“Whenever I’m down, they always know how to make me laugh. One time I came to school sad and they made me laugh straight away...Like kick, a kick to my energy.”*

The simile Devan uses here to describe the impact that staff can have emotional well-being is quite powerful in capturing the importance of positive pupil-teacher relationships.

For Omari, even with the one staff member he felt that he had a connection with, and could relate to culturally, in mainstream primary school there was an unspoken yet perceptible professional boundary which added a layer of uncertainty to his relationship; whereas primary AP offered more opportunities to interact with staff on a personal level no matter their ethnicity:

Omari:

“And it felt like, only with the staff members that were kind of like me, as in culturally, like there’d only be like one staff member [in mainstream]...”

“...that one person, it was still kind of like a like a barrier in between, like, where it was just strictly profession, you know what I mean?”

“...But when I went to 'primary AP', I got to see staff on another level. Like I got to, like, talk to them. Some of them even knew my family... Like we'd talk about food. We'd like cook jerk chicken and stuff...everyone's like that no matter what colour they are ...”

Box 7

Reflective Box 6

I was mindful as I interpreted the participants' interpretations of their relationships that some of the participants have needs that will impact their experiences of relationships, such as experiencing attachment difficulties and domestic violence. I feel that this could impact how they make sense of their relationships and I want to be sensitive to this while also not making assumptions about how this would impact their interpretation of unsupportive relationships. For example, Omari's uncertainty about the genuineness of staff could be impacted by his previous experiences of relationships.

Ryan also describes the connections he has made with the staff in his specialist setting which are based on genuine care which are qualities he values in various staff members:

Ryan:

“...I feel like the only time I've made connections with staff is like at this school.”

“... I'm thankful for it. Because in other the schools and stuff, I know that students and the schools don't have certain teachers like us.”

Box 8

Reflective Box 7

For Ryan, these qualities in staff are a distinctive feature of his current school as he feels that other settings do not have teachers as he described, which I sense is an assumption he has made from his own experiences of attending different settings. From my time in the setting, I also know that most of the staff members that Ryan references are also from global majority backgrounds, some possibly with African or Caribbean heritage themselves, which made me wonder whether this also positively influences the relationships he has with them.

Contrastingly, Caden's descriptions of positive relationships were in relation to how he was treated by staff in primary school and it was largely the absence of negative treatment that indicated that teachers cared about him:

Caden:

“Umm. The teachers were nice to me... they weren't shouting and they treated me nicely and not ... not how some teachers in primary school did.”

“Some of them alright...Just nice to me. Umm, didn't treat me like rubbish.”

Each of the participants discussed supportive peer relationships. For Ryan and Devan, it was important that friends understood them. In Ryan's case they shared experiences of school settings and there was a sense they were always there

for each other. Devan speaks about the positive impact that his friend had on his mental health during a time where he felt particularly low:

Devan: *“Like loads of times I’ve been sad and I didn’t want to do nothing and I like ... didn’t really care about my life and nothing. ...one of one of my closest friends that I’ve known for eight years started speaking to me... he started telling me how good, like how good of a person I am and stuff like that.”*

Ryan and Devan’s experiences of support from friends resonate with findings of Nind et al. (2012) who found that pupils with SEMH needs greatly valued shared past experiences and understandings of each other’s needs, increasing their bonds, and contributing to positive school experiences.

Omari was the only participant who spoke about his commonalities with peers in cultural terms. It felt important to Omari that he always had a friend no matter where he went that shared his cultural heritage that provided him a sense of relatedness and security in that culture would not be a barrier to their relationship:

Omari: *“And like, I only had, like, one true friend in that and like, yet again, that was like the same culture as me ...So like, it was kind of like a pattern there, no matter where I went, I always had that like one friend that was never really different to me, like. We had no, like, there was, we wasn’t juxtaposing like we was just together, like we could relate to each other.”*

Reynolds (2007) found that same-ethnic friendships were strongly valued among Caribbean people for trust, reciprocity, emotional support and identity, which I sense in Omari’s case allowed him to feel a sense of shared understanding and security.

4.5.3 Subtheme 2.3: Dealing with Racial Discrimination and Interpersonal Racism¹⁰

Three of the participants experienced racism in different ways and these experiences seemed to shape their view of racism. Mixed-heritage CYP are among the most likely groups to experience bullying on racial grounds (Eilenberg, 2020) so it is not surprising that it was reported by participants.

Devan experienced overt racism from staff whereas Ryan and Omari experienced overt racism from peers. Devan experienced a staff member using a racist term towards him when he was in nursery:

Devan: *“One of them [teacher] was racist... They called me a nigga... I don’t care...Didn’t know what it meant.”*

Box 9

Reflective Box 8

Although Devan claims to be unaffected by this incident, the fact that he remembers it after many years despite not knowing what it meant at the time suggests that this unsurprisingly had a significant impact on him and on his view of the staff in that school. Crenna-Jennings (2017) suggests that CYP who experience interpersonal racism are more likely to experience MH difficulties and require increased support in school, but instead are more likely to be excluded.

¹⁰ The American Psychological Association states that interpersonal racism occurs when dominant racial group members “diminish and harm” members of another racial group (2021, p.2). It is a relational phenomenon as it occurs in interactions and relationships (Kornienko et al., 2022).

Omari shares that he also experienced blatant racism aimed towards white peers in school and towards him by his black peers. For him refusing to conform with the expectations his black and mixed-heritage peers led to racial slurs being used against him that were reflective of his mixed-heritage:

Omari: *'Ohh yeah, we're black, so we're better than you' ...when I first joined they tried to like tell me to beat some white kid up ... And I was like, Nah, I'm not going to do that, like that's, why? - like I have nothing against him ... And they kind of hated on me for it and they would like, say things like 'ohh yeah you light skinned prick' ... they'd call me soft because I was like light skinned like ... with like curly hair or whatever ...'*

Omari's experience of racial slurs used against him reflects findings from Lewis (2013; 2016) who suggests that mixed-heritage pupils including MWBC experience racial discrimination based on their skin colour.

Box 10

Reflective Box 9

Interestingly, Omari suggests that in the specialist setting the 'mixed-race' pupils were identified in the same group as black pupils. I wonder whether his identity has shifted over time and whether the impact of being part of this in-group had an impact on his identity. Although, as discussed in section 4.7.1, this experience causes him to shift away from the 'black' identity and realise the significance of his mixed-heritage identity. Omari's strong identity with both sides of his heritage meant that he resisted choosing a side which had an impact on his belonging to peer groups. Omari's experience links to Morley and Street's (2014) findings that 'mixed' young people experience racism from both black and white peers.

Ryan's experience involved the same racist language that Devan experienced being used towards him and others, however his experience came from peers:

Ryan:

"It's just like people would be saying like the 'N' word and stuff when they're not of colour. Or they had nothing to do with that ethnicity or race. "

"...saying stuff like, well, you gotta go back to the back of the queue because you're like of colour"

For Ryan, this experience of racial abuse clearly had a strong emotional impact on him. This emotional impact was heightened by the fact that staff chose not to act against the pupils who were using this language:

Ryan: *"... I used to get like mad and stuff, so I used to get into like fights and that, but they wouldn't really take action of it. Because they'd think I was lying or whatever, you know."*

I sense that the fact that staff did not believe Ryan could have caused him further frustration. Ryan's experience relates to Lander's (2011) findings that some trainee teachers were not prepared or lacked knowledge on how to deal with racist incidents, while a non-participant was not interested in discussing how to deal with issues. Lewis & Demie (2019) also found that MWBC pupils reported that teachers laughed off name calling about mixed-heritage pupils, but took name calling about black children more seriously, with a headteacher agreeing that teachers let such incidents pass. Haynes et al. (2006) also found that MWBC pupils and their parents felt that racism would not be dealt with appropriately by school staff and similarly to Ryan, that MWBC boys were more likely to deal with these issues themselves.

Interestingly, Omari also perceived mainstream settings as being less likely to tackle racism than specialist settings:

Omari: *“Racism’s not gonna get nowhere here, especially like a behaviour school is more like strict on it, whereas mainstream school is kind of leaning back because they don’t want to offend this type of group.”*

Omari’s perception appears to be that mainstream staff are more concerned about dealing with racism in the ‘right’ way, which would also link to Lander’s (2010) findings. Ryan also perceives that staff in his specialist setting would act if pupils were being seriously racist; however, he believes that staff do not always act if the comments are seen as acceptable ‘jokes’:

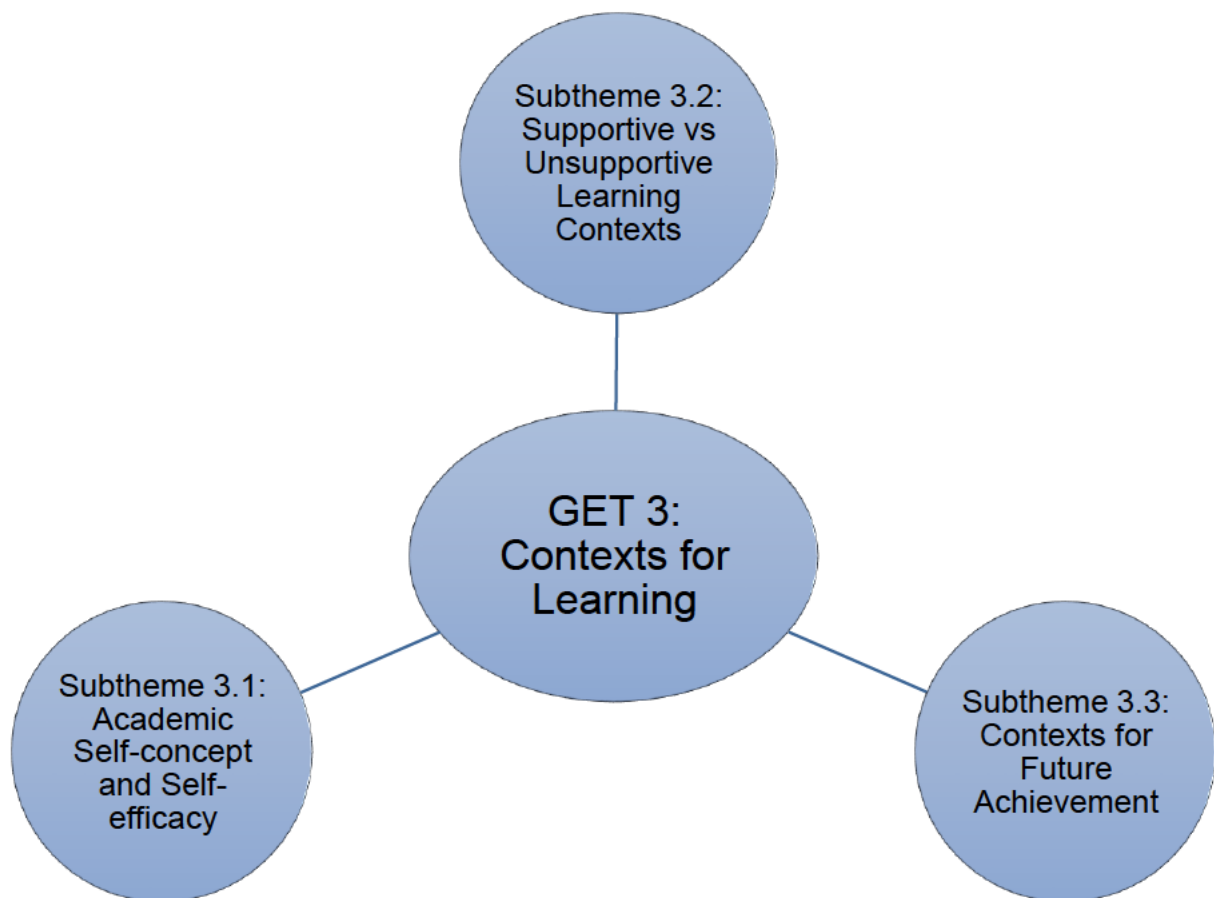
Ryan: *“If it was taken seriously, then staff would probably do something, but because it’s not, they just don’t because they’re just like, ‘Oh well, as long as it’s jokes, then you can’. It’s cool. But no, like they say, no racial slurs or anything. So that’s fair enough so.”*

4.6 GET Three: Contexts for Learning

This section will explore the GET 'Contexts for Learning' and related subthemes (see Figure 3).

Figure 3

GET Three: Contexts for Learning and Related Subthemes



4.6.1 Subtheme 3.1: Academic Self-concept and Self-efficacy

Academic self-concept and self-efficacy featured in Omari's, Devan's and Caden's accounts. Concepts such as academic self-concept and self-efficacy are important as they determine levels of pupils' cognitive, social and emotional

engagement and are intrinsically linked to the perceptions of significant others such as teachers (Bong & Slaalvik, 2003).

All three participants had differing views on teacher's expectations, which at times felt too high, ingenuine or limiting, although sometimes participants felt that they were realistic. Omari and Devan both felt that staff, particularly in mainstream settings have held unrealistic expectations of them. However, Omari differs to Devan in this respect as he suspected teacher expectations were not genuine and that they only conveyed these out of obligation:

Omari: *"Most of my teachers really just pushed ... they wanted to like, like have the best for me... But I didn't know if that was ever like true... in a mainstream school, they just say that just because they have to say that ... Whereas in a behaviour school, they just keep it real..."*

It is important for Omari to decipher between genuine and ingenuine expectations, although he acknowledges that he could never really be sure of teachers' true perceptions. Omari's suspicion of teachers' expectations relates to Haynes et al. (2006) who found that teachers adopted a 'no problem here' attitude' (pp. 574) as they maintained that high expectations were extended to pupils of all ethnic backgrounds, however these sentiments were not shared with parents of MWBC pupils.

Despite research showing that low teacher expectations impact the achievement of MWBC pupils (Lewis & Demie, 2019; Haynes et al., 2006) Caden, Devan and Omari all felt a sense of agency in their efforts to achieve academically. For Devan this caused a level of frustration as he was unsure why he was no longer engaging in lessons despite him feeling that staff believed in his academic abilities:

Devan:

“Like umm, teachers they know that I can do it ... like the work that they’re giving me but I was showing them I could and they know that I could...But I’ve just stopped doing it ... And now they’re saying, ‘why have you stopped that [Devan], you need to like concentrate... But I’m not putting my head down.”

However, he appears to have agency in that he feels that he will be able to increase his engagement as he progresses through school.

“I don’t really care...But If I ... if I don’t like put my head down at year 7, even though I have a long way to go, I’m gonna put my head down at year eight or year 9.”

Conversely, Caden regrets not exercising more control over his learning during school in terms of how much attention he paid in class, and acknowledges that his engagement in the learning impacted his attention:

Caden:

“Sometimes I wish I paid more attention in school though...Then I could be smarter...”

“... I wasn’t really paying attention. I used to do most of my work, ...but I wasn’t taking anything in...”

Caden feels that his lack of attention has impacted his intelligence and seems to attach a sense of responsibility to this.

4.6.2 Subtheme 3.2: Supportive vs Unsupportive Learning Contexts

The participants did mention times where they had received support for their learning, and this was important to them. These examples were often linked to

accommodating their SEMH needs which supported their learning (discussed earlier in section 4.4.1). However, their accounts largely discussed unsupportive and unstable learning contexts in terms of support and opportunities for learning, as well as contexts that were limiting, and exclusionary.

Both Omari and Devan spoke of unsuccessful reintegration back into mainstream education following exclusions. For Omari, returning to his mainstream primary school to complete his SATs after a period of attending AP feels frustrating due to the injustice that he was not offered the same level of support as his peers:

Omari:

“... I did my SATs in the library, so I was kind of like by myself and everyone else is in the classrooms...and like everyone else was just saying, ‘oh, we got help from the teachers’, and I never had. Like the teachers, were just like standing there just staring at me and I was like, that's not really fair, is it?”

Atkinson and Rowley (2019) found that positive relationships and support from school staff were key factors in supporting reintegration back into mainstream, which is something Omari did not feel he received.

Caden was home-schooled during primary school which he believes was a result of the way his headteacher had spoken about him to his mother:

Caden: *“I [got] taken out and start being home schooled for a bit then I got put back there...Mom didn't like the school.”*

Interviewer: *“Why was that? (Pause) Was that because of what you mentioned before?”*

Caden: *Yeah.*

Caden preferred home-schooling to being at school, although he says he was not 'fussed' when he had to go back to school after about a year and that nothing had changed upon his return. Caden describes how the work he was set during a period of home-schooling, did not challenge him enough:

Caden: *"Umm, it was just easier work...Admittedly, it probably wasn't helping me as much 'cause it's too easy."*

Box 11

Reflective Box 10

I wondered how much Caden's parents felt able to support his education during this time, and how much support they would have received to meet his educational needs. Gazeley's (2012) research into the impact of social class on parent-professional interaction in school exclusion processes discusses how mothers in their study did not always have the capacity to meet the additional educational demands during periods of exclusion, which of course would have implications for pupils' educational outcomes. Information on social class was not collected in this study, however I wondered the extent to which class could have participants' experiences.

Omari also recognises that the work set in AP did not challenge him compared to what he thinks he would have got in mainstream primary to prepare him for his KS2 SATs:

Omari: *"...I got moved to [primary AP] when I was coming close to my SATs, right ... But like yeah, it was just like I never really had much work to do in [primary AP], but I still kind of had enough to get me through my SATs, but not as much as I could have*

got in like [primary school 1] or whatever (S: Yeah), like [primary school 2] the other school that I went to."

The participants' experience of limited academic work relates to findings by Michael and Frederickson (2013), who found that failure to set appropriately differentiated work was a barrier to achieving positive outcomes for pupils in PRUs. Strand and Lindorff (2018) also suggest that labels of SEND can restrict opportunities through a narrowed curriculum and be compounded by ethnic disproportionality. Perhaps this reflects that teachers did not always have high expectations for these pupils in terms of academic achievement, which would reflect previous research (Strand, 2012; Campbell, 2015). Although participants did not seem to feel that teacher biases based on ethnicity impacted teachers' expectations and support they received, these are potentially unconscious processes (Campbell, 2015) and therefore may not have been detected by the pupils.

All participants experienced multiple educational settings which impacted participants in different ways. For Ryan, AP feels as though it was a gatekeeper to him attending a mainstream environment. His actions of setting off the fire alarm appear to sway the decision to not allow him back to a mainstream setting:

Ryan: *"Nah I got excluded from here, went to the [primary AP]... And from there they'd assess where you would go to, like if you can go back to mainstream or you go to a school like this. And me, I went back to a school like this because, I had, when I was there, I like set off the fire alarm and stuff."*

Box 12*Reflective Box 11*

It is interesting how both Ryan and Omari have a different experience of the same setting. I wondered why they both experienced the setting differently. Omari views it as a relaxed setting where he felt similar to others in terms of ethnic background (explored in section 4.7.1) while Ryan's experience was characterised by the way that he behaved and how this led to decisions being made for him. I had to try hard in Omari's interview and analysis not to be influenced by Ryan's interview and analysis, as this was carried out beforehand.

For Ryan, Devan and Omari, exclusion was the main way in which their school experiences were unstable. For Ryan, being excluded initially fostered a sense of hope and opportunity to make a fresh start. However, like Caden the shift in learning environment did not improve his school experience:

Ryan: *"... I didn't like either of the schools. But like moving to a different school, I was kind of like happy to see if it was like different because I'm like, yeah, a new school, new things... but then nothing really changed."*

However, eventually Omari too is excluded from school and this becomes a pattern of his school experience, much like Ryan and Devan:

Omari: *"... I've been kicked out of school a lot, a lot of times. The first time I got kicked out of school...I was like, where do I go from here? Like hearing that you first get permanently excluded, I was like, what am I going to do now? Like I didn't know about behaviour schools or anything..."*

For Omari, this first exclusion feels very much unknown to him and as if he is in uncharted territory where his lack of knowledge about APs causes some anxiety about what is going to happen next for him.

4.6.3 Subtheme 3.3: Contexts for Future Achievement

All participants spoke about reaching future goals and aspirations. Aspiring was important and a source of motivation to the participants to varying degrees. Ryan was unsure of his future aspirations however being one of the youngest participants this was not surprising:

Ryan:

"I don't know ...Umm, probably an apprenticeship".

The other three participants aspired to different career paths, showing that having future goals was important to them:

Omari: *"Know what? I have a plan A, a B and a C to be fair. (laughing)... So you see me, umm I got accepted for [College] yesterday as well...either go it straight into work for a company and create my own company, or Plan B if I can't find any work there, I just wanna go and get a business degree and then do the same thing, but if not, I wanna work in a school like this.."*

Devan: *"To be a bricklayer or an interior designer."*

Caden: *"Go to college and then become a mechanic."*

For each of the participants, attaining qualifications was important to them to allow them to achieve their goals:

Omari: *"I plan to use my business course in [college]..."*

Devan: *“You need English and maths for brick laying...And for interior designer I think you need maths, English, art. Yeah, I think that.”*

Caden: *“A big part...Mainly maths and English...Because you need umm maths for almost everything.”*

Ryan: *“I don't know. I know that it's like school's gonna help with, like, umm my education and stuff so I can get a job, do my GCSEs and stuff, but I don't know.”*

Apart from qualifications, Caden, Devan and Omari each had their own ideas about what would be important in achieving their goals. All three participants felt that working hard and learning was important in them achieving their goals:

Devan: *“Don't miss any of my lessons, keep my head down, learn extra work.”*

Caden: *“Because if I don't pay attention, I'm not gonna learn anything.”*

Omari: *“Just hard work...And just consistency, you know...”*

For Omari, achieving his goals is also about proving people wrong and maintaining confidence to make mistakes while pursuing what is important:

Omari: *“There's a lot of people have - that have told me I'll never get into [College], I'll never do this and I have you get what I mean? ... And I feel like when you get that confidence, it's something that burns. It's like fuel... Yeah, like coal. ... It keeps you going ... I would rather fail than not try it all and not know what could happen.”*

Omari's simile of confidence burning like fuel offers a powerful description and insight into the internal resources he will harness to reach his goals and prove others wrong. Devan also has a self-belief and assurance that he is going to achieve lots in life:

Devan: *“Positive. ... Because I'm gonna ... I keep thinking to myself I'm gonna go far.”*

Omari also discussed how gaining knowledge about careers via his current school was important to him:

Omari: *“we learn about career paths, you know, we learn all different things. Like just the other day, I was talking to my teacher about barbering and how it saved his life in jail and stuff...And it's stuff like that that is really different. And it teaches you a meaning...”*

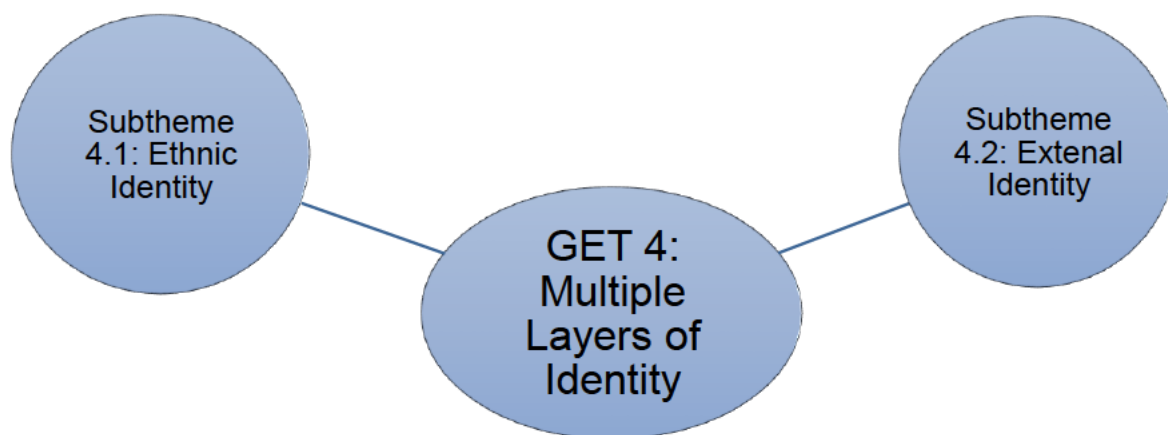
For Omari, it feels as if hearing about true life experiences from staff is an invaluable source of wisdom and knowledge about the world beyond education.

4.7 GET Four: Multiple Layers of Identity

This section will explore the GET 'Multiple Layers of Identity' and related subthemes (see Figure 4).

Figure 4

GET Four: Multiple Layers of Identity and Related Subthemes



4.7.1 Subtheme 4.1: Ethnic Identity

Omari, Ryan and Caden discussed their identity in relation to their ethnicity or heritage. However, Omari was distinct from the other participants in that school had a significant impact on his cultural identity. For Omari, his experience of primary AP fostered in him a sense of cultural belonging that he experienced for the first time:

Omari:

"...[primary AP] was just mostly full of mixed people like me and that..."

“... they [primary AP staff] was more towards like the Jamaican side. Like we always used to have Caribbean food ... We always used to talk Patois to each other... and like bring in like soul food, cooking and stuff ... it showed me a different side about my black culture that I never got to see because I didn't really like talk to people from those sides of my family... showed me a different environment going from an environment where I was questioning if I was like being like cast out because of my skin colour to being in an environment where I fitted in...”

Omari's experience echoes Morley and Street's (2014) findings that young mixed-heritage people can value multicultural environments, such as the primary AP in Omari's case. For Omari, eventually the acceptance of both cultures and his pride in his mixed heritage becomes apparent due to him feeling as though he has the “best of both worlds”. This relates to findings from Haynes et al. (2006) who found that many MWBC CYP's views about their identity was ‘mixed blessings’. Binning et al. (2009) also found that those who identified with multiple ethnic groups reported higher levels of psychological wellbeing and social engagement. Omari's experience highlights the need to acknowledge the experience of growing up in a mixed family or being parented by a white parent to ensure that mixed-heritage CYP are not subsumed into a distinct category of Blackness (Joseph-Salisbury, 2016). This also highlights Tikly's (2022) findings that MWBC raised by single white mothers often have a stable sense of their identities, despite stereotypes that they are confused by their identity (Tikly et al., 2004).

Box 13*Reflective Box 12*

I had preconceived ideas that the participants would have strong ethnic identities and I had to try hard to bracket this assumption off during the interviews. Caden felt that heritage “shouldn’t really show who you are” (although recognised its importance due to it being “about” him) even though he had been exposed to his Jamaican heritage through his father and his father’s side of the family. Ethnic identity also did not appear strongly in Devan’s account. Perhaps this was reflected in my questioning, and I could have prompted participants further to discuss influences on their ethnic identity e.g., family. I also considered whether my ethnicity as a researcher impacted the pupils’ engagement in questions about identity. However, it could be that ethnicity was not a salient identity for Caden, Ryan and Devan. Caballero et al. (2008) provides insights into parent of mixed-heritage children and found that some parents take an individual approach in fostering identity and belonging; instead, children are encouraged to explore other parts of their identities, emphasising the heterogeneity of the mixed-heritage population and that families support, ignore, or emphasise mixedness to different degrees (Caballero et al., 2008). Aspinall and Song (2013) also found that for ‘mixed-race’ young adults, ethnicity/racial background were not dominant identities and often other identity attributes such as life stage, work/study were more prominent due to the participants being in a transitional period. This may have been the case for these young people, particularly due to them all being adolescents which Erikson (1994) proposes is a critical time for identity development, and due to them all attending a specialist SEMH setting which may have been a more salient aspect of their identity.

For Ryan, people's perceptions of his ethnic identity were also significant, as he felt others assumed he did not have Caribbean heritage:

Ryan: "...most people don't think that like I'm from a part of Jamaica or a part of the Caribbean or whatever like that. ...most of the time people think like that, I haven't got like Jamaica or whatever in me, like most people assume that I've got like parts of Japanese or whatever, like from certain parts of countries and stuff like that."

Ryan's experience of being misidentified relates to findings of Morley and Street (2014) that mixed white/black people were often assumed to be a different ethnicity based on physical characteristics such as their skin colour. However, people being aware of Ryan's heritage was not necessarily important to him, but he felt it was something that comes with getting to know him as a person.

4.7.2 Subtheme 4.2: External Identity

The participants acknowledged that their identities were enacted in different ways. For each of the participants their relationships with other people influenced their identity in different ways. The influence that others had on Devan's identity was mixed, as he acknowledged that his current friends had a positive impact on him. However, he felt that getting into the wrong crowd influenced who he was negatively as he became involved in violence, subsequently seeing himself as a 'bad person':

Devan: "I was just hanging around with the wrong people...at the wrong time...They've made me into a bad person and because of the fight that happened, that's how I learnt how to fight...Because I saw people do it."

Although he distances himself from this as he no longer engages in that type of behaviour, it seems as though social learning has had a significant influence on how Devan sees himself.

Box 14*Reflective Box 13*

Omari's experience again highlights the impact of teacher expectations and stereotypes on pupil behaviour and outcomes as he previously mentions that this headteacher targets ethnic minority boys through discouraging their styles of dress and music. I therefore wonder whether Omari felt like he was grouped with other boys of global majority backgrounds who may have been involved in 'road culture'. Gunter (2008) explores how 'Road' culture has links to hyper-masculine personas embodying 'badness' and style conscious attitudes of black male youth. Lewis and Demie (2019, pp. 2079) found that school staff viewed 'mixed-race boys' as over identifying with black street culture, including 'negative' sides of this such as gang affiliation, rap music and outward signs such as their behaviour and dress code. Furthermore Haynes et al. (2006, pp. 580) found that the dominant peer group subculture assumed was 'Black street culture' which was thought to influence pupils of all ethnic groups to different degrees, while an LEA consultant felt that secondary aged MWBC pupils adopted 'extreme' behaviour to 'prove their blackness and be accepted by the peer group. It is clear from Omari's account that at least he was not conscious of this process even if it did occur, and that the headteacher's stereotyping had a significant impact on his behaviour and identity.

Omari also discusses how his identity changed during his time at the secondary AP. Unlike Devan, he distances himself from being 'bad' but recognises that the group he was stereotyped into by his former headteacher led to a self-fulfilling prophecy of him becoming involved in 'road' culture.

Omari: *"... I found myself changing in a way where I wasn't like bad in a way, like I just had like behaviour problems. But then I started to get myself into road stuff. And that was basically because of the head teacher because he kind of kept us all under one group. So, he saw us all as the same person, basically. So, he treated us all the same, which kind of led me to falling into that group and getting into stuff that I just should not have got in."*

Furthermore, Omari feels that how he portrayed himself on the outside via his dress and his label of ADHD could have contributed to how others perceived him, leading him to receive different consequences than his peers. However, he feels that people's perceptions of him did not reflect how he saw himself and there is a sense that over time he overcame these stereotypes:

Omari: *"...That's just my outside persona...I eventually proved them wrong and was like, hold on, this ain't actually me, like I'm a different person so yeah."*

Like Omari, Devan's identity is also influenced by peoples' stereotypes, based on his needs. Devan feels 'disabled' due to how he has heard other people talk about the SEMH special school he attends. He questions what his own needs mean as a result of this:

Devan: *"Disabled. People call this school a disabled school."*

Interviewer: *"... what do you think about that?"*

Devan: *"Am I disabled?... Most of the time I just stop thinking about it ... Don't really care."*

Box 15*Reflective Box 14*

The thought of being 'disabled' seems to be difficult for Devan to think about. Although he says he didn't really care when other people called the school a 'disabled school'. The fact he says "I just stop thinking about it" makes me wonder whether he tries to push these difficult thoughts to the back of his mind. I felt that Devan may find it difficult to accept his needs given this narrative and also the fact that he felt 'embarrassed' during times that he struggled with speaking to others and with his mood.

Again, linked to SEMH needs, for Ryan there is a strong sense of school membership which seems to form part of his identity. He identifies with the needs of the other pupils and feels that his school is distinctive from other schools in that it meets the needs of people like him:

Ryan:

"It's like this school is made to help people with, like me, with like our needs and stuff ..."

"...like us, I mean like, like our school. That's what I meant by it, so like, our school, we have like, different things to mainstream and stuff."

Ryan's identification with the specialist setting relate to other research which found that feelings of attachment and connectedness to specialist setting were linked to a sense of identity and the opportunities provided (Nind et al., 2012; Jalali & Morgan, 2018).

4.9 Answering the Research Questions

The participants' educational experiences were similar in various ways but also held unique differences. This section explores the extent to which the data and the themes derived from it answered the research questions, which were as follows:

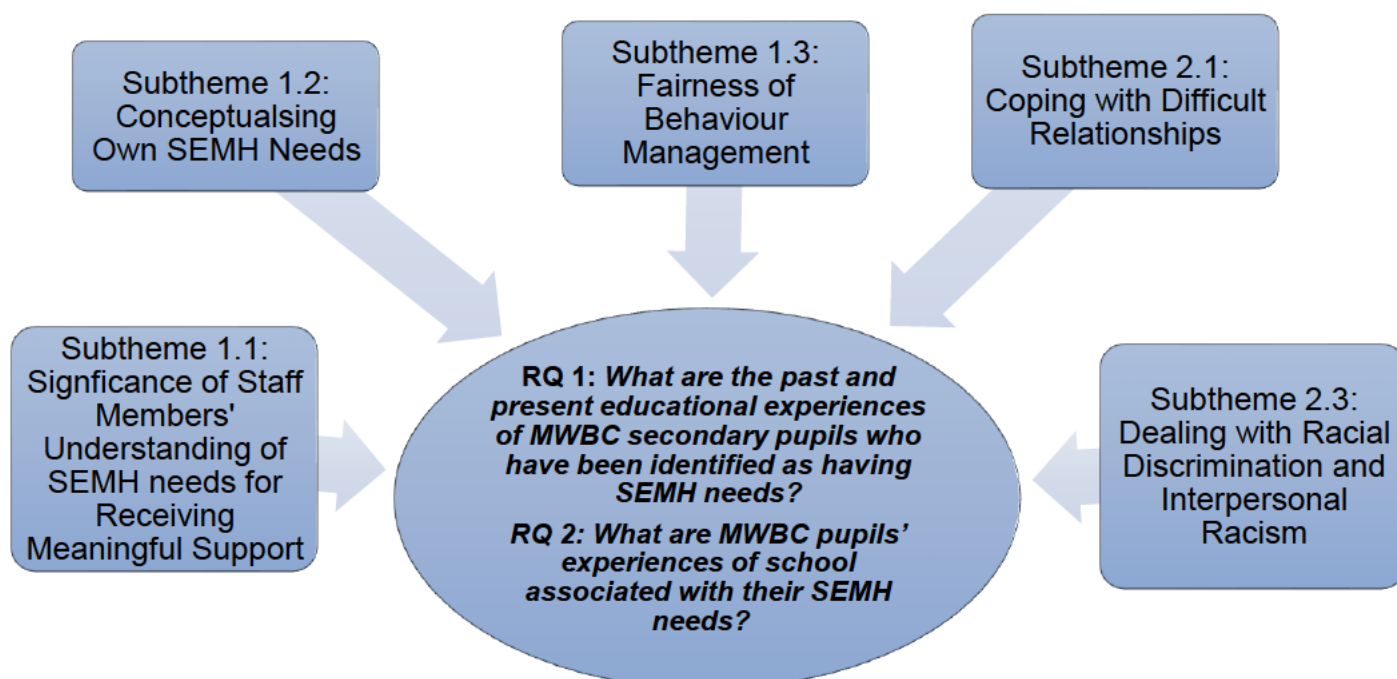
1. What are the past and present educational experiences of MWBC secondary pupils who have been identified as having SEMH needs?
2. What are MWBC pupils' experiences of school associated with their SEMH needs?
3. How have the educational experiences of MWBC pupils influenced the identity of MWBC pupils with SEMH needs?
4. What factors do MWBC pupils with identified SEMH needs, perceive to be enabling and disabling in terms of their current and future educational outcomes.

Each figure represents how the extracted themes contribute to answering the research questions.

4.9.1 Research Questions One and Two

Figure 5

Group Experiential Subthemes Contributing to Answering Research Questions One and Two



The participants' school experiences were largely linked to their SEMH needs and associated difficulties. Therefore, there is much overlap between research questions one and two and hence they will be addressed together.

Omari, Ryan and Devan all spoke about the importance of staff understanding their SEMH needs. This was important for feeling understood by staff and for ensuring that they had access to appropriate support. All three participants felt that they had not had access to appropriate support for their SEMH needs, notably in mainstream primary school. For Omari and Ryan there was a sense of frustration that staff did not attempt to understand their SEMH needs, while both Ryan and Devan spoke about staff not providing adequate support when they struggled.

Furthermore, through their school experiences, Omari, Ryan and Devan had developed conceptualisations of their own SEMH needs. Both Ryan and Omari acknowledged the significant turning point that having labels such as ADHD and autism had brought due to providing them with an answer and acceptance. Omari was unique in his account, through this expression of inner turmoil and questioning as to whether his difficulties in school were related to his ethnicity or not. However, Devan, having not received any answers for his difficulties felt 'embarrassed' by his needs.

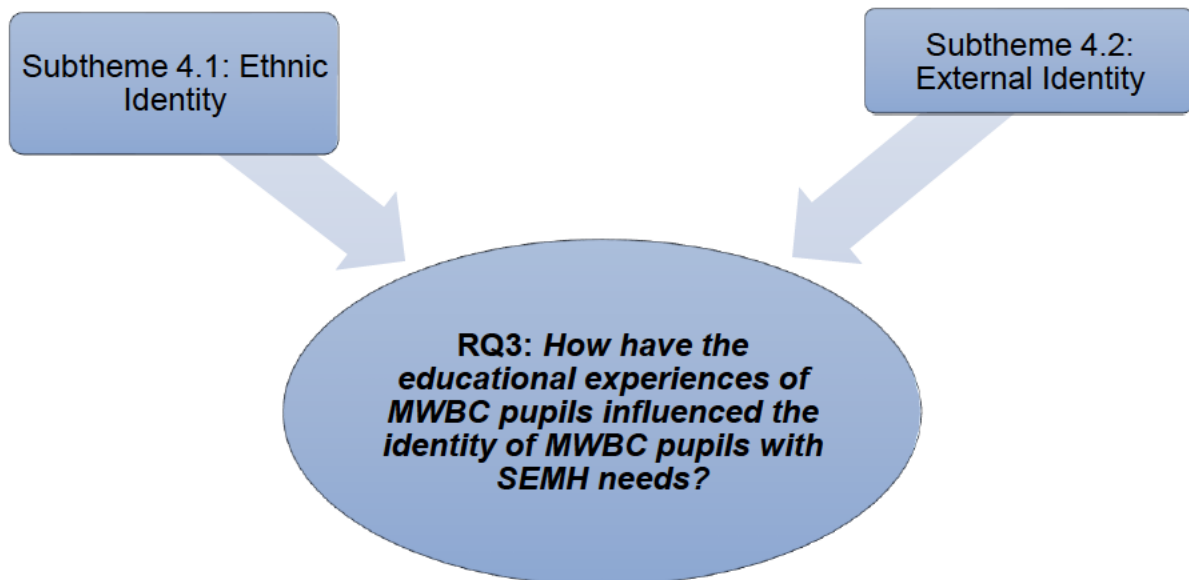
All four participants experienced unfair enforcement of behaviour management. Ryan and Caden both felt that they were scapegoated in conflicts with peers, and Ryan spoke about incidents where he was punished rather than supported due to his needs. Omari also spoke about his experience of mainstream secondary school where respect was earned from staff gradually, and that disproportionate sanctions were used until this is achieved.

Finally, all four participants' experiences were linked to dealing with difficult relationships. Linked to the unfairness of behaviour management strategies, Ryan, Caden and Devan all experienced staff shouting at them disproportionately to their peers. Devan and Caden also experienced staff directly calling them names which, particularly for Caden, significantly impacted his school experience as it led to him being home-schooled. All four participants also experienced forms of bullying and isolation from peers, while Omari was the only participant to describe how his needs led to tensions within family relationships. Furthermore Omari, Ryan and Devan have all experienced racial discrimination or interpersonal racism which impacted their experiences significantly.

4.9.2 Research Question Three

Figure 6

Group Experiential Subthemes Contributing to Answering Research Question Three



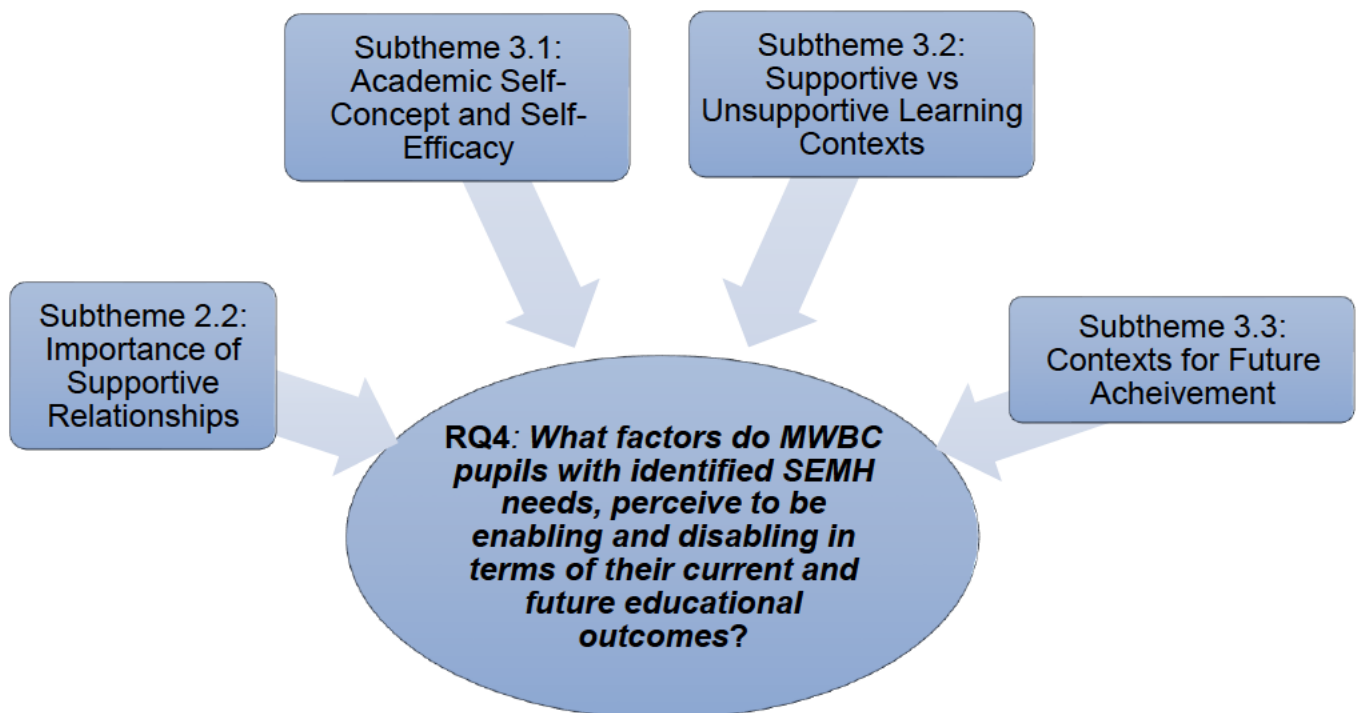
Participants varied significantly in the extent to which their identity has been influenced by their educational experiences. For Omari, attending a primary AP had opened up opportunities to explore and embrace his Jamaican heritage, which he had not previously been exposed to. However, his experience of being stereotyped into the same group as peers impacted his external identity in that he became involved in 'road' culture, although he recognises that he is no longer that person. For Devan, Caden and Ryan however, their ethnicity was not a salient identity. For Ryan, his sense of school membership characterised by his SEMH needs was more salient than his ethnicity. For example, he felt that others misidentified his ethnicity, based on his looks, although this did not bother him. For Devan, enacting 'bad'

behaviour and how others perceived members of his school, linked to SEMH needs, were salient features of his identity.

4.9.3 Research Question Four

Figure 7

Group Experiential Subthemes Contributing to Answering Research Question Four



Disabling factors of the participants' school experiences included the absence of supportive relationships, while supportive relationships with staff and peers were enabling factors. Caring staff relationships had a positive emotional impact on Omari, Devan and Ryan. For Devan both supportive peer and staff relationships felt particularly important for his mental well-being. Additionally, supportive peer relationships provided the participants with a sense of security and belonging. Omari was the only participant for whom having a friend and staff member who shared the same cultural heritage was particularly important.

For Caden, Devan and Omari, their sense of academic self-concept and self-efficacy was largely a disabling factor, which also linked to teachers' perceptions and expectations of them. At times Devan felt that teachers' expectations were too high, whilst Omari felt that he could not trust some of teachers' high expectations. Devan acknowledged that his own attention to his learning had impacted his academic achievement.

Supportive learning environments were important for all participants, including adjustments and support from staff to achieve academically. However, unsupportive learning contexts had all negatively impacted the learning experiences of the participants, and there were few examples where they felt they received support for their learning. Omari and Caden reported times where they had not been challenged with the academic work set for them. Exclusion was another disabling factor that was reported by all participants except for Caden, however in some ways he was excluded from the school environment when his mother decided to home school him due to an incident with his headteacher.

All participants spoke about future learning and achievement, and the conditions for reaching future goals related to employment. Participants were largely positive about their futures with only Ryan being unsure of his aspirations, possibly due to his age. All pupils view qualifications as important for reaching future goals. Omari and Devan shared a sense of agency and self-belief in that hard work and perseverance were important for their future achievement.

Chapter Five: Conclusion

5.1 Chapter Overview

The present research sought to explore the educational experiences of MWBC pupils with identified SEMH needs. Using IPA, this study adopted an idiographic and phenomenological approach which focuses on the particular, rather than universal, lived experiences of participants and sought to understand their sense-making of these experiences. Four participants participated in in-depth semi-structured interviews. Analysis of the interview data resulted in themes being extracted, which were discussed in relation to existing literature and the research questions. This closing chapter addresses the strengths and limitations of the research, implications for professional practice, explores areas for future research, and finally, offers a concluding comment on the present study.

5.2 Research Critique

The strengths and limitations of this study are discussed below in Table 14. These should be considered alongside Table 11 presented in section 3.7. Quality markers of IPA studies are considered with reference to those suggested by Smith (2010) and Larkin and Thompson (2011) to ensure quality assurance linked to the IPA approach.

Table 14*Strengths and Limitations of the Present Study*

Consideration	Strengths and Limitations
Research Aims	<p>Since this study aimed to explore in detail the educational experiences of a specific student population, IPA was an appropriate approach for this study. As was the case in this study, IPA should have open research questions which focus on exploring the experiences of particular people in a particular context (Larkin & Thomson, 2011). The research aims were met using IPA through systematically following the IPA guidelines suggested by Smith et al. (2022), which resulted in themes being extracted which aimed to capture the participants' shared experience and something of the essence of the phenomenon (Willig, 2013).</p>
Data and Participants	<p>Semi-structured interviews were an appropriate method for IPA as described in section 3.5.3). However, Willig (2013) points out that a limitation of IPA is the suitability of accounts, as IPA requires participants to be able to communicate the rich texture of their experiences which can be difficult for participants who are not used to expressing their perceptions, thoughts, and feelings in this manner. Caden was the only participant who seemed to find it difficult to express his experiences in rich detail and I found it difficult to encourage him further to do so. For Caden, I wondered whether potential feelings of discomfort in sharing his experiences with an unfamiliar professional acted as a barrier. In hindsight I considered alternative approaches, such as conducting interviews over time. Gunaratnam (2003) suggests this can be an effective method when researching ethnicity as multiple interviews with the same participant over time can facilitate discussion about private matters and build rapport (as in Edwards, 1990). Unfortunately, time constraints of completion of the professional doctorate, compounded by recruitment difficulties, did not allow for multiple sessions to be offered.</p>

<p>Explanation versus Description</p>	<p>A further critique of IPA as a phenomenological approach is that while it can produce rich descriptions of people's experiences and their perceptions, it does not produce knowledge about why phenomena take place and why there may be differences in individual's phenomenological representations (Willig, 2013). Willig (2013) argues that this could limit our knowledge of phenomena. This is an important issue, particularly in the context of research concerning race and ethnicity. It is suggested that researchers studying race should design research that examines the complex interactions between ecological factors than can lead to racial differences and interrogate the meaning of such differences (Ossorio & Duster, 2005). However, as IPA is hermeneutic in its phenomenology, it lies closer to the interpretative end of the phenomenological continuum; the researcher "reads between the lines" to go beyond surface expressions or explicit meanings to access implicit dimensions (Finlay, 2009). Through the application of theory and the use of reflective boxes to demonstrate my interpretation of the participant's accounts, I would argue that this study has produced further understandings of the phenomena.</p>
<p>Analysis and Write-up</p>	<p>The idiographic nature of IPA means that importance of the individual account is emphasised (Wagstaff et al., 2014). Although attempts to focus on the particular experiences of each participant were made, constraints linked to word limits of a professional doctoral thesis meant that exploration of the participants' accounts had to consider breadth rather than depth. My reflections of this process were similar to Nolan (2011), who found that deriving shared themes from the data could be overwhelming and meant abandoning focus on the individual which seems opposed to the idiographic nature of IPA (Wagstaff et al., 2014). I too shared a reluctance to lose individual stories and it was challenging to ensure that the voice of individuals and their lived experiences were not lost in the GETS. However, great care was taken to provide a balance of the</p>

	<p>participants' accounts wherever possible and GETS and subthemes were extracted where they appeared in at least half of the participants' accounts to ensure this (Smith et al., 2022).</p>
Trustworthiness	<p>Good quality IPA studies should make appropriate use of triangulation or credibility checking to achieve trustworthiness (Larkin & Thomson, 2011). A supervision group of fellow TEPs utilising IPA in their research was set up during the analysis phase of the study. One of its functions was to provide a forum for checking of the analysis to ensure that the analysis process, including the themes and evidence used to support them, was credible. Iterations of the findings section were also shared with my university tutor to ensure that the GETs were reflective of the evidence presented from the data. I had considered sharing my findings with the participants to gain their feedback as the final stage of analysis. However, some scholars believe that such member-checking is untrustworthy and counter-productive (Giorgi, 2008; Larkin & Thomson, 2011). I have instead opted to provide each participant with a summary of the results once the research is complete and provide them access to my contact details and signpost them to speak to staff members or external agencies should they require support. Nonetheless, IPA is interpretative in nature and therefore it is the researcher's relationship with and interpretation of the data which is central to the approach (Smith et al., 2022).</p>
Rigour	<p>Rigour was addressed in Table 11 (Section 3.7) where Yardley's (2000) principles for assessing research quality were applied. However, in IPA, Larkin & Thomson (2011) also deem rigour to include appropriate use of extracts and commentary to achieve transparency. For papers with 4-8 participants, extracts from half the participants should be provided as evidence (Smith, 2010). I ensured that evidence from at least two participants was used to demonstrate each subtheme. To achieve transparency and stay true to the participants' meanings I also attempted to select quotes carefully to clearly show the participants voice, which meant selecting quotes of various lengths, as suggested by Smith et al. (2022). Quotes were not left to speak</p>

	for themselves, as the commentary offered engagement with the data (Larkin & Thomson, 2011; Smith et al., 2022).
Context	Good quality IPA papers should include appropriate level of contextual detail (extracts, participants, researcher, and study) (Larkin & Thomson, 2011). Contextual knowledge of the participants was gathered prior to the data collection and is presented in their pen portraits in Chapter 3. Additionally, my own context as researcher and the context of the study are discussed in Chapters 1 and 2 respectively.
Role of Researcher and Reflexivity	IPA researchers access participants' experience through intersubjective meaning making rather than directly from the participants' accounts, and therefore must identify and reflect on their own experiences, assumptions, and role in producing interpretations, whilst grounding these in the participants accounts (Larkin & Thomson, 2011). I attempted to address this throughout the process of data collection, analysis and write up by explaining my thoughts through reflexive boxes and keeping a reflective log throughout the process. I also acknowledge my positionality in Section 3.6.1 and in Chapter 1. Although bracketing is important at the data collection stage to avoid influencing participants' responses with our own assumptions (Smith et al., 2022), bracketing within the data analysis is not possible or necessary while using a hermeneutic approach such as IPA where there is a central role for the researcher (Finlay, 2009). Important in this study, however, is the notion that researchers should be careful with the interpretation of their data to avoid inferring unsupported claims about race (Ossorio & Duster, 2005). I was careful not to do this and used the reflective boxes to record my assumptions about these issues, particularly if issues of race had not been inferred by the participant themselves. Moreover, as a white researcher, I also acknowledge that this may have impacted the participants' willingness or openness in discussing their experiences linked to their ethnicity or race. While Gunaratnam (2003) describes possible race of interviewer effects which can impact interview interactions and

	<p>what participants share in their interviews, in some cases, interviewees have been known to prefer being interviewed by researchers from a different ethnic background to them (Gunaratnam, 2003).</p>
Power Imbalance	<p>Attempts were made to address power imbalances that inevitably exist between researcher and participant as discussed in Table 11 (section 3.7). Despite, these measures, I recognise that it is not possible to fully remove power imbalance that exist between researchers and participants. As mentioned in the 'Data and Participants' section of this table, it is possible that some of the participants' responses may have been impacted by difficulties in forming trusting relationships with adults, which could have been addressed through further attempts to build rapport with the participants.</p>
Sample & Generalisability/ Transferability	<p>As an IPA study with a small sample of four participants, caution must be exercised when relating the findings to the wider population of MWBC with SEMH needs (Bromley, 1986). Furthermore, the research was conducted with pupils who all attended the same specialist SEMH secondary school, and some had even attended the same settings previously. Although this aids homogeneity of the sample, which is thought to be important in IPA research (Alase, 2017), it limits the application of findings in other settings e.g., mainstream settings and settings in different LAs where processes may be different for the identification and support of pupils with SEMH needs. Nonetheless, a key application of IPA is thought to be transferable generalisability rather than empirical generalisability (Wagstaff et al., 2014), as IPA is cautious about the transferability of findings to wider populations (Smith & Osborn, 2003).</p>
Impact and Importance (Yardley, 2000)	<p>The implications of the study are examined in Section 5.3 which discusses the impact and importance of the study, as per Yardley's (2000) framework for assessing qualitative research.</p>

5.3 Research Contribution and Implications for Practice

This study contributes to the limited existing literature exploring the school experiences of MWBC pupils and adds insight into the intersectional experiences linked to ethnicity and SEMH needs. Whilst previous research has explored the experiences of MWBC pupils in education (Haynes et al., 2006, Lewis & Demie, 2019), this research is unique as it explores the educational experiences of a relatively homogenous population of pupils, using IPA as a methodological framework to elicit the views and experiences of CYP. To my knowledge this is the only study that explores the experiences of MWBC pupils with SEMH needs and therefore addresses a gap in the research literature. This is particularly important considering the overrepresentation of MWBC pupils in the SEMH area of SEND (Strand & Lindorff, 2018). Research has rarely solely focused on the views of MWBC CYP, and research that explores the views of pupils with SEMH needs is also limited (Cefai & Cooper, 2010). Although there are no attempts to claim generalisability from the experiences of the four CYP who participated in this research, the findings have highlighted potential implications for professionals working with MWBC pupils with SEMH needs.

Firstly, the study highlights the important role that relationships with school staff play in pupils' school experiences and their educational outcomes. Positive teacher-pupil relationships may be even more important for pupils with SEMH needs such as those in this study, who potentially have experienced difficult relationships previously, not only for emotional support but are also important for pupils' engagement in learning. Pupils in this study also discussed how teacher expectations impacted their engagement in learning, and their sense of self-concept and self-

efficacy in their learning, which is again supported by existing research (Bong & Slaatvik, 2003). EPs are well placed to providing training to school staff (Farrell et al., 2006) which could highlight the important role that their relationships with pupils have on educational outcomes, through a psychological lens. For example, self-determination theory (Reeve et al., 2004) highlights greater student engagement, autonomy, and well-being as dialectical outcomes of student-teacher interactions, which could be harnessed to promote better learning experiences and outcomes for pupils (Reeve, 2012). Through their use of consultation, EPs could also highlight the importance of positive relationships with staff and support staff to develop and demonstrate the skills they need to foster positive relationships.

This study has also highlighted that, particularly for Omari, it was important that there were staff members who either shared and celebrated his Caribbean heritage or who understood and were willing to embrace it. Although Ryan did not explicitly mention the heritage of staff, he too spoke about having positive relationship with staff members from GM backgrounds in his current setting. Omari and Devan also spoke having positive relationships with staff members who knew their family. Demie (2023), drawing upon good practice in London schools that have raised the achievement of pupils from GM backgrounds, highlights the importance of schools having a diverse workforce from the local communities of the schools which reflect the language, cultures, ethnic backgrounds, and faiths of pupils. While this is important, Omari also raised the issue of the curriculum reflecting 'true' Black history and culture, reflecting calls by scholars such as Joseph-Salisbury (2016) who advocates for discussions of historical figures to facilitate discussions with pupils about Blackness and Black mixedness. Demie (2023) highlights the importance of

schools developing inclusive, broad curriculums which are relevant to the pupils' lives and reflect the values and cultural diversity, engaging pupils in multi-cultural society. These issues highlight the importance of culturally responsive educational practices. Culturally responsive teachers must demonstrate the necessary components to effectively meet the social and academic needs of culturally diverse pupils; skills (e.g., creating a welcoming and inclusive classroom, pupils' voices and cultural backgrounds incorporated into the curriculum and teaching); knowledge base (e.g., educators are life-long learners of culture, they learn about cultures and backgrounds of pupils and incorporate this into instruction); and professional dispositions (e.g., affirming the cultural backgrounds of pupils, embracing diversity as an asset and believe in high achievement and outcomes regardless of background) (Vavrus, 2008). Calls for culturally responsive teaching suggest that it is not as simple as diversifying the education workforce and that teachers regardless of their ethnic background must develop pedagogy that meets the needs of pupils from a diverse range of backgrounds (Joseph-Salisbury, 2016). As well as school staff, I would argue that EPs and other professionals who work with CYP from diverse backgrounds with SEND, should demonstrate culturally responsive practices through their consultation and engage with CYP and their families in discussions about their culture to better inform decision-making about outcomes and provision.

This study has highlighted the complex nature of the pupils' identities which are influenced by a variety of factors. This reflects other research on the identities of mixed-heritage people which suggests that identities are heterogenous (Song & Aspinall, 2012). Previous research has indicated teachers' assumptions about MWBC pupils' identities as being lost or mixed up (Tikly et al., 2004; Haynes et al.,

2006) which, like previous research, was not something that the individuals in this study expressed. Omari's experience of taking some time to embrace his black culture runs parallel with findings from Morley and Street (2014), who suggest that mixed-heritage CYP faced unrealistic expectations that they understood both sides of their cultural heritage or equated mixed with black. In fact, not all participants strongly associated their ethnicity with their identity and their identity was influenced by their relationships with others, their personal characteristics, and their perceptions of their educational needs, which relates to research which suggests that mixed-heritage is not always central to a sense of identity (Song & Aspinall, 2012). In line with the implications for culturally responsive educational practices, this research highlights the importance of professionals not making assumptions about the identities of MWBC pupils and understanding that mixed-heritage CYP may identify in numerous ways and should be supported to do this (Joseph-Salisbury, 2016). Therefore, creating an environment in schools where discussions about identity can be held is important (Freire, 2005).

The pupils' accounts also highlight their perceptions of harsher reprimands compared to other pupils, verbal aggression from staff and frequent use of exclusionary practices to 'deal' with their behaviours underpinned by their SEMH needs. Although this research does not explain the reasons for these pupils being subject to such treatment, the participants' experiences echo findings of previous research by Demie (2021) on the experiences of BC pupils in school exclusion in England. Demie (2021) suggests that teachers', EPs', and SENCOs' training does not prepare them to understand issues of race and diversity and that biases may influence which pupils they feel are more likely to pose a significant challenge. There

are implications here for the training needs of all professionals in being able to recognise and address conscious or unconscious bias within their own policies and practices. Patel and Keval (2018) suggest that psychologists should ask themselves challenging questions about race and culture to support their own reflexivity. Additionally, I would argue that as critical friends to schools, EPs are well placed to support schools in monitoring and challenging disciplinary proceedings and using their skills in organisational development, to encourage schools to review their policies (e.g., behavioural) and procedures that may be disadvantaging certain populations. For example, EPs work could involve challenging exclusions and support the reintegration of pupils into mainstream schools, to challenge cycles of stigmatisation.

Furthermore, given the overrepresentation of MWBC pupils nationally in the SEMH SEND category, I believe that it is important for educational settings, EPSs and other services to monitor the ethnic backgrounds of pupils in SEND areas to determine whether there are any patterns of disproportionality. Lewisham Specialist Teacher and EPS have completed a similar piece of work which has led to implications for their referral process and EP planning meetings with schools, in which conversations about ethnicity are being held through a culturally responsive referral tool for SENCOs. I believe this would be important to consider in Ravensburgh EPS, particularly given the underachievement of MWBC boys in the LA, in which monitoring of referral patterns based on ethnic background could highlight potential disparities.

The individuals in this study reported experiencing bullying and discrimination, including on racial grounds, which were experienced from both black and white peers

as well as staff. This reflects concerns that racism continues to exist in the education system (Morley, 2016). These incidents negatively impacted their educational experiences in a variety of ways. Previous research has also acknowledged the impact that racism can have on MWBC pupils, including causing them to retaliate in an aggressive manner and experience consequences when incidents have not been dealt with by staff (Joseph-Salisbury, 2016; Lewis & Demie, 2019), which was also experienced by Ryan. Such circumstances can lead to the perpetuation of negative stereotypes of black mixed-heritage males as being confrontational, aggressive, and angry (Joseph-Salisbury, 2016). This highlights significant challenges for MWBC pupils who have SEMH needs, who may also struggle with issues such as emotional regulation, making and maintaining positive relationships, and self-esteem. Moreover, this research has highlighted that incidents of racism are often not dealt with appropriately by staff, which echoes findings of previous research (Joseph-Salisbury, 2016; Lewis & Demie, 2019). However, Ryan and Omari both felt that racism was dealt with more robustly in specialist provision compared to mainstream school suggesting that there may be learning from the policies and procedures of specialist provisions in how these can be applied to larger settings. School policies should outline robust approaches to record and respond to incidents of racism (Tikly et al., 2004; Joseph-Salisbury, 2016) and support pupils to manage these situations. For example, relational approaches such as restorative practice could be effective in understanding all perspectives when addressing racism and addressing prejudice to build empathy and resilience in pupils (Roberts, 2016); an area which requires further research.

Furthermore, this research provides insights into the role of intersectionality (Crenshaw, 1989) in the experiences of MWBC pupils with SEMH needs. Importantly, it highlights how multiple modes of advantage and disadvantage can interact, such as race and SEND, and underscores the importance of the impact that these can have on the education of CYP, particularly those from marginalised communities. The participants' accounts reveal something of how the experience of having SEND, specifically SEMH needs, can be compounded by being from a MWBC background, and the specific difficulties that they can be faced with compared to other groups; these are linked to experiencing racism from peers and staff (both white and black), perceived disproportionality of sanctions, and not having their identities acknowledged or represented in the curriculum. It is imperative that education leaders and staff truly understand the concept of intersectionality and are actively seeking to understand how it directly impacts their pupils so that it can be addressed in policies and practices, to support pupils with multiple disadvantages. Through their grounding in anti-oppressive practice EPs would be well-placed to deliver such training in schools, as well as being deliberate about bringing intersectional thinking into their core working functions with CYP, school staff and families including psychological formulation in assessment, intervention, consultation, and research (Farrell et al., 2006).

5.4 Future Research

Considering, the findings and critique of the present study, several directions for future research should be contemplated. The present study intentionally aimed to privilege the voices of CYP given that the dearth of literature exploring the educational experiences of MWBC pupils and that the voices of pupils with SEMH

are seldom heard in research (Cefai & Cooper, 2010). However, further research exploring parent and staff views on the influences on these pupils' experiences could help to illuminate and contextualise enabling and disabling factors and other influences on their school experiences, educational outcomes, and identity.

While the male sample inadvertently aided homogeneity ideal for IPA research, the voices of female MWBC pupils with SEMH needs were not heard in this study. Haynes et al. (2006), and previous studies (Sewell, 1997), suggest that there are gendered responses to discriminatory teacher behaviour. Female pupils in Haynes et al. (2016) developed their own strategies for dealing with this which were non-confrontational and avoided retaliation unlike the male participants who were more likely to disengage. Research into the experiences of girls with SEMH needs in educational psychology research is scarce (Cosma, 2020), and therefore research exploring the intersectional experiences between gender, ethnicity and SEMH would add to this under-researched area.

Likewise, all of the participants attended a specialist provision, and I would argue that this significantly shaped their educational experiences, particularly given that the participants mostly had more positive experiences in the specialist provision than they had in mainstream settings. Future research exploring the educational experiences of those who attend mainstream settings would be pertinent to examine whether there are any differences or additional factors impacting the educational outcomes of pupils who attend mainstream settings versus specialist settings or APs. This would be particularly important given the UK government's proposed SEND system reforms, emphasising early intervention to keep pupils within mainstream schools and avoid costly long-term placements in APs (HM Government, 2023). The

government's plan also briefly acknowledges that disparities within the SEND system, including timely access to provision, exist based on place, disadvantage, gender and race, warranting further exploration of other disproportionately represented groups in SEND.

The accounts of the participants in this research highlight the impact that racial discrimination had on their educational experiences. Previous research has highlighted the impact that this can have on attitudes of motivation and learning (Morris et al., 2020), as well as the impact that teacher discrimination can have on academic achievement (Thomas et al., 2009). However, research has shown that belonging can buffer the impact of racial discrimination (Morris et al., 2020). Therefore, research that builds on research by Ginn (2021) could explore what fosters belonging for GM groups with intersecting characteristics such as SEND like the pupils in this study. Furthermore, the individuals in this study had clearly suffered hardship throughout their educational experiences and often their home lives yet have persevered in their school career and largely spoke positively about their future aspirations for education and employment. Previous research has explored factors promoting resilience in mixed-heritage pupils (Lewis, 2013) and future research building on this would be important to examine what factors promote resilience in this specific population.

5.5 Concluding Comments

In conclusion, this small-scale novel research exploring the school experiences of MWBC secondary-school aged CYP with SEMH needs has contributed to the relatively small body of literature into the school experiences of

MWBC pupils. Additionally, it is the first piece of research, to my knowledge, which explores the school experiences of MWBC pupils with SEMH needs, an area of need in which MWBC are significantly over-represented. Therefore, this research provides unique insights into the experiences of this pupil population.

This research has highlighted important complex factors which are associated with educational experiences of the participants' including understandings of their SEMH needs, the impact of relationships, including dealing with racial discrimination, the contexts in which they learn, and their heterogenous identities. The research provides insights into ideas about intersectionality and how multiple factors of disadvantage, such as SEND and ethnicity, can interact leading to specific challenges for different populations of CYP. This research is hoped to influence the professional practice and reflection on this topic and generate areas for future research.

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Appendices

Appendix A

Completed Application for Ethical Approval Review Form and Amendment Form

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: What Are the Educational Experiences of Mixed White and Black Caribbean Secondary-Aged Pupils with Identified Social, Emotional, and Mental Health Needs, Related to Their Educational Outcomes and Identity?

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: Anjam

Last name: Sultana

Position held: Academic Tutor/Supervisor

School/Department: School of Education

Telephone:

Email address:

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

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.](#)

Position held: [Click or tap here to enter text.](#)

School/Department [Click or tap here to enter text.](#)

Telephone: [Click or tap here to enter text.](#)

Email address: [Click or tap here to enter text.](#)

Details of the student for PGR student projects:

Title: Miss

First name: Stephanie

Last name: Holden

Course of study: Applied Educational and Child Psychology Doctorate

Email address:

Project start and end dates:

Estimated start date of project: 01/04/2022

Estimated end date of project: 01/07/2023

Funding:

Sources of funding: Department for Education

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 proposed research aims to explore the educational experiences of Mixed White and Black Caribbean secondary school aged pupils who have been identified as having a primary need of social, emotional, and mental health (SEMH) on the special educational need (SEN) register at their current educational setting. Within the context of this research, the term Mixed White and Black Caribbean (MWBC) refers to students of both White and Black Caribbean heritage (who self-identify as MWBC), including those students who are British born individuals of immigrant parents and/or grandparents as well as those students who were born in the Caribbean and then raised in the UK. As a group that is under-represented in the research literature, this study will aim to give these young people a voice to share their experiences of school and to allow them to reflect on what factors they feel have been enabling and disabling in terms of their educational outcomes. The current research is also interested in how the school experiences of MWBC pupils have influenced their identity.

Background Rationale

For over 40 years there have been concerns around the disproportional representation of ethnic minority groups identified with special educational needs (SEN) (Strand & Lindorff, 2021). This issue remained unexplored for many years following The Warnock Report (Department for Education (DfE), 1978), removing the need for children to be categorised in terms of their type of SEN. Following the reintroduction of SEN categories in the school census of 2005, research has been able to take place to explore the representation of ethnic minority groups in terms of SEN. Strand and Lindsay (2009) reported a detailed analysis of 6.4 million pupils aged 5-16 in England. They found that Black Caribbean (BC) and WMBC were both twice as likely to be identified as having SEMH needs as White British pupils. Later, Strand and Lindorff (2018), in a similar study with similar aims, found that BC and MWBC pupils were substantially over-represented for SEMH being identified as a primary need in England, especially in secondary schools, even when academic attainment at age five, age, gender and socio-economic deprivation were controlled for. This finding was also true in a longitudinal study exploring the identification of SEN in 5-11-year-olds in England (Strand & Lindorff, 2021).

UK Government statistics, both nationally and in the Local Authority (LA) where this research will take place, also reflect the disproportional representation of MWBC pupils in SEMH identification. Nationally MWBC pupils represent 1.6% of the school population, while they account for 3% of pupils with SEMH needs. Locally, 6.6% of pupils are MWBC, while 12.1% of pupils with SEMH needs are MWBC. As an over-represented group, this research seeks to explore the educational experiences of MWBC pupils in secondary settings in Wolverhampton LA.

MWBC pupils also have among the highest rates of exclusion in England. These figures made national headlines in March 2021, depicting a more severe picture in some LAs. In the LA where the current research will be carried out, in 2018/2019, UK Government data showed that mixed ethnicity pupils had the highest rate of exclusion compared to other ethnic groups. While this does not specify exclusion rates of specific mixed groups, national data from the UK Government in 2019/2020 reported that MWBC pupils had the 2nd highest rate of fixed term exclusions and the 3rd highest rate of temporary exclusions in England. Strand and Fletcher (2014) reported that MWBC and BC children were at the highest risk of both fixed term exclusion and permanent exclusion. They reported that 33% of MWBC pupils and 31% BC pupils received at least one exclusion, compared to 15% of White British pupils and 4% of Indian and Chinese pupils. With reports of a 'PRU [Pupil referral unit] to prison pipeline' in London amongst the Black and ethnic minority (BAME) population (Perera, 2020), the importance of enabling positive educational outcomes in this group is clear.

The Timpson review (DfE, 2019) reported that pupils categorised as having SEMH needs were at higher risk of exclusion, particularly if they did not have an Education Health and Care plan (EHCP), with persistent disruptive behaviour accounting for over a third of all exclusions. It also found that MWBC pupils were at a higher risk of exclusion than their White counterparts. There has been much debate regarding whether the disproportional exclusion rates of ethnic minority groups are driven by genuine differences in behaviour or whether they arise from school staff's perceptions of greater challenging behaviour (Gillborn, 1990; DfES, 2006). Research by Demie and McLean (2017) also highlighted concerns around the labelling of Black (including BC and Black African) pupils as having SEMH needs and that many parents, headteachers and educational psychologists (EPs) expressed concerns that labels for this group of pupils could be interpreted in a more severe way or reinforced a negative stereotype of these pupils. This research did not refer to perceptions of MWBC pupils however the current study will aim to explore what MWBC pupils feel about having this label and how this has influenced their educational experiences.

MWBC pupils are reported to have the biggest gap in educational performance than any other ethnic group with MWBC pupils being one of the lowest achieving groups at GCSE (Lewis & Demie, 2019). In the LA where this research will take place and nationally, MWBC boys perform above the national average, achieving a Good Level of Development (GLD) at the end of the Early Years Foundation Stage (EYFS); however, by the end of Key Stage 4 they perform significantly lower than the national average and lower than their BC peers. Therefore, this research seeks to explore the school experiences of how MWBC pupils experience school and how pupils feel their experiences have impacted on their overall educational outcomes.

Previous research into the educational experiences of MWBC pupils has identified that the identity of MWBC pupils as being misunderstood by school staff and has been a concern for pupils. Lewis and Demie (2019) reported that MWBC pupils felt that they were "invisible" in school life, leading some to feel marginalised in the school community. Literature also suggests that some teachers feel that MWBC pupils are confused about, or struggle with, their identity and teachers also had negative perceptions of the home lives of MWBC pupils (Tikly et al., 2004; Caballero, 2012; Lewis, 2014; Lewis & Demie, 2019). Teachers also attributed behavioural issues for some MWBC pupils to their "identity

problems” (Haynes et al., 2006). Reflecting on existing literature, it is important to explore the identity of MWBC pupils as there is limited literature to date that explores MWBC pupils’ own perceptions of their identity, and this research aims to illuminate these pupils’ perceptions and understandings of their identity.

Despite a small body of growing research into the school experiences of the dual-heritage population in the UK and US, there remains little research into the experiences of MWBC children in school (Lewis & Demie, 2019) In addition, there appears to be a lack of research into the experiences of MWBC pupils specifically with SEMH needs, with much of the literature focusing on the exclusion of BC pupils. Therefore, this research will aim to explore a gap in the research literature and contribute to the existing research into the school experiences of MWBC pupils.

Expected Outcomes

The current study will give MWBC pupils, who have been identified as having SEMH needs, the opportunity to share their educational experiences, giving a voice to this marginalised population. In doing this, the research will illuminate what the educational experiences of this group are and will highlight what MWBC pupils view as enabling or disabling factors in their education. This will help to inform the practice of those working with this population, to lead to better educational outcomes for MWBC pupils.

Research Questions

1. What are the past and current educational experiences of MWBC secondary pupils who have been identified as having SEMH needs?
2. What are MWBC pupils’ experiences of difficulties associated with SEMH needs and what are their perceptions of how others view them?
3. How have the educational experiences of MWBC pupils influenced the identity of MWBC pupils?
4. What factors do MWBC pupils with identified SEMH needs, perceive to be enabling and disabling in terms of their current and future educational outcomes?

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 current research will take a phenomenological approach as it is focused on the lived experiences of the pupils and will aim to produce subjective knowledge about the each of the research participants' experiences (Willig, 2013). This approach is underpinned by interpretivism which states that no an objective reality which can be known and that there are multiple realities of meaning and knowledge (Robson & McCarten, 2016). A Phenomenological approach has also been chosen due to its usefulness in gaining insight into the lived experiences of individuals who have been marginalised in research (Orbe, 2000). This approach also recognises the role of the researcher and their lived experiences as part of the research process. As a White researcher undertaking research into the experiences of MWBC pupils, I am aware of the need to adopt an approach that minimises the risk of leading or imposing my own values, knowledge, or experiences onto the participants. Therefore, the phenomenological approach is well suited to this research as it encourages reflectivity, reflexivity, self-awareness, and the researcher aiming to bracket off their knowledge and theories about the area of interest (Giorgi, 2009). This approach therefore aims to get as close as possible to the meaning and quality of the participants' experiences without the researcher imposing their own views or understandings of the subject matter (Willig, 2017).

In addition, I also acknowledge that power dynamics between the researcher and participant may significantly impact the participants' engagement in the interview as a White postgraduate researcher interviewing MWBC pupils. There is a risk that 'race' can get in the way of participants reporting their true experiences (Gunaratnam, 2003). The interview schedule (Appendix F) attempts to mitigate power dynamics by developing rapport early in the interview procedure, through me sharing information about my background, to allow the participants to get an understanding of me as a researcher and person. Gunarantnam (2003) gives an example of an interview conducted by a White researcher in which the participant was able to ask them questions about their background, which led to a sense of openness rather than distance in the interview. Gunaratnam (2003) discusses the impact of the class divide between researcher and participant in race and ethnicity research also. Class is not a focus of this research and therefore the participants may come from a variety of class backgrounds, however the impact of sharing my working-class background with the participants is hoped to increase trust and build rapport.

This research will employ a qualitative methodology which has been cited as an effective way to listen to how ethnic minority group members voice their own lived experiences (Orbe, 2000). Semi-structured interviews will be used to collect interview data about the participants' school experiences. This method of data collection has been chosen because semi-structured interviews offer the structure of a list of topics to be covered by the researcher in the interview while allowing the freedom to follow up points of interest as needed (Thomas, 2017). As opposed to a structured interview or questionnaires, this will allow the researcher to gather rich data and explore the individual experiences of the participants in detail around the topics of interest. To help aid this process, a semi-structured

interview schedule (see Appendix F) will be employed by the researcher during the interview to act as an aide-memoire of the important questions and points of discussion. Consent will be gained from the participants and their parents before conducting the interviews, which will be audio recorded and subsequently transcribed.

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.

I am currently on placement in Wolverhampton Educational Psychology Service, therefore the research will be conducted in secondary schools and short stay schools in Wolverhampton.

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 study will use purposive sampling to recruit between 4-6 pupils in Years 8-11. The pupils will be attending a mainstream secondary school or a secondary short stay school.

The following inclusion criteria will be used for the pupils:

- Pupils in Years 7-11 attending a secondary aged school setting (either a mainstream secondary school or a short stay school).
- Pupils of any gender, who self-identify as being from a mixed White and Black Caribbean heritage.
- Pupils who have an identified SEMH need and are on their school's SEN register.

- Pupils who school staff identify as having the expressive and receptive language and communication skills to be able to engage in an interview where they will be able to discuss their past and present educational experiences.
-

An additional participant, who meets the inclusion criteria, will also be recruited to pilot the interview to check if the interview schedule is appropriate. Any required modifications will then be made prior to the main data collection.

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.

Firstly, I will contact secondary schools and PRUs in Wolverhampton by sending out an information letter (see Appendix B) to head teachers via an Educational Provider's bulletin, that is sent out by the Local Authority. I will also contact school Special Educational Needs Coordinators (SENCOs) through the SENCO network in the Local Authority. The letter will outline the project aims, implications of the research and who the intended participants are. My contact details will be provided so that school staff can express their interest and discuss the research further if they wish. I will also ask the EPs within Wolverhampton Educational Psychology Service for recommendations of schools to approach who may be willing to participate or may have larger populations of MWBC pupils.

Head teachers will be asked to indicate their consent to their schools' participation in the research and return their completed information sheet. Following the agreement of the head teacher, I will then liaise with the appropriate member of the school staff (most likely the SENCO) about potential pupils who would be suitable to be participants for the research. I will explain the interview process with staff to give them an idea of the receptive and expressive language skills needed to participate in the interview. This will help staff to identify pupils who will be able to access the interview questions and take part in the research. Once suitable pupils have been identified, I will ask the appropriate member of staff to speak to the pupils and show them an information sheet to see if they would be interested in taking part in the study (Appendix A).

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.

Voluntary, informed, written consent will be obtained by both the pupils and their parents as all participants will be 16 or under. Opt-in consent will be gained from parents. For those pupils who express an interest in learning more about the research, the appropriate member of staff will send

them a pupil information sheet and consent form (see Appendix A) and a parental information sheet and consent form to their parents (see Appendix C) The information sheet aims to ensure that they are fully informed, at the time of giving their consent. This will include information about what their participation will involve; what will happen to their interview data; who will have access to it; how the data will be presented and what will happen to it once the research has been completed. I will also record a sound file or short information video that can be shared with any participants who may struggle to access the text in the consent form to ensure that reading age of participants does not impact their ability to give informed consent. Participants and their parents will also be given an opportunity to contact the researcher to find out more or ask any questions. Forms can either be scanned and sent back electronically or sent by post by the family or the member of school staff. 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).

After the interview has ended, participants will receive a debrief which will remind them of the purpose of the study and cover how the data will be analysed, reported and how it might be used. They will also be reminded that they will not be identifiable in the data as their real names and any identifiable information will be removed. I will explain that the research will form part of my final doctoral thesis which will be available online and may be published later. I will offer signposting and

information they can access from other services should they require to. A debrief form (Appendix D) will also be provided to remind them of this information should they need to look at it later.

Once data collection and analysis are complete, the study will be written up in a formal report and the main findings will be shared with all participants. A short report outlining a summary of the research and its findings will be given to each participant. They will also be offered the opportunity to speak to me should they wish to discuss the research findings further. I will also provide a short report to participating schools, which will detail the findings and recommendations that emerged from 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 will be free to withdraw from the project before, during or (up to one week) after their interview. After this time data analysis will be in progress and I will be unable to withdraw their data. They will be informed of this in the consent form and information sheet. There will also be a verbal reminder at the end of the interview.

All participants will be given the researcher's contact details should they wish to withdraw from the project after the interviews have taken place. This will be explicitly stated in the pupil, parent, and school information sheets, and in the pupil and parent consent forms. I will remind participants of their right to withdraw at the beginning and end of the interview session and will also include a reminder in the debrief form. Prior to the interviews commencing, parents will also be given a debrief form (Appendix E) with the researcher's and research supervisor's contact details, so that they can withdraw their child from the study at any point before, during and one week after the data collection (see Appendix L).

During the interview, I will also be mindful of participants' non-verbal cues and look out for signs of emotional or physical distress, fatigue, or unwillingness to continue. If this was to become apparent, I would ask whether they would like to stop the interview and explain that they have the right to withdraw from the study with no repercussions.

There will be no consequence for participants if they choose to withdraw from the study. If a participant requests to withdraw from the study within before the data analysis is complete, the audio recordings and any written transcripts or notes will be deleted, and the data will be removed from analysis.

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).

Participants will be able to withdraw their data up until one week after their interview to ensure that they can withdraw their data before data analysis has started.

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 be kept allowing the researcher to identify a participant's data)?

Participant's interview data will be pseudo-anonymised so that their names will not be identifiable from their interview transcripts. A key will be created and stored on BEAR DataShare. This will show the name of the original participant next to their pseudonym so that the researcher only is able to identify the participant. This will be important if the participant exercises their right to withdraw up to one week after the interview.

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:

Every effort will be made to ensure that participants' information will be treated confidentially. Participants' names, or any other identifying information will not be reported in the research write up.

Participants will be informed that excerpts from interview transcripts will be included in the final write-up of the research project, provided that the excerpts do not risk the identification of the participants. Direct quotations will not be used should the content or wording risk the identification of the participants. Some information about the participants (e.g., age, ethnicity) and the school (e.g., locality and demographics relating to SEN status and ethnicity) may be gathered and included to provide background and contextual information but this will not be linked to individual participants to ensure that this information could not be used to identify participants. No information will be shared with any third parties.

Participants will be informed that their confidentiality may need to be breached if a disclosure is made which suggests that the participant or others are at risk of harm. If disclosures relating to safeguarding or child protection were to arise from an interview, the correct school and Local Authority safeguarding procedures will be followed.

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>).

Click or tap her

The interviews will be audio recorded onto a password protected Nokia mobile phone provided by the Local Authority, which is not synced to an electronic cloud. It will also be recorded onto a Dictaphone as a precaution if one of the devices fails. The files will be transferred to the University of Birmingham's BEAR DataShare, immediately following the interview. Any paper documentation (e.g., consent forms) and paper notes that were taken during the interviews will be scanned and stored in the BEAR database. Any paper documentation can then be shredded.

Once the research is completed, the interview transcript data and documentation will be stored and retained for 10 years according to the University of Birmingham Code of Practice for Research. After 10 years has passed, all data will be destroyed.

Participant anonymity cannot be given as the research involves conducting face-to-face interviews. Participants will be assured that their names will not appear in the final report to ensure confidentiality. No other identifying information will be included. Participants will be given pseudonyms, and the researcher will create a key to enable participants' data to be identified. This will be stored in a separate password protected file on the BEAR DataShare to ensure the data is secure and can be withdrawn on request.

e to enter text.

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?

After each participant interview, the electronically recorded audio files will immediately be transferred from the audio recording devices to the BEAR DataShare, and then deleted from the audio-recorders. The audio recording will then be transcribed and saved electronically on BEAR DataShare. Electronic transcripts and notes will be held in a password protected folder on the

University of Birmingham's BEAR DataShare. Printed transcripts, written notes and consent forms will be scanned into and stored in the UoB BEAR DataShare.

To comply with the University of Birmingham's research data management policy, the transcripts and research documents will be retained on the University of Birmingham's BEAR DataShare system for ten years after the project's conclusion. A ten-year expiry date will be set for the electronic data stored on University of Birmingham's BEAR DataShare, after which the data will be deleted.

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:

I am not aware of any other national or local approvals required to conduct this research.

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

Contribution to the literature

As mentioned previously there is limited research into the educational experiences of MWBC pupils, and especially that which forefronts young peoples' own accounts of their school experiences. In addition, there is a dearth of research which explores the experiences of ethnic minority pupils who experience SEMH needs, and this research will highlight the experiences of a group that is disproportionately over-represented in this area of need. The research will place the pupils and their detailed experiences over the course of their school career at the centre of the investigation, which will make it novel to research which has similar aims (Lewis & Demie, 2019). The focus on the rich detailed experience of the participants also makes it different to previous research in the area.

Implications for Practice

The research will provide valuable insight into the experiences of these pupils and what their perceptions of their school experiences are, in relation to their identity, their identified SEMH need and factors which they consider facilitate or hinder positive educational outcomes. The data will also help educational practitioners, working with this population, understand their needs and what helps and hinders positive educational outcomes. The study may also highlight what needs to be considered when assessing and identifying SEMH needs in MWBC pupils. It is also hoped that this research will go some way to dispel some of the negative perceptions, held by school staff, about the identity of MWBC pupils that have been highlighted in previous literature.

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.

Potential Risks

I believe there is minimal risk of harm to myself as a researcher in conducting this research. I will conduct the interviews in the school that the pupils attend and will arrange with staff to use a quiet

room with a window so that myself and the pupil can be seen by anyone at any time. This will safeguard both myself and the participant. Participants will also be informed in advance of the location of the interviews to ensure that they feel safe and happy to participate in the given location. I will also ensure that I am sat by the door that I have easy access to so that I can remove myself from the room if needed. Local Authority and school safeguarding procedures will be followed as appropriate should the need arise. I will also include the contact details of my academic supervisor on all information and consent forms should anyone need to raise any concerns about any aspect of the research or my conduct.

There is potential risk of the interview questions leading to participants recalling upsetting experiences and there will be plans in place should this situation arise. I will ensure that there is a sense of fairness and respect in the conduct of the interview and will give due regard and respect to individual differences such as age, gender, sexuality, religion, disability, and class. I will be mindful of my own positionality as a White, female, postgraduate researcher and will endeavour to address any power imbalances and strive for anti-oppressive practice in my conduct. I will aim to develop a rapport with the participants and conduct the interviews in an open, friendly, and informal professional manner to ensure that participants feel able to express their true perspectives or decline to answer should they wish to. Participants will be fully debriefed, as detailed previously for any concerns or questions to be addressed. If participants require further information or signposting, this will also be provided at this time. I will ensure that I can easily contact an identified member of staff, should I need to at any point, such as if participants feel distressed. Participants' parents will also be informed if anything is revealed that needs to be shared and acted on.

In using a quiet room to conduct the interviews, anonymity and confidentiality will also be adhered to by preventing the interviews from being overheard. To prevent data from being lost or misplaced, the researcher will return to a secure office base as soon as possible to transfer the audio recordings onto the BEAR DataShare. The audio devices will not be left unattended at any point during, or following, data collection.

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 be 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.

Please now save your completed form and email a copy to the Research Ethics Officer, at aer-ethics@contacts.bham.ac.uk. As noted above, please do not submit a paper copy.

**UNIVERSITY OF BIRMINGHAM
APPLICATION FOR ETHICAL REVIEW -
REQUEST FOR AMENDMENTS**

OFFICE USE ONLY:
Application No:
Date Received:

1. TITLE OF PROJECT

What Are the Educational Experiences of Mixed White and Black Caribbean Secondary-Aged Pupils with Identified Social, Emotional, and Mental Health Needs, Related to Their Educational Outcomes and Identity?

2. APPROVAL DETAILS

What is the Ethical Review Number (ERN) for the project?

ERN_22-0270

3. THIS PROJECT IS:

University of Birmingham Staff Research project

University of Birmingham Postgraduate Research (PGR) student project

Other (Please specify):

4. INVESTIGATORS

a) PLEASE GIVE DETAILS OF THE PRINCIPAL INVESTIGATORS OR SUPERVISORS (FOR PGR STUDENT PROJECTS)

Name: Title / first name / family name	Dr Anjam Sultana
Highest qualification & position held:	App Ed & Child Psy D; Academic Tutor/Supervisor
School/Department	School of Education/DISN
Telephone:	
Email address:	

Name: Title / first name / family name	
Highest qualification & position held:	
School/Department	
Telephone:	
Email address:	

b) PLEASE GIVE DETAILS OF ANY CO-INVESTIGATORS OR CO-SUPERVISORS (FOR PGR STUDENT PROJECTS)

Name: Title / first name / family name	Dr Nooreen Khan
Highest qualification & position held:	Academic Tutor/Supervisor
School/Department	School of Education/DISN
Telephone:	
Email address:	

c) In the case of PGR student projects, please give details of the student

Name of student:	Stephanie Holden	Student No:	
Course of study:	App Ed and Child Psy D		
Principal supervisor:	Dr Anjam Sultana		

Name of student:		Student No:	
Course of study:			
Principal supervisor:			

5. ESTIMATED START OF PROJECT

Date: 31.01.2023

ESTIMATED END OF PROJECT

Date: 31.08.2023

6. ORIGINAL APPLICATION FOR ETHICAL REVIEW AND ANY SUBSEQUENT APPROVED AMENDMENTS:

Please complete the table below for the original application and any subsequent amendments submitted

Title and reference number of application or amendment	Key points of application and/or changes made by amendment (include: aims of study, participant details, how participants were recruited and methodology)	Ethical considerations arising from these key points (e.g. gaining consent, risks to participants and/or researcher, points raised by Ethical Review Committee during review)	How were the ethical considerations addressed? (e.g. consent form, participant information, adhering to relevant procedures/clearance required)
<i>Original application</i>	<p>Participant details: Mixed white and Black Caribbean (MWBC) secondary aged pupils from mainstream secondary schools and short stay schools or pupil referral units (PRUs) who have been identified as having a primary need in the area of social, emotional, mental health (SEMH).</p> <p>Recruitment: Contact to be made with schools in Wolverhampton that meet the inclusion criteria i.e., mainstream secondary schools and Short stay schools and PRUs sharing advert and information sheet for school leaders. School leaders will need to complete a consent form to allow pupils in their school to be approached to take part in the research. School staff will be asked to share copies of the information sheets and consent forms with pupils and their parents who meet the inclusion criteria. Pupils and parents will return these to school staff for them to be signed and returned before the pupil can take part in the interview. There will be no incentive offered to the young people for their participation in the interview.</p> <p>Methods: A semi-structured interview,</p>	<p>Access to participants</p> <p>Access to participants</p> <p>Gaining consent Right to withdraw</p> <p>Risk/benefits to participants Right to withdraw</p>	<p>Permission gained to recruit in schools in Wolverhampton Local Authority. Schools will identify whether pupils are suitable to participate based on the inclusion criteria. Information for school leaders in information sheet.</p> <p>Information and consent form for school leaders.</p> <p>Information about the research procedure and right to withdraw included in the pupil and parent consent form, information sheet and debrief sheet.</p> <p>Pupils and parents informed of potential risks and benefits of taking part in the interview via the consent</p>

	<p>lasting for around 1 hour, will be used to elicit pupils' views about their school experiences to date. A short icebreaker activity would be used at the start of the interview to allow the researcher to develop rapport with the participant and allow them to feel more comfortable to begin the interview.</p> <p>The original AER is attached for reference.</p>		<p>form and will be reminded of their right to withdraw via the consent form, during the interview and in the debrief form.</p> <p>The researcher will check on the participants well-being at regular points throughout the interview.</p>
<i>Subsequent amendment 1</i>	<p>Extend target population to include young people who attend a specialist school provision for pupils with SEMH needs.</p> <p>This would include young people who have an Education Health and Care plan (EHCP) naming SEMH as their primary area of need.</p> <p>This amendment has arisen due to difficulties in gaining school leaders' permission to recruit pupils in secondary mainstream schools and short-stay schools/PRUs despite efforts as per the original ethics form.</p>	<ul style="list-style-type: none"> • Access to participants. • Risk to participants 	<ul style="list-style-type: none"> • Change all information sheets and consent forms. • Change recruitment advert. • Change inclusion criteria • Participants' emotional wellbeing will be checked on throughout the interview. They will be able to complete the interview in two parts and have a trusted staff member present, if they wish, as per the original study. The additional icebreaker session will also allow participants to ask questions to the researcher in an informal group setting to address any concerns they may have.
<i>Subsequent amendment 2</i>	<p>Include a small group introductory/icebreaker session (phase 1) lasting around 30 minutes around 1 week prior to the individual interview taking place (phase 2). Consent will need to be gained for pupils to participate in both the introductory session and the interview.</p> <p>This amendment has arisen from</p>	<ul style="list-style-type: none"> • Gaining consent 	<ul style="list-style-type: none"> • Change all information sheets and consent forms so that participants are aware they will need to take part in both Phase 1 (introductory session) and Phase 2 (semi-structured individual interview).

	<p>discussions with school leaders during current recruitment endeavours. Due to the nature of the young people's needs, it is important that the researcher builds a rapport with them early on prior to the interviews taking place to support their engagement and retention in the process. The introductory session will also allow pupils to ask question about the interview and the research before they take part. It is hoped that developing a rapport and the participants' understanding of the research will allow the participants to fully engage in the interviews and share their experiences to allow for rich interview data to be gathered.</p>	<ul style="list-style-type: none"> • Right to withdraw 	<ul style="list-style-type: none"> • Participants will be reminded of their right to withdraw their child at any point up to a week after their interview.
<p><i>Subsequent amendment 3</i></p>	<p>An online form will be used to gather parental consent. If parents struggle to access the internet or a device or have literacy difficulties, the researcher or member of the school staff can share information about the research verbally over the phone and arrange for the information and consent sheet to be shared in person via a brief informal home visit to allow them to give their signed informed consent.</p> <p>This amendment has arisen due to the nature of secondary school and specialist/short stay provisions which means that school staff have little face to face contact with parents. Discussions with school leaders during the current recruitment process have indicated that it may be more difficult to gain written parental consent via a physical copy of the consent form being returned to school as parents of pupils who attend these types of</p>	<ul style="list-style-type: none"> • Gaining informed consent • Data security 	<ul style="list-style-type: none"> • Parents will be reminded of their right to withdraw their child at any point up to a week after their interview. • All of the information from the original parent consent form will be replicated on the online form to ensure consistency. • An online survey platform such as SurveyMonkey or Microsoft Forms would be used. These are secure platforms which allow the consent form responses and personal data e.g., parent and pupil names to be gained and stored securely. These platforms are password protected to ensure they can only be

	<p>settings often have very limited contact with staff members face to face. In addition, parents who may have needs of their own could struggle to complete a form independently and return it. It is hoped that by offering parents the option to give their consent digitally that this would be more convenient and allow parental consent to be gathered more quickly. It is recognised that some parents may not be able to access an online form, therefore an alternative method of gaining parental consent suggested in this amendment, is to offer an introductory telephone conversation with the researcher, followed by a brief home visits to allow them to give their written consent.</p>	<ul style="list-style-type: none"> • Risk to researcher 	<p>accessed by the researcher.</p> <ul style="list-style-type: none"> • The researcher will be accompanied by either a member of the school staff or a staff member of the EPS such as an assistant educational psychologist to mitigate potential risks of lone working.
<p><i>Subsequent amendment 4</i></p>	<p>Offer participants who participate in the introductory session and the 1 hour interview a £10 Amazon gift card.</p> <p>This amendment has arisen due to difficulties in recruiting participants. Due to the nature of the young people's needs and potential discomfort they may experience through taking part in this research in speaking about negative experiences, an incentive gift voucher is hoped to demonstrate recognition of their time and effort.</p>	<ul style="list-style-type: none"> • Access to participants. • Social desirability bias. • Right to withdraw 	<ul style="list-style-type: none"> • All consent forms and information sheets to explicitly outline the incentive gift card, the amount, and that they will receive it after completion of the individual interview (phase 2). • The introductory session will be used to explain to pupils that the researcher is really interested in hearing about their authentic views and experiences and that there are no right or wrong responses. • They will be informed that their withdrawal after the interview will not affect their receipt of the gift card. They will be reminded of their right

			to withdraw in both the introductory session, the interview and in the debrief form, which will be amended to reflect this.
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7. **DETAILS OF PROPOSED NEW AMENDMENT**

Provide details of the proposed new amendment, and clearly and explicitly state how the proposed new amendment will differ from the details of the study as already approved (see Q6 above).

Amendment 1 – Including pupils who attend specialist SEMH school provisions in inclusion criteria.

The proposed new amendment seeks to interview participants who attend a specialist secondary school setting for young people with social emotional and mental health needs (SEMH) as well as the settings listed in the original AER. This would include pupils who have an Education, Health and Care Plan with a primary need in the area of SEMH.

Amendment 2 - Recruitment procedure: introductory activity.

The proposed new amendment seeks to include an introductory session with icebreaker activities with a small group of pupils who have given their consent to participate in the research. This session will last between 30-40 minutes and will be supported by two members of staff in school who know the pupils well. This will give the researcher the opportunity to develop a rapport with the participants as well as give the participants a chance to find out more about the research i.e., posing questions to the researcher etc.

Amendment 3 - Gaining parental consent via an online form rather than returning a paper copy. If parents are unable to access the internet and cannot return a paper copy, home visits to allow parents without internet access to return a physically signed copy of the form.

The proposed new amendment will involve an alternative procedure for gaining parental consent should it be required. An electronic online form using a secure online survey platform such as SurveyMonkey or Microsoft Forms will be created to allow parents who may have limited contact with school staff easy access to the research information and consent form. An email with the debrief information will also be sent to parents of the participants. For parents who may not have access to a device or the internet, an alternative method of gaining consent will be used. This will involve an initial telephone conversation between the researcher and parent to introduce the research and explain what will be involved. If they are happy to proceed, this phone call will be followed by a brief visit to their home to allow them to sign the consent form in person and ask any questions to the researcher. The researcher would be accompanied by a member of staff from the school taking part in the research or an assistant educational psychologist from the educational psychology service which this research will be conducted in.

Amendment 4 – Offer £10 Gift Voucher incentive for participation.

The proposed new amendment seeks to offer participants an incentive for their participation in the research in the form of an Amazon gift voucher to the value of £10. Pupils will be informed that they will receive the voucher after their participation in both the introductory session (phase 1) and the individual semi-structured interview (phase 2). Participants, their parents, and school staff will be made aware of this in the information sheets and consent forms and in the debrief information. Participants will be reminded that they should share their experiences and views in the research and there are no right or wrong responses to any of the questions, to avoid them giving answers they believe the researcher may want to hear. They will also be made aware that this will not affect their right to withdraw should they wish to withdraw from the research up to a week after their interview and this will not affect their receipt of the voucher. Participants will be given the voucher after the interview has ended. They will be verbally reminded of their right to withdraw and this will also be included in the debrief forms for parents and pupils.

8. **JUSTIFICATION FOR PROPOSED NEW AMENDMENT**

Amendment 1 – Including pupils who attend specialist SEMH school provisions in inclusion criteria.

This amendment has arisen due to difficulties in recruiting the target population within mainstream secondary schools and short-stay schools/PRUs. There has been a lack of interest in these schools being involved in the research or barriers in terms of the schools having pupils that meet the inclusion criteria. This has meant that recruitment of participants has not been possible within this student population to date. While MWBC young people are overrepresented in the SEN area of SEMH, this is still a relatively small population within Wolverhampton. Due to the fact that there is a strong link between having SEMH needs and receiving a permanent exclusion from school, it is possible that more specialist settings would have a higher proportion of pupils who meet these criteria on roll as data suggests they are more likely to have been excluded from a mainstream secondary school. Additionally, it may be that mainstream school staff may be more cautious to allow their pupils to take part in this research as it is possible that pupils may have had negative experiences which school leaders may feel would reflect negatively on their school. Consequently, an amendment is sought to expand the range of settings to include specialist SEMH settings which would allow for the research to reach this population of young people.

Amendment 2 - Recruitment procedure: introductory activity.

The target population of this research may find it difficult to trust professionals due to their previous experiences and nature of their needs. Therefore, the introductory session is designed to support the researcher to build a rapport with the young people before they decide whether to participate in the research so that they feel comfortable to speak about aspects of the research they want to know more about and ask any questions before deciding whether to take part. It is also hoped that having met myself prior to the interviews taking place, that the participants would feel much more relaxed during their interview, allowing them to share their views and experiences more openly and allow for rich data to be gathered.

Amendment 3 - Gaining parental consent via an online form rather than returning a paper copy. If parents are unable to access the internet and cannot return a paper copy, home visits to allow parents without internet access to return a physically signed copy of the form.

Parents of children in secondary schools are often less likely to access the school site, particularly parents of pupils who attend PRUs and specialist provisions as these pupils often arrive to school and return home on transport arranged by their school. This therefore makes accessing parents in person in order for them to give their written consent more challenging. In addition, some parents of children with an SEN may also have their own needs which could pose a barrier in parents giving their consent by returning a physical consent form. Therefore, an online Microsoft Form or SurveyMonkey will be used to provide parents the opportunity to give their consent online. The online form will contain all of the information and require them to read through this before they are able to give their consent and submit the form. Some parents may have limited access to the internet or electronic devices that would enable them to access this platform. Therefore, an alternative option that is also proposed by this amendment would be to speak to parents via telephone to share the information with them initially, followed up with a brief informal visit to their home should they agree to this, to allow them to ask any further questions, read the information in person and give their full signed consent. The researcher would attend this home visit alongside a member of school staff and or member of the EPS such as an assistant psychologist.

Amendment 4 – Offer £10 Gift Voucher incentive for participation.

This amendment has arisen due to difficulties in recruiting participants to take part in this research to date. Discussions with school leaders during the current recruitment process has revealed that the target population of this research can be unwilling to engage with

professionals and/or find it difficult to engage openly with professionals. This can be due to negative experiences they have had which can cause young people to distrust professionals. In addition, due to the nature of their needs, pupils with SEMH needs may find it difficult talking about their experiences of education. Therefore, a gift incentive is hoped to increase interest and engagement in the research and to demonstrate that their time and effort in participating is valued by the researcher.

9. ETHICAL CONSIDERATIONS

What ethical considerations, if any, are raised by the proposed new amendment?

Amendment 1 – Including pupils who attend specialist SEMH school provisions in inclusion criteria.

Ethical considerations anticipated:

- Access to participants. Equality of access to participation for pupils who have been recognised as having significant needs that would constitute a place in a specialist setting. Including participants that may not have otherwise been able to take part in this research.
- Risk to participants. Pupils who attend specialist SEMH provisions may have more severe SEMH needs and therefore may be more emotionally vulnerable.

This would be managed by:

- Change all information sheets and consent forms.
- Change recruitment advert.
- Change inclusion criteria
- Regular well-being checks throughout the interview.
- Opportunity to complete the interview in two parts.
- Choice of having trusted staff member present in the interview.
- Additional icebreaker session to allow participants to ask any questions and alleviate any concerns they may have.

Amendment 2 - Recruitment procedure: introductory activity.

Ethical considerations anticipated:

- Gaining consent
- Right to withdraw. Participants may feel obliged to take part in the interview once they have been involved in introductory session.

This would be managed by:

- Change all information sheets and consent forms so that participants are aware there are two phases to the research: Phase 1 (introductory session) and Phase 2 (semi-structured individual interview).
- Participants will be reminded of their right to withdraw at any point during the research up to a week after their interview.

Amendment 3 - Gaining parental consent via an online form rather than returning a paper copy. If parents are unable to access the internet and cannot return a paper copy, home visits to allow parents without internet access to return a physically signed copy of the form.

Ethical considerations anticipated:

- Gaining informed consent. Parents may feel pressured to commit to giving their consent over the phone or face to face.
- All of the information from the original parent consent form will be replicated on the

online form to ensure consistency.

- Data security of gathering personal data via an online survey platform e.g., names.
- Risk to researcher during completion of potential home visits.

This would be managed by:

- Parents will be reminded of their right to withdraw their child at any point up to a week after their interview.
- An online survey platform such as SurveyMonkey or Microsoft Forms would be used. These are secure platforms which allow the consent form responses and personal data e.g., parent and pupil names to be gained and stored securely. These platforms are password protected to ensure they can only be accessed by the researcher. The researcher will follow the data management policy as per the original AER.
- The researcher will be accompanied by either a member of the school staff or a staff member of the EPS such as an assistant educational psychologist to avoid risk of lone working.

Amendment 4 – Offer £10 Gift Voucher incentive for participation.

Ethical considerations anticipated:

- Access to participants. Encouraging pupils to participate who may not have normally wanted to do so.
- Social desirability bias. There is the potential for participants to answer questions according to how they think the researcher would want them to answer i.e., increase in social desirability bias due to reward.
- Right to withdraw. Participants may feel less able to withdraw from the study for fear of missing out on the reward.

These will be managed by:

- All consent forms and information sheets to explicitly outline the incentive gift card, the amount, and that they will receive it after completion of Phase 1 introductory icebreaker sessions and Phase 2 interview.
- The introductory session will be used to explain to pupils that the researcher is really interested in hearing about their authentic views and experiences and that there are no right or wrong responses
- They will be informed that their withdrawal after the interview will not affect their receipt of the gift card. They will be reminded of their right to withdraw in both the introductory session, the interview and in the debrief form which will be amended to reflect this.

10. DECLARATION BY APPLICANTS

I make 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.

I declare that:

- 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 Conduct for Research (<http://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 project to the University of Birmingham Research Ethics Officer.

Signature of Principal investigator/project supervisor:

Date:

Stephanie Holden, PGR



Appendix B

School Leader Information Sheet, Consent Form and Flyer



UNIVERSITY OF
BIRMINGHAM

Re: Research Study: What Are the Educational Experiences of Mixed White and Black Caribbean Secondary-Aged Pupils with Identified Social, Emotional, and Mental Health Needs, Related to Their Educational Outcomes and Identity?

Dear _____,

My name is Stephanie Holden, and I am a trainee educational and child psychologist, in my second year of full-time postgraduate study, at the University of Birmingham. I am currently on placement with the City of Wolverhampton Council, within the Educational Psychology Service. I am carrying out research for my thesis which will involve interviewing secondary school pupils and I am writing to ask if you could consider supporting me with this research, by allowing me to recruit potential participants in your school. The study has been reviewed by the University of Birmingham's Humanities & Social Sciences Ethical Review Committee. I have provided further information below which I hope will help you to make an informed decision.

What is the research project about?

The aim of the research is to explore the educational experiences of Mixed White and Black Caribbean (MWBC) children in secondary education, with identified social, emotional and/or mental health (SEMH) needs. I would like to speak with young people in Years 7-11. Through this research, I am hoping to learn what young peoples' experiences of education has been so far and what they feel has impacted on their experiences. Ultimately, the aim of the research is to help to promote positive educational outcomes for young MWBC people with SEMH needs. The outcomes of the research may have implications for how school staff and other professionals, such as educational psychologists, can support this group of young people when working with them.

My research questions are:

1. *What are the past and current educational experiences of MWBC secondary pupils who have been identified as having SEMH needs?*
2. *What are MWBC pupils' experiences of difficulties associated with SEMH needs and what are their perceptions of how others view them?*
3. *How have the educational experiences of MWBC pupils influenced the identity of MWBC pupils?*

4. *What factors do MWBC pupils with identified SEMH needs, perceive to be enabling and disabling in terms of their current and future educational outcomes?*

Participant Criteria

Inclusion Criteria

- Pupils in Years 7-11 attending a secondary aged school setting, including a mainstream setting, short stay school, PRU or specialist SEMH setting.
- Pupils of any gender, who identify as being from a mixed White and Black Caribbean heritage.
- Pupils who have an identified SEMH need and are on their school's SEN register, including those who have an EHCP.
- Pupils who school staff identify as having the expressive and receptive language and communication skills to be able to engage in an interview where they will be able to discuss their past and present educational experiences.

What will happen if you agree for me to recruit participants at your school?

If you allow me to recruit participants at your school, I will contact the SENCo at your school for them to highlight any potential participants. I will then ask the SENCo to speak to the pupil to see whether they would like to take part in the study and to show them an information sheet for pupils. If the potential participant expresses an interest, I will then send the information sheet to their parent/s, with a letter to seek their consent for their child to be involved in the study. The information and consent forms for parents will be sent to them via email using an online survey platform such as SurveyMonkey or Microsoft forms so that their consent can be returned directly to my secure account. Should parents not be able to access the internet and are not able to complete and return a paper copy of the consent form, I will offer them a brief home visit in which I can discuss the research with them and allow them to complete a physical copy.

What will taking part involve?

If consent from parents and the pupil is obtained, the pupils will be invited to an introductory session lasting between 30-40 minutes. This is to allow me to develop a rapport with pupils and allow them to feel more comfortable prior to their interview. I will explain a bit more about my research to them and they will have the opportunity to ask me any questions. I will then conduct individual, one-off interviews with the participants, which would take between 45mins to an hour, although it should be noted that this would vary depending on the level of detail each participant wished to offer. The interview will take place in person, in a quiet space at school, providing that there are no restrictions on face-to-face visits at the time of the data collection.

The interview will consist of questions which explore pupils' experiences of school, their experiences of SEMH, what helps and hinders their educational experiences and how their identity has been shaped by their experiences. I will provide visuals to support the participants with answering the questions should they need them. The participants will not be expected to answer any questions they do not wish to.

Interviews will be audio-recorded and subsequently transcribed. The upmost care will be taken to safeguard participant confidentiality and data security at all stages of the study, in accordance with

the University of Birmingham's code of practice for research and within the requirements of the Ethics Review Committee, who have approved this study.

Once the participants complete their interview, they will each get a £10 Amazon gift card to thank them for their participation.

If the participant agrees to take part, can they change their mind?

Yes, if a participant decides they no longer wish to take part in the research, they can withdraw before during or up to 7 days after their interview. They can either contact me directly or ask their parents or the school SENCo to contact me. Any request to withdraw will be respected without being questioned. There will be no consequences for withdrawing their participation. If they wish to withdraw after they have completed their interview they will still be able to keep their gift card.

What will happen to the data collected during the research process?

Interview data will be treated confidentially. The names of participants will not be reported, and all participants will be given pseudonyms. No other identifying information will be reported (e.g., names of individuals mentioned, the school's name, geographical locations or external organisations.).

Confidentiality may only need to be breached if a disclosure is made which indicates that the participant or others are at risk of harm and/or which indicates illegal activity. The school and Local Authority's safeguarding procedures would then be followed.

This research will have a data management plan in place. This will require the audio-recorded data to be transferred from the electronic recording device to a password-protected folder. It will then be transcribed and, immediately after each interview.

Once the data has been safely transferred, the audio files will be immediately deleted from audio recording device. The audio data will be transcribed and this and any notes will be stored in the University of Birmingham's 'BEAR DataShare' system. Any written notes will be scanned and stored electronically on the BEAR DataShare so that the paper copies can be destroyed. The University of Birmingham's research management policy requires data will be stored on BEAR DataShare for 10 years after completion of the project. A 10-year expiry date will be set for the electronic data stored on BEAR DataShare.

How will the findings be reported?

Following the data analysis, a short report will be sent to participants, summarising the key findings of the research. Participants will be able to meet me to further discuss the research findings if they wish. A report will also be shared with each school with a summary of findings and implications for practice.

A write-up of the research will form part of my doctoral thesis and may be published in a research journal.

Contact details

If you have any questions regarding the project or would like any further information, please contact me via email [SXH109@student.bham.ac.uk](mailto: SXH109@student.bham.ac.uk) or via [phonecall on \[work phone\]](#). You can also contact my research supervisor, Dr Anjam Sultana, who can be contacted via [a.sultana.1@bham.ac.uk](mailto: a.sultana.1@bham.ac.uk)

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

Yours faithfully,

Stephanie Holden

Trainee Educational Psychologist

Please indicate below whether you consent to your school's participation in this research.

I have read and understood the information provided in this information sheet.

Yes No

I consent to _____ (insert name of school) participating in this research study.

Yes No

Signed: _____

Date: _____

Once completed, please return this document to [stephanie.holden@wolverhampton.gov.uk](mailto: stephanie.holden@wolverhampton.gov.uk)

Thank you for support in anticipation.

Schools' Bulletin entry

Title: Participants Needed for Study Exploring the Experiences of Mixed White Black Caribbean Secondary School Pupils with Social Emotional and Mental Health Needs
Summary: My name is Stephanie, a Trainee Educational Psychologist at the University of Birmingham. I am conducting research exploring the school experiences of Mixed White and Black Caribbean secondary-aged pupils who have Social Emotional Mental Health needs. Please see the attached flyer and information sheet for further details. If you are interested in pupils in your school being involved in this research, or would like further information please contact me via email XXXXXXXXXXXXX
(Please use no more than 75 words in your summary. We are able to include a separate attachment(s) if you would like a longer word-count. Please still provide a small summary, so that we have some information to give with the link.)
Attachment(s) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Preferred urgency rating (this is a guideline for us and does not guarantee your article will appear in that category.) <p style="text-align: center;"> Red (Priority Action) <input type="checkbox"/> Amber (For Action) <input checked="" type="checkbox"/> Green (For Information) <input type="checkbox"/> </p>
Contact name and job title: Stephanie Holden, Trainee Educational Psychologist
Contact email and phone number: stephaniexxxxxxxxxx XXXXXXXXXXXXX
Where to send article to: Once completed, email to XXXXXXXXXXXXX or add to the 'School closure and re-opening' on Team's <u>general channel</u> if you have access.
Deadline: There are currently two weekly bulletins which go out on Tuesday's and Thursday's. If you wish to include your article in Tuesday's edition, please send to School Post/ post of Teams by Monday at 12pm and if you wish to include in Thursday's edition please send by Wednesday at 12pm.



UNIVERSITY OF
BIRMINGHAM

Recruiting Participants:

Secondary-aged pupils who identify as Mixed White and Black Caribbean with SEMH needs

I am Stephanie, a Trainee Educational Psychologist at the University of Birmingham. I am currently conducting my thesis research project on the school experiences of secondary-aged Mixed White and Black Caribbean (MWBC) pupils with Social Emotional and Mental Health (SEMH) needs.

This research seeks to give young people a voice and allow them to share their experiences of school so far and what they feel has impacted upon this. They will be invited to share their reflections on their identity and both positive and negative factors associated with their experiences.

Who can take part?

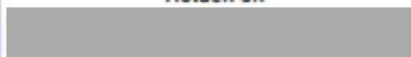
- Pupils who identify as MWBC
- Identified as having SEMH needs on school SEND register
- In years 7-11
- Have a level of receptive and expressive language to allow them to take part in an interview



What will be involved?

- Eligible young people who are willing to take part will be invited to an informal interview with myself, lasting approximately 45 to 60 minutes.
- The interview will most likely take place in school.
- They will be invited to speak about their educational experiences and will remain anonymous.

If you would be happy for pupils in your school to be involved or would like further information, please contact Stephanie Holden on



This study has been approved by the University of Birmingham's Humanities & Social Sciences Ethical Review Committee.

Appendix C

Parental Information and Consent Forms



UNIVERSITY OF
BIRMINGHAM

Dear Parent/Guardian

My name is Stephanie Holden, and I am a postgraduate research student at the University of Birmingham and am currently on placement in the City of Wolverhampton Educational Psychology Service. This information sheet has been given to you because I am asking for your agreement to allow your child to take part in a research project which I am completing as part of my training as an educational psychologist. The study has been reviewed by the University of Birmingham's Humanities & Social Sciences Ethical Review Committee.

Before you decide whether you are happy for your child to take part, please read this leaflet so that you understand why the research is being conducted and what being part of the project will involve.

What is the purpose of the project?

The aim of the research is to explore the educational experiences of children and young people who identify as being from a Mixed White and Black Caribbean heritage and are identified as having social, emotional and/or mental health needs. I would like to speak with young people in Years 7 to 11 about their school experiences. By doing this research, I aim to understand their school experiences, what factors affect their experiences, what are their experiences of social, emotional, and/or mental health, and how have their experiences have impacted on their identity. The research aims to help to promote positive outcomes for young Mixed White and Black Caribbean (MWBC) people with social, emotional and/or mental health needs and give them a chance to share their experiences and have their voices heard.

What are the benefits and risks of the research?

There has been very little research that has explored the educational experiences of Mixed White and Black Caribbean children and young people. A benefit of this research is that the research will help to gain a better understanding of what this group of pupil's educational experiences are like and what may help to improve them.

Your child may talk about difficult experiences or feelings associated with their education. If I see that your child is showing signs of distress, fatigue, or unwillingness to take part or continue, I will ask them if they would like to stop the interview. I will also provide information about which members of staff they can speak to for help. I will also provide them with a debrief form with details of organisations they can go to for further support.

Once your child has completed their interview I will give them a £10 gift card to show them my appreciation for their time and effort.

What will happen if my child wants to take part?

I will ask your child's school for your contact details and you will be sent a link which will take you to an online form to complete. This will let me know that you are giving your consent for your child to take part. If you cannot access the online link, I will be able to get in touch with you to talk about the information to do with the research and arrange to briefly visit you at your home address to allow you to complete a paper copy of the consent form.

If you consent to your child taking part and they are also happy to do so, I will also ask them to complete a consent form. I will then invite your child to a short introductory session with me lasting around 30-40 minutes, so that they can learn more about my research and we can get to know each other. I will then arrange with their school for your child to join me for an interview lasting between 45 minutes to an hour. This will take place in a quiet safe place in school. Before the interview starts, I will verbally explain the purpose of the study and what they will be asked to do if they still wish to take part. This is to make sure they understand the purpose of the study and it will also give them the opportunity to ask questions if they want to.

I will then conduct individual interviews with your child. The interview will consist of questions which explore their experiences of school, what helps them to do well in school and what their feelings towards being identified as having social, emotional, and mental health needs, and how they feel their school experiences have impacted on their identity. I will provide visual aids to help structure our conversation and support your child with answering the questions if they need this.

Once your child has completed their interview, they will be given their £10 Amazon gift card.

What will happen to my child's contributions?

To ensure that I have an accurate record of what your child has said, I will audio record the interview with your child. I will also transcribe the audio recording so it can be read. I will be the only person able to access the audio recordings and transcripts, and both will be stored securely on a secure University of Birmingham database. The University of Birmingham also requires for all research data collection to be stored securely on their database for 10 years after the research has been completed.

The research will comply with the Data Protection Act 2018, which ensures the safe storage of personal information and imposes restrictions on communication of personal information, to safeguard privacy. Your child's name will not be used, and they will be given a different name to maintain their anonymity. Anything they say in their interview will be kept confidential. Quotes from the interview could be added in my final research write up, however, I will ensure any quotes will not allow your child to be identified.

In the exceptional circumstance that your child discloses something during the interview that suggests there is a potential risk or harm to themselves or others, I would have a duty to report this information according to the school and Local Authority's safeguarding procedures.

Once I have analysed all the interviews your child and other young people have taken part in, I will write up my findings in my thesis as part of my doctoral qualification. This may also be later published in a research journal.

What if my child or I change our minds about taking part?

Your child's participation in this project is completely voluntary and you and your child are free to change your mind and withdraw from the project at any point before, during or up until one week after their interview. Requests to withdraw should be made within one week after their interview as your child will not be able to withdraw once the data analysis has been completed.

You will not need to give a reason for withdrawing, and there will be no consequences if you decide to do so. Your child will still be allowed to keep their £10 Amazon gift card if they withdraw after their interview. If you or your child wishes to withdraw from the study, please inform me using the contact details below. If this is before, during or up to one week after their interview, I will delete and destroy any information you have provided as requested.

How does my child become involved?

If you agree for your child to be involved in the study, please fill out the consent form included. You may wish to either scan it and email it back to me, send it back via post or pass it onto [designated member of staff] in school. Once I receive the forms, I will get in touch with the school to arrange a time to meet your child and complete the interview with them.

What if I have more questions or want further information?

If you would like any more information, or if you have any questions about the information above, please do not hesitate to get in touch with me via email [redacted] or via phone on [work mobile number]. You can also contact my research supervisor, Dr Anjam Sultana, who can be contacted by email [redacted]

Thank you for taking the time to read this information.

Yours faithfully,

Stephanie Holden



Parental Consent Form

Please circle your answers:

I have read and understood the information sheet.

Yes No

I know that my child's interview will be audio recorded and this will be heard by Stephanie only.

Yes No

I understand that if Stephanie becomes concerned that my child or someone else could be in danger of harm, she will need to follow the appropriate safeguarding procedures.

Yes No

I understand that the views my child shares with Stephanie in the interview will not be shared with anyone else, unless there is risk to my child, or someone else, being hurt.

Yes No

I understand that some of my child's views might be written in a report, but their name will be changed, so only Stephanie will know they are their views.

Yes No

I know that my child can withdraw from the research before during or after the research.

Yes No

I know that my child's interview data will be deleted if I withdraw within seven days after the interview.

Yes No

I wish for my child to take part in the project.

Yes No

Child's name: _____

Parent name: _____

Parent signature: _____

Date: _____

Parent information and consent form for research on pupils' school experiences

Dear Parent/Guardian

My name is Stephanie Holden, and I am a postgraduate research student at the University of Birmingham and am currently on placement in the City of Wolverhampton Educational Psychology Service. This information and consent form has been sent to you because I am asking for your agreement to allow your child to take part in a research project which I am completing as part of my training as an educational psychologist. The study has been reviewed by the University of Birmingham's Humanities & Social Sciences Ethical Review Committee.

Before you decide whether you are happy for your child to take part, please read the following information so that you understand why the research is being conducted and what being part of the project will involve.

What is the purpose of the project?

The aim of the research is to explore the educational experiences of children and young people who identify as being from a Mixed White and Black Caribbean heritage and are identified as having social, emotional and/or mental health needs. I would like to speak with young people in Years 7 to 11 about their school experiences. By doing this research, I aim to understand their school experiences, what factors affect their experiences, what are their experiences of social, emotional, and/or mental health, and how have their experiences have impacted on their identity. The research aims to help to promote positive outcomes for young Mixed White and Black Caribbean people with social, emotional and/or mental health needs and give them a chance to share their experiences and have their voices heard.

Next

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What will happen if my child wants to take part?

I will have already asked your child's school for your contact details if they think your child might want to take part. There is a **short consent form for you to complete at the end of this information section**. This will let me know that you are giving your consent for your child to take part. If you have not been able to access the online link, I will be able to get in touch with you to talk about the research and arrange to briefly visit you at your home address to allow you to complete a paper copy of the consent form at a time convenient for you.

If you consent to your child taking part and they are also happy to do so, I will also ask them to complete a short consent form. I will then invite your child to a **short introductory session** with me lasting around **30 minutes**, so that they can learn more about my research and we can get to know each other. I will then arrange with their school for your child to join me for an **interview lasting between 45 minutes to an hour**. This will take place in a quiet safe place in school. Before the interview starts, I will verbally explain the purpose of the research and what they will be asked to do if they still wish to take part. This is to make sure they understand the purpose of the study and it will also give them the opportunity to ask questions if they want to.

I will then conduct the individual interview with your child. The interview will consist of questions which explore their experiences of school, what helps them to do well in school and what their feelings are about their particular needs, and how they feel their school experiences have impacted on their identity. I will provide visual aids to help structure our conversation and support your child with answering the questions if they need this.

Back

Next

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What are the benefits and risks of the research?

There has been very little research that has explored the educational experiences of Mixed White and Black Caribbean children and young people. A benefit of this research is that the research will help to gain a better understanding of what this group of pupil's educational experiences are like and what may help to improve them.

Your child may talk about difficult experiences or feelings associated with their education. If I see that your child is showing signs of distress, fatigue, or unwillingness to take part or continue, I will ask them if they would like to stop the interview. I will also provide information about which members of staff they can speak to for help. I will also provide them with a debrief form with details of organisations they can go to for further support.

Once your child has completed their interview I will give them a **£10 gift card** to show them my appreciation for their time and effort.

Back

Next

What will happen to my child's contributions?

To ensure that I have an accurate record of what your child has said, I will audio record the interview with your child. I will also transcribe the audio recording so it can be read. I will be the only person able to access the audio recordings and transcripts, and both will be stored securely on a secure University of Birmingham database. The University of Birmingham also requires for all research data collection to be stored securely on their database for 10 years after the research has been completed.

The research will comply with the Data Protection Act 2018, which ensures the safe storage of personal information and imposes restrictions on communication of personal information, to safeguard privacy. Your child's name will not be used, and they will be given a different name to maintain their anonymity. Anything they say in their interview will be kept confidential. Quotes from the interview could be added in my final research write up, however, I will ensure any quotes will not allow your child to be identified.

In the exceptional circumstance that your child discloses something during the interview that suggests there is a potential risk or harm to themselves or others, I would have a duty to report this information according to the school and Local Authority's safeguarding procedures.

Once I have analysed all the interviews your child and other young people have taken part in, I will write up my findings in my thesis as part of my doctoral qualification. This may also be later published in a research journal.

Back

Next

How does my child become involved?

If you agree for your child to be involved in the study, please fill out the consent form below once you have read and understood the information. Your child will also be asked to fill out an information and consent form in school. Once I receive the forms, I will get in touch with your child's school to arrange a time to meet your child and complete the interview with them.

[Back](#)[Next](#)

What if my child or I change our minds about taking part?

Your child's participation in this project is completely voluntary and you and your child are free to change your mind and **withdraw from the project** at any point **before, during or up until one week after their interview**. Requests to withdraw should be made within one week after their interview as your child will not be able to withdraw once the data analysis has been completed.

You will not need to give a reason for withdrawing, and there will be **no consequences if you decide to do so. Your child will still be allowed to keep their £10 gift card if they decide to withdraw after their interview**. If you or your child wishes to withdraw from the study, please inform me using the contact details below. If this is before, during or up to one week after their interview, I will delete and destroy any information you have provided as requested.

[Back](#)[Next](#)

* Required

What if I have more questions or want further information?

If you would like any more information, or if you have any questions about the information above, please do not hesitate to get in touch with me via email [s\[REDACTED\]](#) you can also contact my research supervisor, Dr Anjam Sultana, who can be contacted by email [a\[REDACTED\]](#)

Thank you for taking the time to read this information. If you have read and understood the information above and are happy to give your consent, please proceed to complete the consent form below.

Yours faithfully,

Stephanie Holden

1. Full name *

Enter your answer

2. Child's name *

Enter your answer

3. I have read and understood the information sheet. *

Yes

No

4. I know that my child's interview will be audio recorded and this will be heard by Stephanie only. *

Yes

No

5. I understand that if Stephanie becomes concerned that my child or someone else could be in danger of harm, she will need to follow the appropriate safeguarding procedures. *

Yes

No

6. I understand that the views my child shares with Stephanie in the interview will not be shared with anyone else, unless there is risk to my child, or someone else, being hurt. *


Yes

No

7. I understand that some of my child's views might be written in a report, but their name will be changed, so only Stephanie will know they are their views. *


Yes

No

8. I know that my child can withdraw from the research before during or up to one week after their interview. * 


Yes

No

9. I know that my child's interview data will be deleted if I withdraw within seven days after their interview. * 

Yes

No

10. I wish for my child to take part in this research. * 

Yes

No

Back

Submit

Appendix D

Pupil Information Sheet and Consent Form



Hi, my name is Stephanie, and I would like to invite you to be part of a project that I am working on.

I am currently studying at the University of Birmingham, training to become an educational psychologist. This job

What is the project about?

As part of my training, I am doing a research project about the experiences of Mixed White and Black Caribbean young people in who are in secondary education. I am interested in finding out what your experiences of education have been during primary and secondary school. This research study has been reviewed by the University of Birmingham's Humanities & Social Sciences Ethical Review Committee to make sure it is safe for you to take part.

What will happen if you take part?

If you decide you would like to take part in the project, you and your parent will be asked to fill out a consent form. I will then invite you to an introductory session to help you learn more about the research you'll be involved in and so we can learn a bit more about each other. This will be with a small group of other young people who have agreed to take part. It will last for around 30-40 minutes. After this I will invite you to come to an individual interview, which will take around 1 hour.

During, the interview. I will ask you about the following things:

- ✚ Your experiences in primary school.
- ✚ Your experiences in secondary school
- ✚ What has helped and what has not helped you to have positive educational experiences?
- ✚ Your identity and what you feel has shaped who you are today.

We would meet in your school in a quiet space. The interview can be during school time, or we can arrange to meet after school if you would prefer this. If you would prefer to meet in school time you would miss some of your lessons. You can choose to have another adult with you if you think his would help you to feel more comfortable and relaxed. If you would prefer the interview can happen over two sessions.

Before the interview, I would go through the details in the information sheet to make sure to be aware of everything that will happen, your rights and to give you a chance to ask any questions. I will remind you that you are there voluntarily and that you can withdraw from the interview if you wish to.

During the interview you will be able to share your experiences of education and talk about your views on the things that you think have impacted your experiences. There are no right or wrong answers as it is your views about your experiences that I am interested in. The session should be relaxed, and we will be able to talk and record your ideas using drawing if you would like.

Our conversation will be audio recorded, and I will listen to and type up the conversation afterwards. The typed-up interview will be stored by my university for 10 years in a secure database after the interview. I will not use your real name when I write about things you have said, so no one will know who you are apart from me.

Once you have completed the interview, I will give you a £10 gift card as a token of my appreciation of your time and effort. You will receive this interview as soon as you have finished your interview. If you decide you do not want to be part of the research after you have received your gift card that is fine. I will withdraw you from the research and you will still get to keep your gift card.

If you decide that you no longer want to be part of the research, you can let me know up to one week after the interview and I will be able to delete your interview data from my research.

If you choose to take part in the project, here are some of the benefits and the potential risks:

- The information you give may help others to learn more about what can support other Mixed White and Black Caribbean young people to have positive educational experiences.
- Talking about your experiences and having someone listen to you and be interested in your story can make you feel good.
- You will get a £10 gift card to thank you for your time
- There is no physical risk - you won't be hurt.
- During the interview you may talk about some experiences which may cause you to feel upset.
- If you mention something that makes me concerned about your safety, I will need to pass the information on to someone who can help you.

What to do if you want to take part?

I have asked for your parents/carers permission for you to take part in this project, but I want to make sure that you are happy to take part in this project and ensure that you know it is your choice whether you would like to take part or not.

If you decide you would like to take part, please complete the consent form, and ask your parent/carer or [insert name of staff member in school] to send it back to me.

Contact Details:

If you have any questions about taking part or want any more information, you can email me ([REDACTED]) or my university tutor, Anjam Sultana [REDACTED]. We will be happy to answer any questions you have.

It might be helpful to keep this information sheet in a safe place in case you want to read it again.

Thank you for taking the time to read this!

Stephanie (Trainee educational psychologist/researcher)

Pupil consent form

My name: _____

Date: _____

My school: _____

My ethnicity: _____

Please circle your answers:

I wish to take part in the project.

Yes No

I have read and understood the information sheet.

Yes No

I am happy to take part in an introductory group session and an individual interview.

Yes No

I know that my interview will be audio recorded and this will be heard by Stephanie only.

Yes No

I understand that if Stephanie becomes concerned that me or someone else could be in danger of harm, she will need to let another adult know.

Yes No

I understand that the views I share with Stephanie in the interview will not be shared with my family or teachers, unless there is risk to me, or someone else, being hurt.

Yes No

I understand that some of my views might be written in a report, but my name will be changed, so only Stephanie will know they are my views.

Yes No

I know that I can withdraw from the research by contacting Stephanie at any time before or during the research, or up until one week after my interview.

Yes No

Appendix E

Participant and Parent Debrief Forms



Participant Debrief form

Thank you for speaking with me today and for taking time out of your day to take part in this research.

Summary

Today, we talked about your past and present experiences of school, what has impacted your educational experience, your identity and what helps you in school. Your experiences will help us to understand how young people like yourself experience school and what contributes to your educational outcomes.

I will write up what we have talked about today, but I will not include your name or your school's name. The University of Birmingham, where I study, would also like to keep the write up of your interview for 10 years. This will be securely stored on my university's database.

If you would like to ask me more questions about the project, you can ask your parents or teachers to email me.

Next Steps

If you decide later on that you do not want your interview to be included in my research, you can contact me to let me know up to one week after your interview has happened. You can ask your parents or teacher to let me know. I will then delete the audio recordings and any written documents I have.

You will still be able to keep your gift card if you decide to withdraw after your interview.

If I decide that I no longer want to take part in the study, I will aim to let Stephanie know by _____.

Once I have written up what you and other young people have said, I will send you a short report about what I have found. You can also ask me any questions about it whenever you wish.

My email address is:

Where to get further help

Today, we may have talked about your experiences, some of which may have been difficult and may have brought up difficult feelings and emotions.

If you have any worries or concerns about anything you've spoken about, you can speak with [name of relevant school staff] at school.

You can also find help and more information below:

Childline

<https://www.childline.org.uk/>

<https://www.childline.org.uk/info-advice/bullying-abuse-safety/crime-law/racism-racial-bullying/>

Young Minds

<https://youngminds.org.uk>

<https://www.youngminds.org.uk/young-person/coping-with-life/racism-and-mental-health/>

Name: _____

Do you agree for your interview to be included in my project?

YES / NO (please circle)



UNIVERSITY OF
BIRMINGHAM

Parental Debrief Form

Dear Parent/Carer,

This is a debrief form for the research study that your child has taken part in.

Summary

The aim of the research is to explore the school experiences of Mixed White and Black Caribbean pupils, in years 7-11, who have identified special educational needs in this area of social, emotional and mental health. The research aims to understand their school experiences, what factors affect their experiences, how they view themselves in relation to social, emotional, and/or mental health needs, and how their experiences have impacted on their identity.

Next Steps

The audio recordings from your child's interview will be uploaded onto a secure University of Birmingham database and saved into a password protected folder. I will write up the interview recordings to allow me to pick out themes from their experiences. The interview recordings and write ups will only be accessed by me and will be stored securely. The write ups of the interviews will be kept for 10 years after the interview on a secure University of Birmingham database in accordance with the University of Birmingham policy.

Your child's name will be changed so that they cannot be identified, and their views can remain confidential. I may include quotes of things they have said when I write my findings from the research, but nothing will be included that may allow your child to be identified.

Your child's participation in this project is still voluntary and they can change their mind about taking part and withdraw from the project at any point before, during or up until one week after their interview. You are also able to withdraw your child from the study if you change your mind about allowing them to take part. You do not need to provide a reason, and there are no consequences for withdrawing. They will still be able to keep their gift card if they withdraw after the interview. If your child wishes to withdraw from the study after their interview, please contact me using the details below and I will delete and destroy any information or data I have. Please note that they will not be able to withdraw after the one-week period following their interview as the data analysis will have begun.

The date one weeks after your child's interview is _____

After I have analysed the interview data I have gathered from your child and others that have taken part in my research, I will write up my findings as part of my doctoral thesis. This may be later published in a research journal. I will write up a summary report to give to your child so they can see how their participation has helped in the research.

What if I have more questions or want further information?

If you have any questions regarding the project or would like to know more, please contact me via [XXXXXXXXXX](#) or via phone call on XXXXXXXX. You can also contact my research supervisor, Dr Anjam Sultana, who can be contacted via XXXXXXXX

Further Support

During the interview, your child may have spoken about difficult topics and feelings in relation to their school experiences. If you and your child require further information and support, please see the links below to various organisations:

Childline

<https://www.childline.org.uk/>

<https://www.childline.org.uk/info-advice/bullying-abuse-safety/crime-law/racism-racial-bullying/>

Young Minds

<https://youngminds.org.uk>

<https://www.youngminds.org.uk/young-person/coping-with-life/racism-and-mental-health/>

Mind

<https://www.mind.org.uk>

<https://www.mind.org.uk/information-support/tips-for-everyday-living/racism-and-mental-health/useful-contacts/>

Barnardo's

<https://www.barnardos.org.uk>

<https://www.barnardos.org.uk/blog/talking-your-children-about-racism>

UNICEF

<https://www.unicef.org>

<https://www.unicef.org/parenting/talking-to-your-kids-about-racism>

True Vision

<https://www.report-it.org.uk/>

[https://www.report-it.org.uk/organisations that can help](https://www.report-it.org.uk/organisations%20that%20can%20help)

Appendix F

Interview Schedule

Housekeeping:

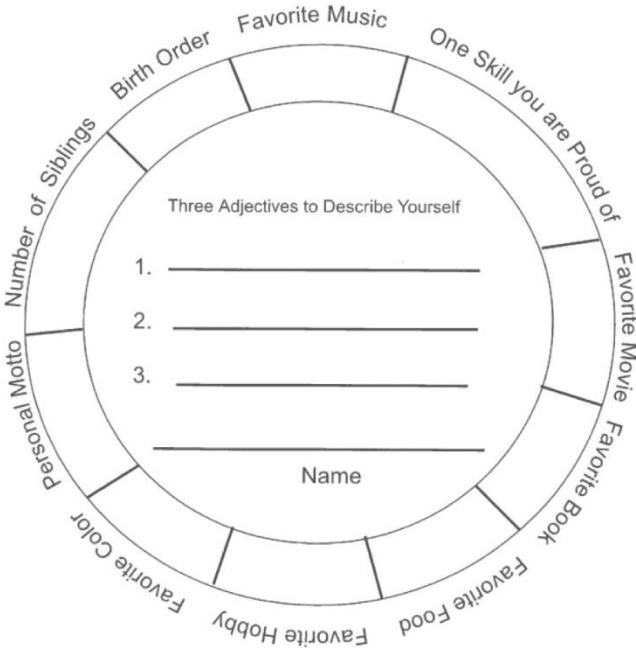
- Welcome the participant and thank them for agreeing to meet with me.
- Explain the research aims and the interview process (time and topics).
- Check understanding of the participant information sheet and answer any queries.
- Review signed consent form, including agreement for audio-recording of the interview and right to withdraw.

Beginning the interview:

I will thank the participant again for taking part. I will then introduce myself and give a description of my background and interest in this area of research. An ice-breaker activity will be used to facilitate this. Warm up questions may be asked as a follow up to this.

Icebreaker activity:

Participant and researcher will both complete a personal identity wheel (see below) in order to get the young person to think about their identity and to allow them to get to understand the researcher’s identity a bit better.



Personal identity wheel example, University of Michigan, Inclusive Teaching, retrieved from <https://sites.lsa.umich.edu/inclusive-teaching/personal-identity-wheel/>

- The researcher will explain that we are going to be thinking about what makes us who we are and explain the definition of identity. Introduce the wheel.

- Look through the wheel together once complete and invite the participants to talk about what they wrote down.

Possible Warm up questions:

- Age and school year
- How long have you lived in Wolverhampton? Have you always lived here? Can you tell me a little bit about where you grew up?
- Who do you live with? Who is in your family? Siblings? Do you get on?
- Do you have any hobbies?
- How would you describe your family heritage?
- How long have you attended_____?

Environmental/ wellbeing questions will be asked to ensure the participant feels comfortable before the interview commences:

- Do you feel comfortable?
- Is it too hot? Too cold?
- Would you like an adult to be present with you?
- Would you like a break? Remember that we can stop and reschedule, if necessary, at any point

Interview commences (turn on audio-recorder): inform interviewee that I have started recording.

Issue / topic	Possible question	Possible follow-up questions [Prompt]	Probes
Experiences of primary school	<p>Could you tell me about your time in primary school?</p> <p>Can you tell me about your teachers/school staff in primary school?</p> <p>Can you tell me about the children you spent the most time with?</p> <p>What were your lessons like?</p> <p>What things do you think helped you to do well in primary school?</p> <p>What things do you think didn't help you to do well in primary school? Or made things harder?</p>	<p>What were your relationships like with the teachers?</p> <p>Could you tell me about the other children? Were there other MWBC children?</p> <p>What were your relationships like with the children in your primary school?</p> <p>What support was available to you?</p> <p>Why do you think that did/didn't that help?</p>	<p>Can you tell me a bit more about that?</p> <p>Go on...</p> <p>Anything else...</p> <p>That's interesting, go on...</p> <p>Can you expand on that?</p> <p>Have you got anything else you would like to share about this time?</p> <p>How? How did this feel?</p> <p>What did that mean to you?</p> <p>Can you tell me how you were feeling?</p> <p>Can you tell me what you were thinking?</p> <p>Can you say more about this?</p> <p>What was that like?</p> <p>What do you mean by...?</p>

<p>Experiences of Secondary school</p>	<p>How does your experience in this school compare to the previous school?</p> <p>Can you tell me about your experiences so far in this school?</p> <p>Can you tell me about your teachers/school staff?</p> <p>Can you tell me about the other pupils that you spend the most time with?</p> <p>What are your lessons like?</p> <p>What things do you think are helping you to do well in this school?</p> <p>What things do you think aren't helping you to do well in this school?</p> <p>What is it like to be you at this school?</p>	<p>What are your relationships like with the adults in school?</p> <p>Can you tell me about the other pupils? Are there other MWBC children?</p> <p>What are your relationships like with the pupils in your school?</p> <p>What support is available for you in school?</p> <p>Why do you think that is/isn't that helpful?</p>	<p>Can you tell me a bit more about that?</p> <p>Go on...</p> <p>Anything else...</p> <p>Can you expand on that?</p> <p>Have you got anything else you would like to share about this time?</p> <p>How?</p> <p>How did this feel?</p> <p>What did that mean to you?</p> <p>Can you tell me how you were feeling?</p> <p>Can you tell me what you were thinking?</p> <p>Can you say more about this?</p> <p>What was that like?</p> <p>What do you mean by...?</p>
<p>SEMH</p>	<p>I'd like you to try and think back to your experience of education and reflect on any difficulties you have experienced.</p> <p>What was this time/experience like for you?</p> <p>What do you think other people in school thought about you at that time e.g., adults and other pupils?</p>	<p>How did you feel about this?</p> <p>What did this mean for you?</p> <p>Why do you think they thought this?</p> <p>How did that make you feel?</p>	<p>What was that like?</p> <p>Can you tell me a bit more about that?</p> <p>Can you tell me what you were thinking?</p> <p>What do you mean by...?</p>

	<p>Do you think the views of others changed over time? How?</p> <p>What support did you get/are you currently getting?</p>	<p>Why do you think that is?</p> <p>What was most helpful to you?</p> <p>Is there anything that was not helpful?</p> <p>Did you feel that anything else would have helped?</p>	
Identity	<p>How would you describe your identity?</p> <p>What is it like to have this identity in school?</p> <p>How do you feel that your school experiences have shaped your identity?</p> <p>What do you think has had the biggest impact on your identity?</p> <p>How do you think others in school view your identity?</p>	<p>How would you describe who you are as a person?</p> <p>Do you feel that your heritage is a part of your identity?</p> <p>Are there any experiences that have had a bigger impact than others?</p> <p>What do you think other children/adults in school think about you?</p> <p>Why do you think they view you in this way?</p>	<p>Can you tell me more about that?</p> <p>How?</p>






Future	<p>What are your hopes and dreams for the future?</p> <p>How do you think your school experiences might influence your future?</p> <p>What role will education play in your future goals?</p> <p>What do you think could help / hinder you in reaching these goals?</p>	<p>Next year?; when you finish secondary school?; when you are an adult?</p> <p>Can you say more about how you might reach these goals?</p> <p>What support do you think you will need?</p> <p>Do you know how you can access support?</p>	
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Conclude interview (turn off the audio-recorder):

- Thank the participant for taking part.
- Provide them with the debrief form and explain the information to them.
- Remind the participant of their right to withdraw within the next 14 days, and of the steps to take should they wish to withdraw
- Ask participants if they have any questions. If they have any questions after the interview, they or their parents/teachers can contact me.

Appendix G

Timeline Visual Aid

<p>Timeline</p> 	<p>Primary School (Reception - Year 6)</p> 	<p>Secondary School (Year 7-11)</p> 	<p>Now/Specialist school</p> 	<p>My Future</p> 
<p>What I may want to talk about ...</p>				
<p>My teachers/staff</p>				
<p>My peers/friends</p>				
<p>My learning/lessons</p>				
<p>Difficult times/challenges</p>				
<p>My identity (who I am as a person/what it means to be me)</p>				
<p>Things that have/ have not helped me</p>				
<p>My thoughts/feelings</p>				

Appendix H

Icebreaker Activities

Introductory Icebreaker Session plan

Group size: Small group of participants (between 4 and 6)

Setting: a familiar place in school such as a classroom or quiet space

Session length: Between 30-40 minutes. Include a break if needed.

Staffing: Myself (researcher) plus two members of school support staff who know the pupils well.

Introductions (5 mins):

- I will ask the participants to introduce themselves by name and include their year group or ask them to write their name and year group on a label that they can wear if they prefer. I will introduce myself and will talk a bit about my role and how I came to be studying for this course.
- Housekeeping – reminding pupils they can leave the session at any time to have a break to get a drink, use the toilet etc or if they need some space to gather their thoughts/calm down. If they wish to leave completely at any time they can be taken back to class by a staff member. Briefly go through structure of the session.
- I will talk about my research to the participants and go into a little bit of detail what I am interested in finding out from them should they still wish to continue to the individual interview phase. I will largely use the information from the information sheet that they will have already seen to guide this and remind them of the key points that were included and present this in pupil friendly way. I will talk a bit about why I am interested in researching this area, including a bit about my background. Following this I will give the participants an opportunity to ask any questions they have about my research.

Activity 1: Quiz (10 -15 mins) <https://create.kahoot.it/details/3f57cf21-c631-43ed-87eb-0defa4ed30ba>

- Tell pupils I'm interested in finding out what they already think or know about topics such as culture, identity, diversity and inclusion. Introduce a short quiz with polling questions for key statistics and multiple-choice definitions of key topics. Using a platform such as Kahoot so that pupils can join on an individual school device such as an iPad or Chromebook to make the quiz anonymous. We will then go through the answers and talk about anything that they found interesting or surprising.

Activity 2: Human bingo (culture focus) (10 -15 mins)

- Explain that I would like to get to know the pupils better so that we know a little bit about each other before they take part in the individual interviews. Some of the boxes will be designed to gather information about each other's culture so we can explore that a bit more.
- Pupils and adults will ask each other about the things on their bingo card and write the persons' name in that box that matches the description e.g., someone who likes a different style of music to me. First person to get all their boxes filled wins a small prize e.g., chocolates.
- Distribute the bingo sheets. The first person with matches for 5 boxes in a row — diagonally, horizontally or vertically — should yell "Bingo!"
- Afterwards, discuss:
 - What did you think of this activity?
 - Had you assumed who'd fit each category before you began? Did you learn anything about other participants that surprised you? (No need to specify, but it's good to acknowledge our own assumptions.)
 - Did anyone learn something about you that surprised them? If so, and if you're comfortable sharing, how'd that make you feel?
 - Did some of these criteria make you uncomfortable? If so, and if you're willing, share which one(s) and why.
 - What other characteristics would've been interesting to include?
 - Which boxes were the easiest? Which were the hardest?
 - Invite pupils to talk about what they found out and invite people to talk about aspects of their culture such as their music preferences, favourite foods, places.

Plenary (5 mins):

- Remind pupils of what will happen next, what will happen during the interview and of their right to withdraw. **Ask for a volunteer for first session**
- Take any further questions about the research/next steps.
- Thank them for their participation in this session.

Human Bingo

Find someone who ...

Has visited another country	Has friends or family living in another country	Someone who can play a musical instrument or sing/rap	Likes a different type of music to you	Has a favourite food from a specific culture or country
Identifies with 2 or more cultural backgrounds/ Heritage	Has a parent or grandparent that was born in another country	Has religious beliefs	Enjoys finding out about different cultures	Was born in a different town/city to you
Is close friends with someone from a culture different to theirs	Can speak a language other than English	FREE - make your own!	Plays a sport	Has two or more siblings
Has had their first or last name mispronounced	Someone you've never met before	Has no siblings	Has been misunderstood by someone different to them	Is involved in a club or extracurricular activity outside of school
Knows a dance style from a specific country or culture	Celebrates a cultural or religious tradition	Has a hobby	Is vegetarian or vegan	Likes to dance

Personal Identity Wheel 1:1 Icebreaker Activity

The image shows a circular 'Personal Identity Wheel' divided into 12 segments. The segments are labeled as follows, starting from the top and moving clockwise: 'Favorite Music', 'One Skill you are Proud of', 'Favorite Movie', 'Favorite Book', 'Favorite Food', 'Favorite Hobby', 'Favorite Color', 'Personal Motto', 'Number of Siblings', 'Birth Order', and 'Personal Motto' (repeated). The center of the wheel contains the text 'Three Adjectives to Describe Yourself' followed by three numbered lines (1., 2., 3.) for writing. Below this is a horizontal line labeled 'Name'.

Appendix I
Amended Interview Schedule

Highlighted text indicates additional questions or amendments that arose from completing the pilot interview.

Issue / topic	Possible question	Possible follow-up questions [Prompts]	Probes
Experiences of primary school	<p>Could you tell me about your time in primary school?</p> <p>Can you tell me about your teachers/school staff in primary school?</p> <p>How have they influenced your experience?</p> <p>What do you think teacher's expectations were/have been of you?</p> <p>Can you tell me about the young people that you spent the most time with?</p>	<p>What was this like for you?</p> <p>What were your re teachers/staff?</p> <p>Could you tell me about the other children? Were there pupils that were similar to you?</p>	<p>Can you tell me a bit more about that?</p> <p>on...</p> <p>Can you expand on that?</p> <p>Have you got anything else you would like to share about this time?</p> <p>How? How did this feel?</p>

This question elicited further reflection in the pilot interview and so was included in the amended interview schedule. The same was included in the secondary school section.



	<p>What were your lessons like?</p> <p>What things do you think helped you to do well in primary school?</p> <p>What things do you think didn't help you to do well in primary school? Or made things harder?</p> <p>Have you experienced exclusion from primary school? What was this like for you?</p> <p>What was it like to be you in Primary School?</p>	<p>What were your relationships like with the pupils in your primary school?</p> <p>What support... Why do you t... help?</p>	<p>What did that mean to you?</p> <p>Can you tell me how you were feeling?</p> <p>what you ore about</p> <p>What was that like?</p> <p>by...?</p>
<p>Experiences of Secondary school</p>	<p>Can you tell me about your experiences so far in since you began secondary school?</p> <p>What was your experience of being excluded from this school?</p>	<p>What were your ex... schools you've been to?</p>	<p>more about that?</p> <p>Go on...</p> <p>Anything else...</p> <p>Can you expand on that?</p>

It occurred to me that some of the participants would have likely experienced exclusion from school so this question was included to ensure these experiences were not missed

This question was moved from the identity section as it felt that this flowed better to begin discussing identity linked to thinking around primary school experience. The same change was made in the secondary section.

	<p>Can you tell me about your teachers/school staff?</p> <p>How have they influenced your experience?</p> <p>What do you think teacher's expectations were/have been of you?</p> <p>Can you tell me about the other pupils that you spend the most time with?</p> <p>What are your lessons like?</p>	<p>What are your relationships like with the adults in school? What have your past relationships with staff been like? Have you had relationships with staff that are similar to you?</p> <p>Can you tell me about the other pupils? What have your relationships been like with them? Are there other young people in schools you've been in since secondary school who you feel are similar to you?</p> <p>What are your relationships like with the pupils in your school?</p> <p>Now/in the past?</p> <p>What support have you got in the past/do you get now in school?</p> <p>Why do you think that is/isn't that helpful?</p>	<p>Have you got anything else you would like to share about this time?</p> <p>How?</p> <p>How did this feel?</p> <p>What did that mean to you?</p> <p>Can you tell me how you were feeling?</p> <p>Can you tell me what you were thinking?</p> <p>Can you say some more about this?</p> <p>What was that like for you?</p> <p>What do you mean by...?</p>
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	<p>What things do you think have helped you to do well in school?</p> <p>What things do you think haven't helped you to do well since you began secondary school?</p> <p>How would you say your experience in your current school compares to your previous school/others schools you have been in?</p> <p>What is it like to be you in school?</p>		
<p>SEMH needs as a young person who is MWBC</p>	<p>I'd like you to try and think back to your experiences of education/school and think about any difficult times you have experienced. Can you tell me a bit about these times?</p> <p>Times where you've found school difficult? Mentally, socially, behaviourally? Where being or coming to school has been difficult?</p>	<p>How did you feel about this?</p> <p>What did this mean for you?</p> <p>What was this time/experience like for you?</p>	<p>What was that like?</p> <p>Can you tell me a bit more about that?</p> <p>Can you tell me what you were thinking?</p> <p>What do you mean by...?</p>

	<p>When did you first notice school became difficult for you?</p> <p>What do you think other people in school thought about you at that time e.g., adults and other pupils?</p> <p>Do you think the views of others have changed over time? How?</p> <p>How have you overcome these times? What has helped you overcome these times?</p> <p>What support did you get during difficult times in the past/What support are you currently getting?</p> <p>What are your experiences of school exclusion? (if applicable)</p>	<p>Why do you think they thought this?</p> <p>How did that make you feel?</p> <p>Why do you think that is?</p> <p>What was most helpful to you?</p> <p>Is there anything that was not helpful?</p> <p>Did you feel that anything else would have helped?</p>	
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<p>Identity</p>	<p>How would you describe yourself as a person, your identity?</p> <p>How do you feel that your school experiences have affected/influenced who you are as a person?</p> <p>What else would you say has influenced your identity/the person that you are? What do you think has had the biggest impact on your identity?</p> <p>How do you think others in school view who you are as a person? Why?</p> <p>Do you feel that you've ever been treated differently because of who you are?</p>	<p>Do you feel that your heritage is a part of your identity? How?</p> <p>Are there any experiences that have had a bigger impact than others? What were they? Why?</p> <p>What do you think other young people/adults in school think about you?</p> <p>Why do you think they view you in this way?</p>	<p>Can you tell me more about that?</p> <p>How?</p> <p>What do you mean by ...?</p>
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Future	<p>What are your hopes/dreams/goals for after you leave school?</p> <p>What role do you think your education will play in your future?</p> <p>How do you think your school experiences might influence your future?</p> <p>What do you think could help / hinder you in reaching these goals?</p>	<p>Next year?; when you finish secondary school?; when you are an adult?</p> <p>Can you say more about how you might reach these goals?</p> <p>How might your education influence you positively or negatively?</p> <p>What support do you think you will need? Do you know how you can access support?</p>	Can you tell me more about that?
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Appendix J



Excerpt of Transcript Annotated with Initial Notes and Experiential Statements

<p>Noticing unfair treatment which he wonders whether this is based on race.</p>	<p>112. O: Um mm</p> <p>113. S: So, you know you said in primary that you you never really knew whether you were</p> <p>114. treated differently because of like your skin colour or because of umm like how you were</p> <p>115. behaving. What made you think that?</p> <p>116. O: OK so <u>basically</u> I'm like really big into my sports, right? And like I was on a football team.</p> <p>117. S: Yeah.</p> <p>118. O: <u>But</u>, I noticed like we had this one, like he was my mate obviously, but like his dad was the</p> <p>119. coach and they was both white. And I noticed like I was better than this one player and we</p> <p>120. both played the like the same position and like. Everyone said I'd be better, like I'd come off</p> <p>121. the bench and I'd like <u>become</u> like the game winner basically. And I just still would never play</p> <p>122. and it kind of made me feel like, what am I doing wrong here? Or are you just basing it off</p> <p>123. my skin right? And then like the same thing happened with my other friend? He used to play</p> <p>124. in <u>goal</u> and he was Asian</p> <p>125. S: Yeah, yeah.</p> <p>126. O: <u>But</u> he got traded out for like this, this other white boy who who just never played</p> <p>127. football before.</p> <p>128. S: Yeah.</p> <p>129.</p>
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SH Stephanie Holden (Ap. Ed. and Child Psy. D. FT)  



Perceived unfairness and bias in football team selection. Feeling that skin colour impacted coach's selection

Reply

SH Stephanie Holden (Ap. Ed. and Child Psy. D. FT)  

Wondered what he was doing wrong
26 April 2023, 11:43

Reply

SH Stephanie Holden (Ap. Ed. and Child Psy. D. FT)  



Or was it his skin?



Reply



Questioning the impact that his race has on interactions with staff.



130. O: Yeah. So we just just came off the bench. And like, yeah, that coach like he seemed to
 131. favouritise like white students. You get what I mean? And especially if they really like got on
 132. with his son and was friends with his son.
 133. S: Right. Yeah
 134. O: Yeah, that that was basically what started off my question of like is this about my race or
 135. what?
 136. S: Yeah. And was that in school was it then, with the coach? Yeah?
 137. O: Yeah, in [primary school 1].
 138. S: Yeah, in [primary school 1]. Did anything else happen, like with like teachers or anything
 139. like that, that made you think
 140. O: Umm. To be fair, I've never [Ctrl] d people be blatantly racist to me. I feel like it's
 141. always been like kind of like hidden where they don't want to make it obvious and I feel like
 142. if I was to make that move and be like, 'woah, you're being racist to me', they'd be like, 'hold
 143. on I don't know what you're about'.
 144. S: Yeah, yeah.
 145. O: Because I feel like that's a big thing nowadays, like where people kind of, use that card to
 146. be like whoa, you're just using the the black cards against. D'you get what I'm saying?
 147. S: Yeah, yeah.
 148. O: So, I don't like to really like face racism like that unless it's like facing me in a way.
 149. S: Yeah, unless it's sort of -
 150. O: But like other than like little petty stuff like not in school, but like catching the bus and
 151. stuff like the driver would like sometimes if I never had my swift card like and I'd try and get
 152. a day saver, the driver just would say he would reject me from buying it before I even pulled
 153. out the money.
 154. S: Right. OK. Yeah.
 155. O: You know what I'm saying? And like, stuff like when I walk, like on the roads in my area.
 156. My area is quite a good area. But when people see me at night, they're more like ... not
 157. always, but some people tend to cross the road and then cross the road back, when after
 158. me. It's kind of like they like, put their head down or try and avoid me.
 159. S: Yeah, yeah.
 160. O: And it's just like, like, why? Like is it is it how I look or something? Like I don't get what the
 161. problem is, but yeah, like.



Perceives racism as hidden.

SH Stephanie Holden (Ap. Ed. and Child Psy. D. FT)  
 Favouritism to white pupils, and nepotism
 24 April 2023, 17:00

SH Stephanie Holden (Ap. Ed. and Child Psy. D. FT)  
 Early experience started questioning about differences in treatment being down to race

SH Stephanie Holden (Ap. Ed. and Child Psy. D. FT)  
 Racism hidden by others to not draw attention

SH Stephanie Holden (Ap. Ed. and Child Psy. D. FT)  
 Reluctance to raise race issues due to prediction of being gaslighted

SH Stephanie Holden (Ap. Ed. and Child Psy. D. FT)  

<p>Acceptance of his behaviour.</p>	<p>163. S: Yeah. Yeah. OK. Umm, and so like, when you, so you say you went from [primary school 1] 164. to, was it [primary AP] that you went to? Yeah. <u>So</u> what happened there? Like, why, why did 165. that move happen, do you know? 166. O: That was basically just because of my behaviour like I had no explanation for it, so I just 167. kept it going like I just thought that was the new normal for me. 168. S: Yeah, yeah.</p>
<p>Primary AP engendered a sense of newfound cultural belonging and identity.</p>	<p>169. O: You know what I mean? Like I accepted it. And like, yeah, I just got moved there. The 170. school said they couldn't support my needs. Which to be fair, they couldn't. Like, I I'll admit 171. like, I don't - like I was just out of order basically you get what I'm saying I'm saying? But like 172. moving to [primary AP] like it was so much different because they <u>was</u> more towards like the 173. Jamaican side. Like we always used to have Caribbean food (S: Oh, OK). We always used to 174. talk Patois to each other (S: Yeah, yeah) and stuff like there'd be like Jamaican flags around. 175. We'd celebrate Jamaica Independence Day and stuff (S: Yeah) like we'd just do all that and 176. like bring in like soul food, cooking and stuff. (S: Yeah). And yeah, it was like so much diverse 177. and it showed me a different side about my black culture that I never got to see because I 178. didn't really like talk to people from those sides of my family. But yeah. (S: Yeah) So, it <u>really</u>. 179. <u>just</u> showed me a different environment going from an environment where I was questioning 180. if I was like being like cast out because of my skin colour to being in an environment where I 181. fitted in, you know I'm saying so, yeah. 182. S: Yeah, yeah. Yeah. And like you're talking about, like, the cultural like celebration of, like, 183. diversity and stuff. Did you ever feel like you had that experience in primary school, like 184. when you were at [primary school 1] or? 185. O: (Pause) Umm like we'd celebrate <u>celebrate</u> Diwali. (S: Mmm) and like stuff like that. But 186. like as a as a total. Like when we have like Black History Month. It was always about like the 187. basics. It was never true Black history like (S: Yeah) <u>Ohh</u> who invented this? Interested in 188. learning It wasn't really. It was just the basics that everyone knows really. (S: Yes, yeah). It's 189. not really into black history going down into the roots. We don't want to know about the 190. 60s. We want to know about what happened in the 1800s and stuff like that, you get what 191. I'm saying. (S: Yeah, yeah.) So, I would like to learn a bit more about that and going to 192. [primary AP], we learned a lot more about that (S: Did you? Yeah.) because we had teachers 193. that were part of that as well and we had white teachers willing to embrace our culture. (S: 194. Yeah, yeah.) So yeah, it was kind of like everyone was just working together, accepting each 195. other.</p>
<p>Frustration at lack of opportunity in mainstream to learn about Black History.</p>	<p>195. other.</p>

SH Stephanie Holden (Ap. Ed. and Child Psy. D. FT)

His actions as a justification for school not meeting his needs

Reply

SH Stephanie Holden (Ap. Ed. and Child Psy. D. FT)

AP as a completely different school experience, cultural awakening?

Reply

SH Stephanie Holden (Ap. Ed. and Child Psy. D. FT)

They? Does he mean staff?

Reply

SH Stephanie Holden (Ap. Ed. and Child Psy. D. FT)

Shared dialect

Reply

SH Stephanie Holden (Ap. Ed. and Child Psy. D. FT)

Appendix K

Excerpts from Reflective Diary

Pre/post Interview

Ryan – Year 8

- Openly sharing his views
- Wanted to finish at 30 minutes as hard barbering class – was getting a bit restless towards the end. Glad we agreed break in advance so interview could come to natural pause.
- I was nervous as this was my first interview felt a bit uncomfortable to start with.
- Sometimes felt pressured to fill pauses when trying to find next question to ask.
- Some questions he seemed to find difficult to answer – tweaked some of the ways of asking questions after the pilot.
- Similar to you question – maybe a bit vague – could follow up with what was in common
- Feel like I might have repeated some of the questions, could feel more confident to move on to next section
- I really enjoyed speaking to Ryan but he seemed unsure about opening up to me at first. Not sure we built a strong enough rapport before we started.
- Lived in Cardiff until 4 – Welsh/ Barbados
- Need to be more present, felt myself thinking about the next things I was going to ask etc.
- Did not really answer many of the future questions, could this be because of his age? Seemed to be more fidgety and less engaged towards the end? – staff member said he was finding it difficult to know where to fit as he is in mixed year 9 class – not doing the assessments with them so getting confused. Shuts down when you ask him what he wants to do after school. This was reflected in his interview responses. Perhaps he is not quite there yet in this thinking around aspirations after school?
- Feeling a bit more comfortable about the next interviews after this interview. More familiar with the questions.
- In hindsight may have been better to pilot on less engaging pupil as questions seemed fine for him.
- I will use his interview as a pilot but I think the data is rich enough to include in the analysis. I've decided to include some of the questions about difficulties and identity during the school experiences to make it more cohesive – felt like we were jumping around before. – will change the interview schedule to reflect this

Transcription/post transcription reflections

Omari

- Listening back to the interviews is both interesting and really draining.
- He was my last interview and I definitely felt like I was more confident by then which I think shows in the flow of the transcript. Hopefully this made him feel more relaxed too.
- I wasn't as worried about the script in this one and I think because his answers were so detailed I didn't have to use it as back up quite so much compared to some of the others.
- I wish I had longer with Omari. His timetable meant we had to do the interview in two shorter sessions and although I feel like he has provided some really rich insights into his experiences there's loads more that I would have liked to explore with him.
- He mentioned his homelife a few times and I wish I had thought about this more when planning the interview schedule as I'm sure this had a real impact on his school experiences and needs, as could be the case with the other participants. This would have been interesting to explore in hindsight.
- I'm noticing my own thoughts and research I've come across keep coming up as I'm listening and reading to the transcript and I think bracketing will be really important during the analysis to ensure that I stay close to the data and participants' meanings.

Data Analysis Reflections

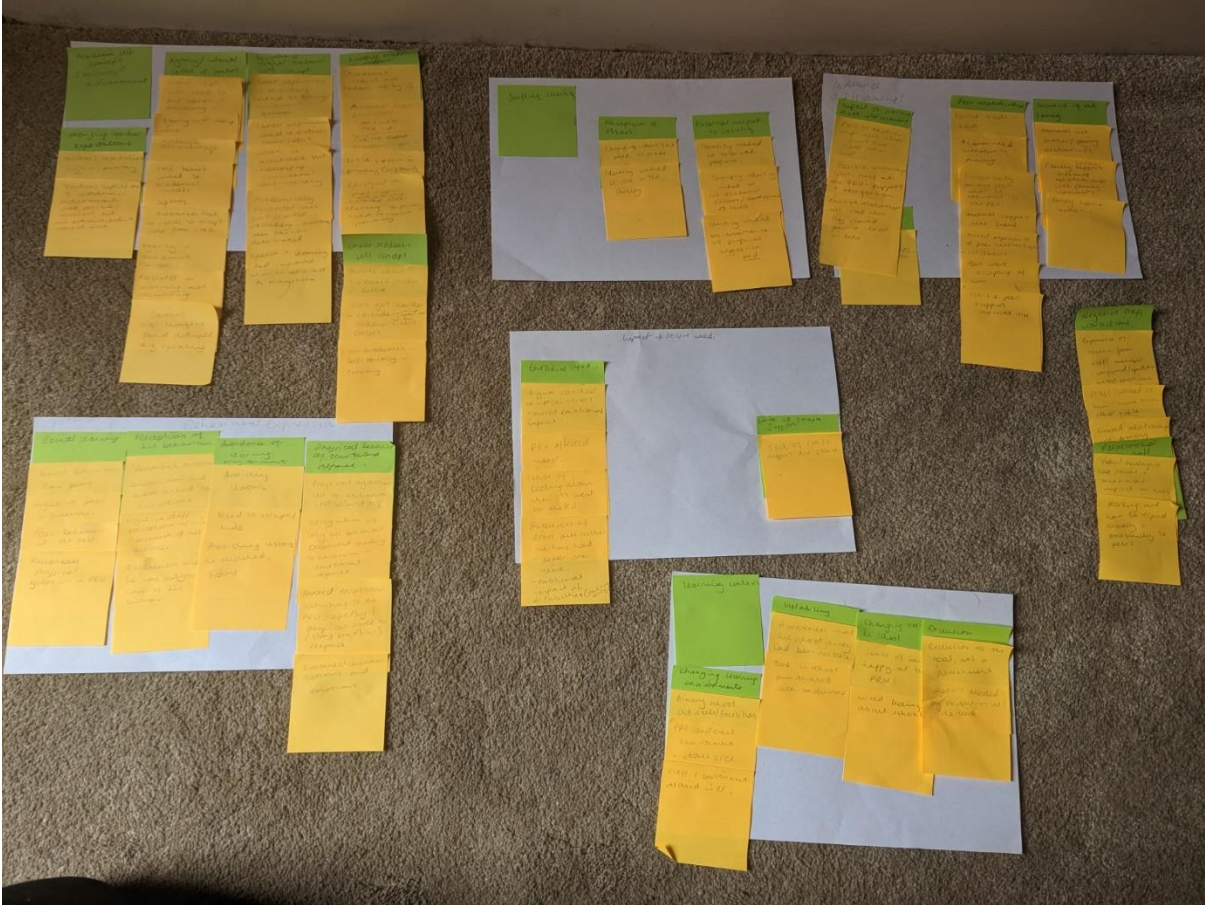
Omari

- He uses so many different phrases and idioms. I wonder why I didn't ask him about them at the time? I think perhaps I felt they spoke for themselves and I seemed to feel a sense of understanding with him during our interview. I think they really demonstrate the meanings he makes of his experience; he tends to use these to demonstrate his meanings as sound bites.
- It really feels like the ADHD diagnosis is a huge turning point for him. I wonder how his support shifted after his diagnosis. I get a sense of how things changed for him personally but not tangibly in his support from others. Maybe his personal shift had the biggest impact?
- Shifting to experiential statements from exploratory notes is trickier than I anticipated. How interpretive do you go with this while not moving too far away from the text?
- I'm already making notes about things I read during my literature review when I'm reading about Omari's experience of being mixed heritage. I'm trying to keep this separate from the analysis so that I don't become too influenced by the literature.

- Seeing similar settings mentioned in Ryan's transcript and trying to bracket off Ryan's experience when looking at this transcript. It's really interesting to note the differences in their experiences of the same settings.
- There seems to be a theme of mainstream vs specialist or AP setting in this interview in favour of Specialist/AP but I need to be careful to read into the nuance of this as there are times where O talks about negative
- Omari's sense making didn't require much further interpretation at times as he explained his meaning so well, identifying patterns in his experience etc. Made me question how far I needed to go with my analysis.
- Omari's interview was so rich in data it generating lots of experiential statements. I had to cut these down significantly and come up with a second draft of these which was time consuming but I felt reassured going through this process that I had a set of experiential statements that really spoke to his experience.
- Clustering the experiential statement was an overwhelming task at first, I realised there were too many to group into PETS so they were grouped into subthemes which then formed the basis of PETS.

Appendix L

Photographs Showing Examples Manual Process of Grouping of Experiential Statements to Create Subthemes and Personal Experiential Themes



Actions of others

Impact of being
 Physical bullying increased through out school
 PS felt out of control as address bullying

Impact of verbal
 - calling
 - teased at
 - called names
 - staff speak
 - right reply at
 - mother imposed
 - indifference to
 - have schooling
 - perceived unjust
 - that to get in
 - his peer.

Absence of help
 - Positive response
 - absence of
 - preferred over primary
 - staff to have
 - people out of
 - towards him.

Positive peer
 - Peer offered
 - small group of
 - Peer relationship
 - shared
 - with in mid
 - children

Relationship
 - mixed feelings
 - Positive response
 - shared some
 - staff with

Dis-Interest in
 - Peer relationship
 - Peer relationship
 - Peer relationship

Self-identity
 - Unaware of
 - Identity unclear
 - Lack of strong
 - self-identity
 - Lack of strong
 - self-identity

Facilitator + barrier
 to learning success

Challenge
 - Awareness that
 - lack of challenge
 - in home
 - schooling work
 - has not helped
 - him long term

Engagement
 - Dislike for certain
 - subjects
 - Dislike for certain
 - subjects based on
 - practical is
 - unhelpful
 - would be better
 - than engaged in
 - in PE
 - PE teacher
 - on practicality
 - would be better
 - engaged in
 - learning

Changing context
 - Preference for
 - home schooling
 - over school
 - attendance
 - Recognition that
 - nothing had
 - changed when
 - he returned to
 - PS after
 - home schooling
 - Academic support
 - targeted to
 - his learning
 - needs.

Recognition
 - Recognition that
 - would
 - increased towards
 - end of primary

Notional school
 - Notional school
 - borders
 - around
 - age 7.

Aspirations
 - Aim to be
 - rich but unsure
 - how to get there
 - Aspirations to PE
 - employment

Attention
 - Doesn't not paying
 - more attention
 - due to perceived
 - benefits of
 - intelligent
 - academic
 - success
 - Motivation affected
 - by not engaged
 - in the learning

Reasons for failure
 - Importance of
 - agency in
 - reaching his
 - goals
 - Understanding
 - that core
 - subjects needed
 - for reaching
 - goals
 - Awareness that
 - he can access into
 - about how to
 - reach his goals
 - more
 - Doesn't think
 - there is any
 - support for
 - will need to reach
 - goals.

Appendix M

PETS and their Corresponding Subthemes and Experiential Statements for Each Case.

Table 1.1

Results of Case-level Analysis for Omari

Omari	Personal Experiential Themes	Subthemes	Experiential Statements
	Understanding SEMH needs	Negative perceptions of others related to presenting behaviour	<ul style="list-style-type: none"> • Awareness of people's inaccurate biases and perceptions of him impacting how he was treated • Awareness of others' negative perceptions of him, linked to his behaviour • Stereotyped into same group as peers led to self-fulfilling prophecy
		Questioning himself in relation to his difficulties	<ul style="list-style-type: none"> • Uncertainty and change difficult to navigate • Difficulties in school led to him questioning the role of his identity • Attitudes to school and how he managed his emotions attributed to lack of answers.
		Importance of staff members' understanding of needs	<ul style="list-style-type: none"> • Frustration at staff members' lack of attempts to understand underlying cause of needs/actions • Feeling that he missed out on someone who understood him and supported him through difficult times – wants to be that person • Importance of humanising and accommodating additional needs • Preference for specialist provision linked to better understanding of additional needs
		Changing locus of control of behaviour	<ul style="list-style-type: none"> • Admitting his agency yet recognising the inescapability of his actions • Acceptance of his behaviour challenges
		Understanding behaviour as manifestation of need	<ul style="list-style-type: none"> • Behaviour as the primary manifestation of his needs • Mainstream as the norm, specialist provision characterised by behaviour (difficulties) • Fighting as a means of emotional release as well as a result of his lack of understanding.
	Understanding race	Developing understandings of race	<ul style="list-style-type: none"> • Breakthrough in his conceptualisation of race, matured through spending time with staff • Perceives racism as hidden

			<ul style="list-style-type: none"> • Distinguishes between 'pure racism' and racial stereotypes joked about with friends (considered friendly and playful)
		Dealing with racial disparities	<ul style="list-style-type: none"> • Frustration at lack of opportunity in mainstream to learn about 'true' Black History • Awareness of racial and cultural disparities/discrimination • Disparities between mainstream and specialist provision in how racism is dealt with • Incredulity at oppressive rules aimed at ethnic minority pupils
Navigating Relationships		Recognising trusting relationships with staff	<ul style="list-style-type: none"> • Importance of authenticity, genuine care and respect in staff • Recognised pattern in his relationships – always 'that one person' • Importance of having meaningful conversations
		Barriers to meaningful relationships with school staff	<ul style="list-style-type: none"> • Awareness that level of respect from staff is linked to disparities in disciplinary procedures • Professionalism as barrier to developing trusting relationships with staff • Disbelief in genuineness of mainstream teachers' high expectations vs appreciation of honesty in non-mainstream staff
		Impact of difficulties on relationships with family	<ul style="list-style-type: none"> • Negative impact of ADHD on family relationships • Strained relationship with mum at times linked to his behaviour
		Changing peer relationships	<ul style="list-style-type: none"> • Always that 'one friend' he could relate to • Felt isolation from peers due to their judgements about him • Relationships with peers in primary were light hearted • Relationships with peers in secondary were about fitting in, proving himself
Developing multiple and changing identities		Discovering cultural identity and belonging	<ul style="list-style-type: none"> • Primary alternative provision engendered a sense of newfound Jamaican cultural belonging and identity • Apprehension at embracing Jamaican culture initially, eventually took it on as part of his identity
		Mixed heritage identity	<ul style="list-style-type: none"> • Both sides of his heritage equally important • Hostility between different racial peer groups led to him rejecting racial binaries, influenced by his mixed identity
		Transformation of self	<ul style="list-style-type: none"> • ADHD diagnosis signals a turning point for him • School has had a life changing impact on who he has become • Trying to leave his past behind • Impact of TA's honesty resulted in moment of realisation and turning point for him
		Holding high aspirations	<ul style="list-style-type: none"> • Having and planning for high aspirations important to him, multiple paths he could follow. • Chasing his dreams

			<ul style="list-style-type: none"> • Strong sense of confidence and passion to pursue hard work and take chances (growth mindset) • Driven by goals
	Changing learning contexts	Noticing pedagogical differences between mainstream and non-mainstream	<ul style="list-style-type: none"> • Alternative provision culturally diverse and completely different environment to mainstream school • Mainstream lessons unremarkable in contrast to AP which was less conventional • Mainstream focus on academic lessons which feel limiting compared to significant of life lessons learning in specialist provision
		Exclusion and isolation	<ul style="list-style-type: none"> • Feeling lost after first exclusion • Return to mainstream was an isolating experience • Relief at feeling accepted after feeling like an outcast in mainstream school

Table 1.2

Results of Case-level Analysis for Ryan

Ryan	Personal Experiential Themes	Subthemes	Experiential Statements
	Accessing support for additional needs	The importance of meaningful support from staff	<ul style="list-style-type: none"> • Importance of accommodations such as space, calm environment, support with work • Influence of special school staff in doing well • Differences supported, SEN pupils accommodated in special school • Differences in staff willingness to support in SS compared to mainstream. • Mixed feelings about school reward system • Values staff who evaluate their own practice rather than punish
		Frustration at lack of support for his needs	<ul style="list-style-type: none"> • Mainstream staff attempts at supporting his needs somewhat unsuccessful

			<ul style="list-style-type: none"> • Feels there was a lack of teacher support in mainstream primary • Frustrations at needs not being met (AP) • Annoyance at staff shouting • Awareness of inconsistencies in discipline from staff
		Using his interests as a means of support	<ul style="list-style-type: none"> • Boxing helped him with managing his emotions • Strongly values opportunities for learning new skills, linked to interests • Values sports intervention for supporting education when struggling in class
Importance of understanding needs		Responding to his own emotions	<ul style="list-style-type: none"> • Importance of understanding his emotions (in SS) • Managing emotions as challenging • Recognises difficulties with managing anger
		Developing understanding of his own needs	<ul style="list-style-type: none"> • Understanding/awareness of his needs developed with maturity • Importance of understanding reasons for his difficulties (diagnoses) • Exclusion as a punishment had little impact on his behaviour
		Significance of staff members' understanding of needs	<ul style="list-style-type: none"> • Appreciation of SS teachers' efforts to understand needs, although they don't always have the appropriate knowledge • Annoyance at staff for not understanding his needs, being reprimanded for things out of his control • Positive staff influence on his behaviour, understanding him • Lack of understanding of needs • Conflicting feelings about mainstream staff – indifference at strictness/frustration at lack of attempts to understand behaviour
		Understanding his behaviour as an output of need	<ul style="list-style-type: none"> • Behaviour changed with age/maturity • Concentration/restlessness big challenge for him • Fighting as the output of his emotions
Self-awareness		Fixed identity	<ul style="list-style-type: none"> • Identity fixed – what you see is what you get
		Externalised self	<ul style="list-style-type: none"> • People know him for what he presents on the outside • Identity limited to external presentation of self

		Others' perceptions of him	<ul style="list-style-type: none"> • Claims to be indifferent about others' perceptions of him but assumes people's opinions will be polarised • Assumptions people make don't shape his identity • Others' misconceptions of his cultural/ethnic identity • His actions responsible for differential staff treatment – not physical characteristics (including race)
		Social Identity linked to school membership	<ul style="list-style-type: none"> • 'Our needs' – SEMH pupils in SS as different to other pupils • 'Our school' – SS as different to other schools
	Changing learning contexts	Restrictive learning contexts	<ul style="list-style-type: none"> • Feeling the need to escape (AP) • AP environment restrictive for him, facilities • Leisure time in school short, restricting him in pursuing interests (sports, socialising)
		Distinctions between mainstream vs non-mainstream settings	<ul style="list-style-type: none"> • Mainstream class too big – barrier to support • Mainstream as mundane, didn't suit his needs/interests • Preference for specialist setting • Dislike of AP
		Future learning	<ul style="list-style-type: none"> • Importance of qualifications and further training in future • Future goals not yet on his radar
		Challenges of changing school environments	<ul style="list-style-type: none"> • Transition to year 7 difficult/uncertain time • Ups and downs in school journey – things more settled now • Hope at fresh start after exclusion, disappointment that nothing changed • Instability/change of school settings • AP as gatekeeper to mainstream or specialist provision
	Racism	Emotional Impact of Racism	<ul style="list-style-type: none"> • Racist bullying directly impacted his emotional response • Awareness of injustice of racism from a young age, directly influenced his emotions and behaviour
		Attitudes to Racism	<ul style="list-style-type: none"> • Staff in special school would act on serious racial discrimination

			<ul style="list-style-type: none"> • Racial discrimination between peers as jokes – seen as acceptable by staff and pupils • Insight into teachers’ reasons for not addressing racist comments – didn’t believe him
Influence of relationships	Complex peer relationships		<ul style="list-style-type: none"> • Positive peer relationships conditional, based on mutual respect • Sense of maturity over younger peers • Limited peers he relates to • Overtime became familiar with peers that once were intimidating • Strong friendships confined to small group as strategy to avoid conflict with peers
	Friendships		<ul style="list-style-type: none"> • One friend in primary school • Best friendships developed over time – shared experiences of school • Lack of common interests a barrier to friendships (mainstream primary) • Positive friend influence on behaviour • Friends go beyond school • Friendships marked by shared and individual interests
	Positive relationships with special school staff		<ul style="list-style-type: none"> • Relationships with specialist staff characterised by familiarity • Recognises trustworthiness of staff (special school) • Relationships with staff based on mutual respect • Recognises kindness of staff
	Relationships with mainstream staff		<ul style="list-style-type: none"> • Relationships non-descript/not memorable • Lack of connection with staff

Table 1.3*Results of Case-level Analysis for Devan*

Devan	Personal Experiential Themes	Subthemes	Experiential Statements
	Shifting Identities	Perceptions of others about who he is	<ul style="list-style-type: none"> • Different identities with peers vs staff • Identity linked to his role in the family unit
		External output of identity	<ul style="list-style-type: none"> • Identity linked to external persona • Changing identity linked to his academic success/development of skills • Identity linked to involvement with physical aggression/trouble – ‘bad’
	Changing Learning Contexts	Instability	<ul style="list-style-type: none"> • Awareness that his school journey had been unstable • Time in school punctuated with exclusions
		Perceptions of different learning environments	<ul style="list-style-type: none"> • Primary school activities/facilities • PRU different environment, size • Staff and environment relaxed in SS
		Changing attitudes to school	<ul style="list-style-type: none"> • Sense of being happy at the PRU • Mixed feelings about school
		Exclusion	<ul style="list-style-type: none"> • Exclusion as the goal, not the punishment • Wasn't affected by exclusion at the time
		Emotional impact of attending non-mainstream environments	<ul style="list-style-type: none"> • Stigma attached to SS – mixed emotions • PEx affected mood • Sense of feeling alone when first went to PRU
	Influence of Relationships	Influence of the family	<ul style="list-style-type: none"> • Memories of family in school (brothers) • Family support
		Negative peer interactions	<ul style="list-style-type: none"> • Verbal bullying had a social/emotional impact on him • Working out how to respond socially/emotionally to peers • Peers' behaviour at the PRU – physical aggression

			<ul style="list-style-type: none"> • Negative peer influences
		Negative staff interactions	<ul style="list-style-type: none"> • Experience of racism from a staff member – mixed emotions • Staff shouted at him more than other pupils • Limited relationships with staff in mainstream primary
		Peer relationships	<ul style="list-style-type: none"> • Positive traits in peers • Mutual support from friend • Familiarity among peers • Mixed experience of peer relationships – indifference • Peers were accepting of him • Positive peer support improved MH
		Impact of positive staff interactions	<ul style="list-style-type: none"> • Positive interactions with staff positively impact MH • Positive relationships with staff (PRU), support and recognition • Staff showing genuine interest in him
	Academic Success	Shifting academic self-concept	<ul style="list-style-type: none"> • Better experience in secondary school linked to learning/academic success • Work is achievable yet challenging – academic self-efficacy • Career aspirations linked to academic success/effort • Awareness that his academic success has deteriorated since starting secondary school • Speech and learning improved during the PRU • Worries about academic success in future • Work got harder in secondary school • Low academic self-efficacy in primary
		Agency/internal locus of control	<ul style="list-style-type: none"> • Agency in academic success – 'get my head down' • Academic self-sabotage • Control over things he found difficult e.g. speaking • Shift in focus from learning to socialising

			<ul style="list-style-type: none"> • Awareness in what he needs to be successful • Self-belief in academic success
		Changing Teacher expectations	<ul style="list-style-type: none"> • Teachers expectations high in primary • Teachers' expectations of academic achievement were positive/realistic but his actions did not reflect this
		Accessing academic support	<ul style="list-style-type: none"> • Academic support not being taken up by him • Subject related academic support • Lack of academic support in primary mainstream • Recognition that support with learning improved in primary school after time at the PRU
		Future goals	<ul style="list-style-type: none"> • Identification of future career paths • Awareness of what he needs to achieve his future goals
	Understanding his SEMH needs	Behaviour as manifestation of emotional response	<ul style="list-style-type: none"> • Physical aggression led to exclusion (staff didn't listen to him) • Recognition of why his behaviour escalated leading to exclusion – emotional response • Mixed emotions returning to the PRU – apathy vs strong emotional response (physical aggression) • Disconnect between actions and emotions • Avoiding lessons -need to escape/hide from class
		Self-awareness of needs	<ul style="list-style-type: none"> • Identifies difference between him and peers linked to his actions • Awareness that he has outgrown some of his actions • Emotional impact of needs – 'embarrassing' • Social learning - learnt negative behaviours from peers
		Perceptions of others	<ul style="list-style-type: none"> • Negative staff perceptions of him – because of his actions

	Lack of SEMH support	<ul style="list-style-type: none"> Lack of support for his SEMH needs
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Table 1.4


Results of Case-level Analysis for Caden

Caden	Personal Experiential Themes	Subthemes	Experiential Statements?
	Changing learning contexts	Home schooling	<ul style="list-style-type: none"> Preference for home schooling over school attendance Recognition that nothing had changed when he returned to mainstream primary after home-schooling
		Mainstream vs Specialist setting	<ul style="list-style-type: none"> SS preferred over primary due to how people acted towards him
	Attitudes to learning	Attention & engagement in learning	<ul style="list-style-type: none"> Regrets not paying more attention in learning due to perceived benefits of intelligence/academic success. Attention affected by his engagement in the learning Importance of interest in subjects in making lessons enjoyable or not. Dislike for certain lessons based on practical activities vs writing Limited activities that engaged him in primary school SS staff's expectations limited to him engaging in learning
		Receiving academic support	<ul style="list-style-type: none"> Support received from staff as academic support Recognising that academic support targets to his learning needs
		Challenge	<ul style="list-style-type: none"> Awareness that lack of challenge in home schooling work has not helped him long-term Recognition that workload increased towards the end of primary Noticed primary school becoming harder around age 7
		Developing aspirations	<ul style="list-style-type: none"> Importance of agency in reaching his goals – paying attention Understanding that core subjects are needed for reaching goals

			<ul style="list-style-type: none"> • Awareness that he can access information on how to reach his goals online • Doesn't think he will need any support to reach his goals
Significance of relationships	Impact of verbal aggression from staff		<ul style="list-style-type: none"> • Being shouted at impacted his feelings/views of staff • Staff speak negatively about/insulting pupils, directly impacted his experience of school • Home schooling was a result of parental concern following insult from the HT • Perceived injustice that he got in trouble over his peers • Positive experiences with staff – they don't shout • Absence of bad treatment seen as a positive (SS)
	Impact of bullying from peers		<ul style="list-style-type: none"> • Physical bullying continued through school settings, takes the blame for this due to his lack of action • Frustration at primary staff's lack of attempts to address bullying.
	Positive peer relationships		<ul style="list-style-type: none"> • Peers offered him sense of safety coming into SS • Small group of friends – marked by shared interests/activities
	Positive staff relationships		<ul style="list-style-type: none"> • Mixed feelings towards staff in primary – some were nice • Positive experience of SS linked to positive peer relationships • Shares some interests with SS staff
	Disinterest in peers		<ul style="list-style-type: none"> • Passage of time renders previous peer relationships less significant to him now • General dislike for being around others
Identity	Perceptions of others		<ul style="list-style-type: none"> • Unsure of others perceptions of him, but assumes they would be mixed due to this being the norm • Identity linked to how others experience being with him
	Limited influences on his identity		<ul style="list-style-type: none"> • Lack of school influence on him • Feels that heritage shouldn't make you who you are but acknowledges it is a part of him

Appendix N

Cross-case Analysis Resulting in GETS

Original Individual PETS	Cross-case Grouping of PET Subthemes/ <i>Experiential Statements</i>	Cross-case Group Experiential Subthemes	Group Experiential Theme Extracted
<p>Understanding SEMH needs (O)</p> <p>Accessing support for additional needs (R)</p> <p>Importance of understanding needs (R)</p> <p>Understanding his SEMH needs (D)</p> 	<p>Accessing appropriate support (O)</p> <p>Frustration at lack of support for his needs (R)</p> <p>Lack of support for SEMH needs (D)</p> <p>The importance of meaningful support (R)</p> <p>Using his interests as a means of support (R)</p> <p>Importance of staff members' understanding of needs (O)</p> <p>Significance of staff members' understanding of needs (R)</p> <p>Perceptions of staff (D)</p>	<p>Significance of Staff's Understanding of SEMH Needs for Receiving Meaningful Support</p>	<p>The significance of own and others' understanding of SEMH needs</p>

	<p>Questioning himself in relation to his difficulties (O)</p> <p>Developing understanding of his own needs (R)</p> <p>Self-awareness of needs (D)</p> <p>Responding to his own emotions (R)</p> <p>Behaviour as manifestation of emotional response (D)</p> <p>Changing locus of control of behaviour (O)</p> <p>Understanding behaviour as manifestation of need (O)</p>	<p>Conceptualising Own SEMH Needs</p>	
	<p>Understanding his behaviour as an output of need (R)</p> <p>Negative perceptions of others related to presenting behaviour (O)</p>	<p>Fairness of Behaviour Management</p>	

<p>Navigating Relationships (O)</p> <p>Significance of relationships (C)</p> <p>Influence of relationships (R)</p> <p>Influence of relationships (D)</p>	<p>Changing peer relationships (O)</p> <p>Relationships with mainstream staff (R)</p> <p>Complex peer relationships (R)</p> <p>Disinterest in peers (C)</p> <p>Negative peer interactions (D)</p> <p>Negative staff interactions (D)</p> <p>Impact of verbal aggression from staff (C)</p> <p>Impact of bullying from peers (C)</p> <p>Impact of difficulties on relationships with family (O)</p>	<p>Coping with Difficult Relationships</p>	<p>Influence of relationships</p>
<p>Impact of Racism (R)</p> <p>Understanding Racism (O)</p>	<p>Barriers to meaningful relationships with staff (O)</p> <p>Recognising trusting relationships with staff (O)</p> <p>Positive relationships with special school staff (R)</p> <p>Impact of positive staff interactions (D)</p> <p>Positive staff relationships (C)</p> <p>Positive peer relationships (C)</p> <p>Importance of friendships (R)</p> <p>Peer relationships (D)</p> <p>Influence of the family (D)</p>	<p>Importance of Supportive Relationships</p>	

	<p>Emotional Impact of Racism (R) Developing understandings of race (O) Experience of racism from a staff member – mixed emotions (D) Dealing with racial disparities (O) Attitudes to Racism (R)</p>	<p>Dealing with Racial Discrimination and Interpersonal Racism</p>	
<p>Changing learning contexts (C, D, R, O) Attitudes to learning (C) Academic Success (D)</p>	<p>Higher academic self-concept (D) Lower academic self-concept (D) Changing Teacher expectations (D) Challenge (C) Attention & engagement in learning (C) Agency/internal locus of control (D)</p>	<p>Academic Self-concept and Self-efficacy</p>	<p>Contexts for Learning</p>
	<p>Home schooling (C) Instability (D) Challenges of changing school environments (R) Exclusion (D) Passing from exclusion to inclusion (O) Changing attitudes to school (D) Mainstream vs Specialist setting (C) Perceptions of different learning environments (D) Emotional impact of attending non-mainstream environments (D) Restrictive learning contexts (R)</p>	<p>Unsupportive Learning Contexts</p>	

	<p>Distinctions between mainstream vs non-mainstream settings (R)</p> <p>Noticing pedagogical differences between mainstream and non-mainstream (O)</p> <p>Accessing academic support (D)</p> <p>Receiving academic support (C)</p>		
	<p>Developing aspirations (C)</p> <p>Holding high aspirations (O)</p> <p>Future goals (D)</p> <p>Future learning (R)</p> <p>Resources needed to reach goals (C)</p> <p>Having and planning for high aspirations important to him, multiple paths he could follow (O)</p> <p>Strong sense of confidence and passion to pursue hard work and take chances (growth mindset) (O)</p>	<p>Contexts for Future Achievement</p>	

<p>Developing multiple and changing identities (O)</p> <p>Self-awareness (R)</p> <p>Shifting Identities (D)</p> <p>Identity (C)</p>	<p>Discovering cultural identity and belonging (O)</p> <p>Mixed heritage identity (O)</p> <p>Others' misconceptions of his cultural/ethnic identity (R)</p> <p>Limited influences on his identity (C)</p>	<p>Ethnic Identity</p>	<p>Multiple Layers of Identity</p>
	<p>Perceptions of others (C)</p> <p>Others' perceptions of him (R)</p> <p>Perceptions of others about who he is (D)</p> <p>Social learning as an influence on behaviour (D)</p> <p>Social Identity linked to school membership (R)</p> <p>Transformation of self (O)</p> <p>Fixed identity (R)</p> <p>Externalised self (R)</p> <p>External output of identity (D)</p>	<p>External Identity</p>	