An Interpretative Phenomenological Analysis (IPA) study of Eastern European migrants' experiences of arriving at and sense of belonging to a mainstream secondary school in the UK

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Abstract

The UK is a highly diverse country which over the last 10 years has seen a vast increase in immigration with the majority of migrants being from Eastern Europe. The aim of this research was to increase our understanding of Eastern European, migrant students' experiences of transition from their home country to the UK and their experiences of starting secondary school here. The research also aimed to explore how these students experienced a sense of belonging to secondary school. By conducting this research, I hope to add to the psychological understanding of the experiences of this specific group of young people, by giving them a voice that may not otherwise be heard. Semi-structured interviews were carried out with five Key Stage 4 students, from four different Eastern European countries. All students were first generation migrants and had arrived in the UK from their home country within the last three years.

Interpretative Phenomenological Analysis was used to analyse the interview data. This led to the emergence of subordinate and superordinate themes for each participant. This was followed by the development of six overarching themes: *'adjusting to change'; 'a journey towards a sense of belonging'; 'a time of vulnerability'; 'the power of self-belief'; 'identity in a new place'* and *'a need for support'*. Findings are discussed in relation to previous research and relevant psychological theory. Implications of the findings for Educational Psychologists and school staff are also considered.

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1. Introduction

1.1 Chapter Overview

This chapter will first outline the purpose of the current research study. This will be followed by a description of the population of interest; the national and local context and the educational attainment of migrant students. Next, the chapter will introduce the concept of belonging, including some of the theoretical concepts behind it and why it is relevant for schools. Finally, a rationale for the current research study is provided.

1.2 Purpose of the research

The primary purpose of this research is to increase Educational Psychologists' (EPs') and professional practitioners' knowledge and understanding of Eastern European, migrant students' experiences of transition to secondary school in the United Kingdom (UK) as well as their experience of a sense of school belonging. By conducting this research, I hope to add to the psychological understanding of the experiences of this specific group of young people by giving them a voice that may not otherwise be heard. It is hoped that through the dissemination of the research findings the practice of EPs and teaching professionals will be better informed.

1.3 Research population of interest

The research population of interest are Eastern European, migrant secondary school students who have moved to the UK within the last three years. Traditionally, migrant individuals have been labelled as either first or second generation migrants. However, there are considerable variations between these generations due to migrants being of different ages upon arrival in the host country. Rumbaut (2004) developed a more detailed way of labelling generations that captures the developmental features of

individuals called the 'decimal generation'. 'Generation 2.0' includes individuals born in the host country to foreign born parents. 'Generation 1.75' includes individuals who arrive in the host country during early childhood. Individuals who arrive in middle childhood are described as 'Generation 1.5'. The term 'Generation 1.25' includes individuals who arrive during adolescence (between the ages of 12 and 17) whose parents have also been born outside of the host country. These individuals are closest to first generation migrants, as most of their development takes place before their arrival in the host country. It is this group that the current research study is interested in. The distinction between the terms allow*s* us to recognise how age at the time of migration can have an effect on young people's potential to positively integrate into a new society. Furthermore, age at migration can have a particular impact on migrants English proficiency and academic performance.

For the purpose of this study, a young person from 'Eastern Europe' is defined as one who was born in any of the Eastern European countries that joined the European Union (EU) in 2004 or in 2007. The term migrant is a 'broader-term of an immigrant and emigrant that refers to a person who leaves one country or region to settle in another, often in search of a better life' (EU Immigration Portal, 2017).

1.4 National context

The UK is a highly and increasingly diverse country. Net migration, the difference between those coming to the UK and those leaving the UK remains positive. This means that migration continues to add to the UK's population, with 244,000 people arriving in the UK in the year ending September 2017 (Office for National Statistics, 2018). This diversity is clearly reflected in UK schools.

'Minority ethnic' pupils are those that have been classified according to their ethnic group and are of any origin other than White British (Department for Education, 2017). The proportion of pupils from minority ethnic backgrounds has been steadily increasing over the last decade. Statistics from the most recently published school census, carried out in January 2017, showed that nationally, 32.1% of primary school students and 29.1% of secondary school students were of ethnic minority origin, an increase of .7% and 1.2% respectively, since 2016 (In London the proportion is much higher, with 66.7% 'minority ethnic' pupils attending primary and 62.1% attending secondary schools). The White Non-British ethnic group is now the second largest ethnic group after Asians, accounting for 7.5% of pupils in primary schools and 5.7% in secondary schools.

1.4.1 European Union immigration to the UK

In just over a decade there has been a rapid increase in immigration to the UK with the highest percentage of new arrivals coming from Eastern Europe (Office for National Statistics, 2013), in particular after 2004 and the accession of eight Eastern European countries (the 'A8'). These countries included Czech Republic, Estonia, Hungary, Latvia, Lithuania, Poland, Slovakia and Slovenia. Further enlargement of the EU saw Bulgaria and Romania join in 2007 and Croatia in 2013. The most recent 2011 census stated that 1.1 million migrants from these countries lived in the UK. This figure is said to have increased since this census was conducted. London has a larger concentration of EU nationals than the rest of the UK, almost 50% of which are from countries in Eastern Europe (29% Polish, 7% Romanian; 6% Lithuanian; 2% Bulgarian) (Office for National Statistics, 2013). While statistics show that EU net migration has fallen over the last year, there are still more EU citizens coming to the UK than leaving (Office for National Statistics, 2018).

1.4.2 Legislation

At a national level, current legislation has put a statutory responsibility upon all organisations, including schools, to promote diversity and equality amongst individuals in the form of the Equality Act (2010). Race, one of the nine protected characteristics included in the Act, is defined as colour, nationality and ethnic or national origins. Advice from the Department for Education, in relation to how schools should fulfil their duties under the Act, stipulates that schools must ensure that pupils of all races are not singled out or treated less favourably than other pupils. This legislation is relevant to the current research study as it can provide a framework for schools to support students to feel a sense of belonging in school in a variety of ways: by eradicating discriminatory conduct that is made illegal by the Act; by ensuring those who share a protected characteristic and those who do not are granted equal opportunities and through promoting positive relationships between those who share a protected characteristic and those who do not.

1.5 Local context

I presently work as a Trainee Educational Psychologist (TEP) in an Educational Psychology Service (EPS) within an inner London local authority (LA) that has a significant migrant population. According to the 2011 census, foreign-born residents made up 42.8 per cent of the LA's population (compared to London 36.7% and England and Wales 13.4%). This is the tenth highest level of any LA in England and Wales and reflects an increase of 9.2% since 2001 (Office for National Statistics, 2013). Additionally, in this LA, the proportion of secondary school students who speak English as an additional language is over three times the national average. There is also a longstanding Eastern European community, in particular Polish, living in the LA. The EPS

has a particular interest in the experiences of ethnic minority children and young people and working in a   culturally inclusive way is seen as a priority for the service. This interest resulted in the recent formation of a Culturally Inclusive Practice working group, where EPs meet regularly to share new research and good practice.

1.6 Eastern European migrants

Eastern European migrants differ from other migrant groups in that they are more likely to speak a language other than English at home. It is probable that many migrants will have arrived with little or poor English; their jobs may not require them to be highly competent at speaking English and often they may be associating mainly with other non-English speakers in the workplace (Sumption & Somerville, 2010). This has led to difficulties regarding social integration and upward social mobility for migrants from Eastern European countries. Francis (2013) has claimed that one of the most significant facilitators of social mobility is education. Hence, schools have an important role in considering the children of these migrants, especially in relation to how they can provide an inclusive education which results in positive outcomes and increased social mobility for this population.

 School is the primary environment where migrant young people are likely to have prolonged contact and interactions with individuals from the host society (Adams and Kirova, 2006). It is a place where they can begin to familiarise themselves with the rules and norms of their new country. Sua´rez-Orozco and Qin (2006, p.2) state that 'schools are the single most important elevator of social mobility in a knowledge intensive economy'. Therefore, the extent to which schools are successful has obvious implications for the migrant youth that attend them. Sua´rez-Orozco and Qin (2006) also

found that there is mounting evidence to suggest that the 'individual who can move across cultural contexts easily and who is able to incorporate affective and instrumental dimensions of the cultures (s)he traverses, will have better outcomes in terms of educational and societal success' (Sua´rez-Orozco & Qin, 2006, p.180).

Arnot, Scneider, Evans, Liu, Welpy and Davies-Tutt (2014) argued that while all young migrants arriving in the UK with poor or no English come across barriers, those joining secondary school may have to cope with further challenges due to the high level of English proficiency that is demanded at this phase of education. In addition to issues with language, schools should be prepared to cater for migrant young people with a diverse range of needs. Migrant young people's lives are regularly shaped by complicated migratory experiences and schools may need to adjust their teaching strategies to meet these students' varying needs (Taylor & Sidhu, 2012).

1.7 Educational attainment of migrant pupils

Research by the Organisation for Economic Co-operation and Development (OECD, 2017) stated that in most countries, first generation migrant students perform worse than non-migrant students. Whilst the culture and education that students acquire in their home country before migrating has a major impact on students' achievement at school, the performance of migrant students is even more strongly related to the characteristics of the school systems in the country which they move to. Strand, Malmberg and Hall (2015) identified age upon arrival into the UK as a factor that particularly affects the attainment of foreign-born students with EAL. Students who are more recent arrivals (aged 11 - 14) are found to have lower attainment at the age of 14. The ethnicity and first language spoken by students also affected educational

attainment. Analysis of those who reported White ethnicity (excluding White British, White Irish, Gypsy/Roma or Traveller of Irish heritage) showed that after accounting for student background, the achievement of EAL students who spoke English as a first language did not differ greatly from those students whose first language was Russian, Spanish, French or Italian. However, students with first languages including Romanian, Lithuanian, Polish and Albanian were still behind English speakers (Strand et al., 2015).

The increase in migration from Eastern Europe over recent years demands that the academic progress of this ethnically and linguistically diverse group is closely monitored. The most recently available attainment data for this group outlines that pupils of Eastern European origin performed below the national average in the 2012 - 2013 academic year (Office for National Statistics, 2013). This is also lower than recorded attainment for other key ethnic groups.

1.8 A sense of belonging

In addition to academic performance at school, another indication of how well migrant students have integrated into their new society is the extent to which they feel like they belong in their new surroundings. For these young migrants, one of their main social environments is school. It has been found that that the psychological well-being of students is affected by differences between country of origin and country of destination, as well as how well schools in the destination country support students to succeed at school (OECD, 2017).

1.8.1 The importance of a sense of belonging

'Belonging to a group', namely school, family, community or others is one of the main factors that has a positive influence on individuals' well-being (Haslam, Jetten, Postmes

& Haslam, 2009; Holt-Lunstad, Smith & Layton, 2010). A range of benefits, for example higher levels of self-esteem, self efficacy and life satisfaction (Haslam et al., 2009), as well as increased levels of self-identity and adjustment (Nutbrown & Clough, 2009) have been associated with individuals who feel they have a sense of belonging to groups or networks. Correspondingly, there are also various pathological factors that have been linked to not belonging such as loneliness (Mellor, Stokes, Firth, Hayash & Cummins, 2008). Quinn and Oldmeadow (2013) stated that while it is important for children of all ages to experience a sense of belonging, it is a need that may be especially relevant to the particular challenges that adolescents encounter. Adolescence is a time during which young people need to manage the transition from childhood to adulthood, when individual identities are formed and social relationships are constantly moving (Erikson, 1968).

1.8.2 Theoretical concepts behind belonging

There are numerous psychological theories and approaches to which the concept of belonging, the significance of which has long been recognised as a fundamental human need, can be applied. The following theoretical perspectives are some of the most pertinent in relation to this concept.

1.8.2.1 Maslow's Hierarchy of Needs

The prominence of developing a sense of belonging has long been correlated with Maslow's (1943) hierarchy of needs, where belonging was defined as one of the main needs that had to be met before one could feel self-actualisation (the desire for self-fulfilment). Maslow created a hierarchical, pyramid structure in order to outline the stages of need for human beings. Maslow's belief was that once basic physiological

needs, for example food, water, warmth and rest were sufficiently met; individuals will then progress to address more complex needs. It is the third level on the pyramid that is the most relevant to this study, as it represents the need to belong on a social level. This level generally becomes a priority once the physiological and safety needs represented in the previous levels have been sufficiently met. According to Maslow, it is when an individual places more focus on building relationships with others that they feel a sense of belonging. The different levels are shown in Figure 1 below.
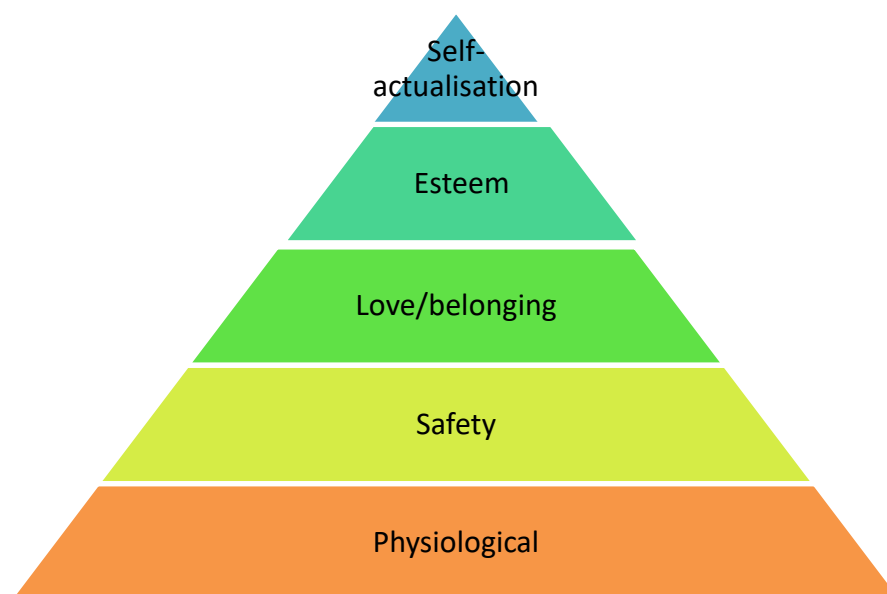
Figure 1. *Maslow's Hierarchy of Needs*

1.8.2.2 Bronfenbrenner's Ecological Systems Theory

Bronfenbrenner's Ecological Systems Theory (1979) is a comprehensive theoretical construct which is useful to draw on when thinking about the concept of school belonging. According to this theory, the family is the primary unit to which children and young people belong, followed by the school and community, with each student being a

member of an extended network of other groups and systems. The environment surrounding the young person and his/her interactions with it can have an important effect on their psycho-social adjustment and development (Bronfenbrenner, 1979). School belonging is not just a within-person concept but one which is affected by the systems around the child or young person (Bronfenbrenner, 1979). This is shown in Figure 2 below.
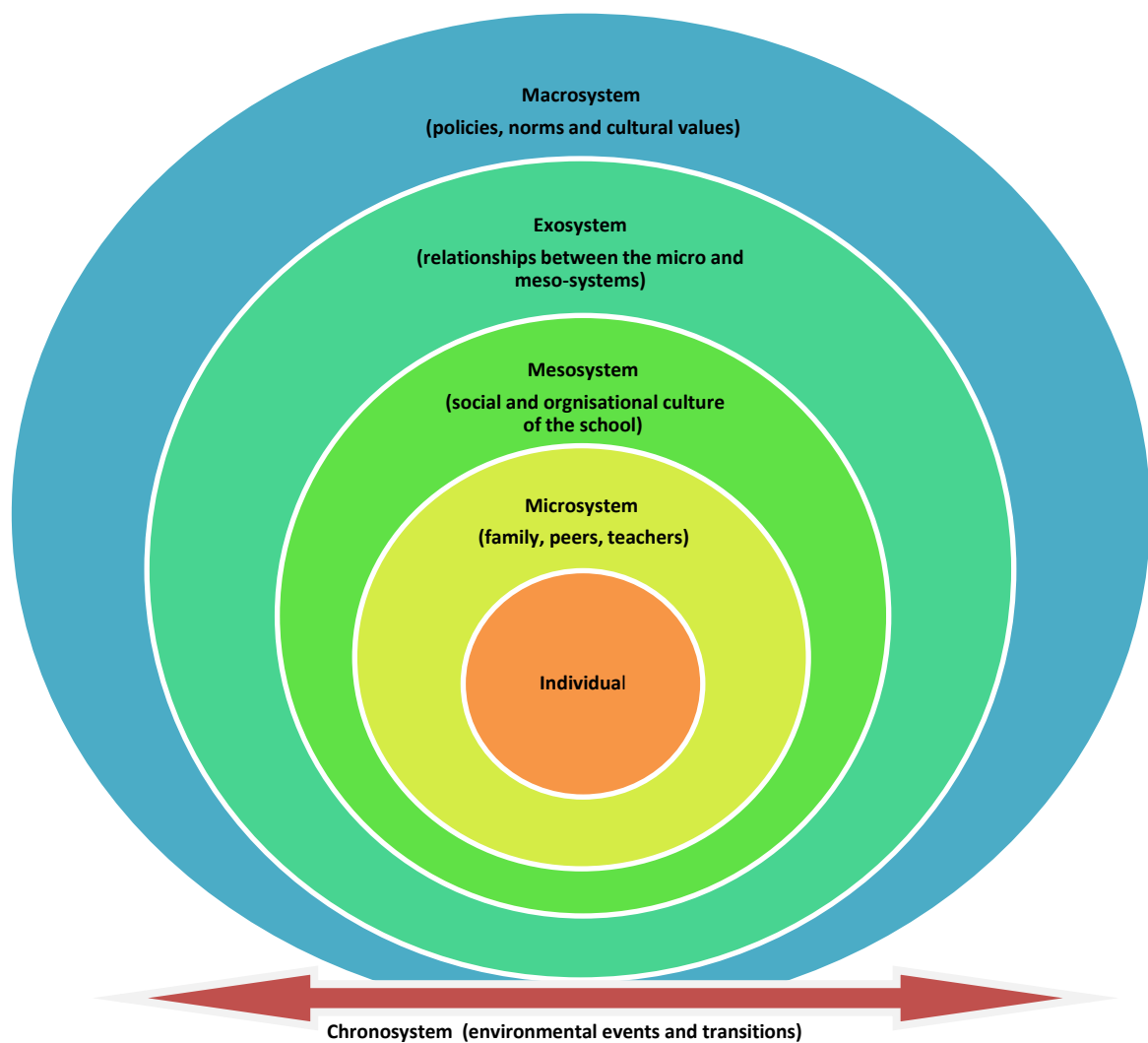
Figure 2. *Bronfenbrenner's Ecological Model of Development*

1.8.2.3 Attachment theory

Bowlby (1982) described belonging as one of the strongest human motivational needs. His theory of attachment highlighted the importance of the interactions between children and their caregivers in the early years and how these early relationships can influence the quality of later relationships. Subsequently, a sense of belonging is important to individual feelings of trust in oneself and others along with personal wellbeing and self-confidence. The relationship between attachment and belonging is further elaborated on in the discussion chapter.

1.9 Defining school belonging

Several definitions of school belonging have been used in the literature including school bonding, school attachment, school engagement, school connectedness and school community (Barber & Schluterman, 2008; Goodenow, & Grady, 1993; Libbey, 2004; O'Brennan & Furlong, 2010; Townsend & McWhirter, 2005). However, these various definitions share significant similarities. They all incorporate aspects relating to school-based relationships and experiences; relationships between students and teachers and students' general feelings about school as a whole (Allen, Kern, Vella-Brodrick, Hattie & Waters, 2016).

In their meta-analysis of the relevant literature, Allen et al. (2016) found that school belonging has most consistently been defined as 'the extent to which students feel personally accepted, respected, included, and supported by others in the school social environment' (Goodenow and Grady 1993, p. 80). This definition will be used for the purpose of this research as it emphasises the numerous characteristics of school

belonging for students, in addition to the wider socio-ecological context of peers, students, and teachers within the school environment.

Belonging as a construct is complicated and perhaps even more complicated for migrant young people. Phinney, Horenczyk, Liebkind and Vedder (2001) looked at belonging in relation to the relationship between national and ethnic identities and the psychological well-being of migrants. The majority of studies showed that the amalgamation of strong ethnic and national identities promoted the best adaptation. Ozer, Price, Wolf and Kong (2008, p.440) stated that 'Immigrant youth from ethnic minority backgrounds are likely to experience more barriers to forming a strong and positive affective connection to school due to the cultural and linguistic contrasts they negotiate as they move across the 'multiple worlds' that constitute their school, family and neighbourhood settings'. Ozer et al. (2008) also maintained that in ethnically diverse schools, practices should not be delivered equally across a whole group of students without being mindful of how members of different ethnic groups might experience them.

1.10 Research Rationale

On the whole, there has been an absence in the literature of young migrants' personal accounts of their educational experiences. Furthermore, as relative 'newcomers' to the country, there is also a lack of research into the educational experiences of Eastern European migrant young people. This is further exacerbated by a lack of research into the experiences of adolescent migrants and secondary school settings (Andrews 2009; Conteh, 2017). By exploring these individuals' experiences, this research will enable the voice of this ethnic minority group to be heard. Much of the research into young

people's experiences, of moving to the UK from another country, and any resulting challenges that occur, focuses on the perspectives of Asian or African Caribbean young people (Penn & Lambert, 2009). There is a sparse amount of research that concentrates on the Eastern European population in relation to this. There is a need for research which examines young people's experience of transitioning to school in a new country and how they experience a sense of belonging to their school.

There has been a scarcity of UK based literature which has focused on young peoples' experiences of belonging in schools. School belonging is considered to be an important concept to explore for several reasons. Schools have an important function in creating groups and social networks for students and present unique opportunities for influencing the sense of belonging experienced by school-age children (Allen & Bowles, 2012). Much of the literature in relation to school belonging is quantitative and derives from outside of the UK. Without a robust sense of belonging to institutions such as schools and the wider society, ethnic minority children are likely to lack adequate social capital to fully take advantage of their educational achievements. Subsequently, this could have repercussions for the wider processes of inclusion in the job market and elsewhere.

It is hoped that this research will make a positive contribution to the EP profession by enhancing the knowledge and broadening the perspectives of EPs in relation to Eastern European, migrant young people. Recent research has indicated that there is some curiosity present amongst EPs in promoting inclusive educational practices with diverse groups. For example, Hastings (2012) explored the educational experiences of refugee children. Nevertheless, research such as this is in short supply. A shortage of published

research does not necessarily mean a lack of interest in practice, but instead may be an indication of the need for context-specific practice rather than a one-size-fits-all approach. In the case of the current study, the subjective and personal aspects of individuals' transition to school in a new country and how they experience a sense of school belonging, implied that the most suitable form of research would be a thorough exploration of individual experience. Further details regarding this are provided in the methodology chapter.

This research arose as a result of an ongoing personal interest in the educational experiences of children and young people who have migrated to the UK through my previous profession as a teacher and through my work as a trainee EP. I chose to interview students themselves rather than parents or school staff, as it was important for me to hear about the experiences of these young people from their perspectives. EPs place a great amount of value on the voice of the children and young people with whom they work. One of the main contributions of EPs to schools is their involvement in enhancing children's learning and psychological well-being and they view all children as 'valued members of their community' (Beaver, 1996, p.1). Through the application of psychology, EPs aim to promote the learning and development of many different children and young people. I believe that, at this point in time, it is important for EPs to gain a more in-depth understanding of the experiences that Eastern European migrants have as they transition to secondary school in the UK as well as how they experience a sense of school belonging.

1.11 Research aims

This research aims to increase our understanding of Eastern European, migrant students' experience of transition from their home country to the UK and their experiences of starting secondary school here. Furthermore, it aims to examine how these experiences contribute to their sense of belonging in secondary school. The final aim of the research is to consider how both teaching and other professionals can use this improved understanding to develop their professional practice in order to better support these young people and foster improved outcomes.

1.12 Research Questions

The research study will aim to answer the following two research questions:

1. What are Eastern European students' experiences of secondary school following transition to the UK?

2. How do these students experience a sense of belonging at secondary school?

2. Literature Review

2.1 Chapter Overview

According to Hart (1998), the basis for doing a literature review is for the researcher to gain sufficient knowledge of the research already carried out in a subject area, as well an understanding of the significance of this work. Additionally, it allows the researcher to identify any gaps in the previous research. Firstly, this chapter will give an overview of some of the grey literature related to the research topic. This section includes reference to guidance published by Government departments as well as working papers and research reports that expand on concepts associated with the thesis. Next, the chapter will describe the search strategies that were used to identify specific research articles to critique, through the application of inclusion and exclusion criteria. The articles most relevant to the current study were critiqued using the Critical Appraisal Skills Programme (CASP) checklist for qualitative studies (See Appendix A). Quantitative studies were critiqued using a separate framework developed by Holland and Rees (2010).

2.2 The grey literature

The aim of this section is to offer the reader a clear orientation of the focus of the research study in relation to a wider body of literature, beyond those which emerged during the systematic searches of various databases. It includes reference to Government guidance as well as some of the seminal research carried out by various organisations in relation to migrant students at school in the UK.

In 2007 the Department for Children, Schools and Families issued some general guidance for schools called the 'New Arrivals Excellence Programme'. This guidance primarily focused on meeting the needs of students who arrived in schools as a result of international migration but was also relevant for students arriving at schools for other

reasons. Some of the guidance for secondary schools included ensuring that new students were made to feel part of the learning environment as soon as possible so not to feel marginalised or excluded. Other recommendations included having a trained induction mentor to support students during the settling-in period; having a 'sanctuary' where they could retreat to if they were feeling worried or over-whelmed; giving staff time to prepare in advance of a new arrival's start date and carrying out an initial assessment in first language where possible in order to find out a student's strengths.

A working paper by Reynolds (2008) examined migrant children's experiences of inclusion in UK secondary schools. This study compared two schools in two different communities with very different populations. Three aspects of school-life were analysed including peer relations; teacher-migrant student relations and the ability of migrant students to celebrate their identities. The experiences of students in each school were assessed using focus groups, semi-structured interviews and ethnographic observations.

The nature of both the school's population and the wider community were important factors which influenced the experiences of inclusion for migrant students. The 'super-diversity' of one of the schools helped with inclusion as there were greater opportunities for migrant students to 'identity match' with other students as well as teachers. This lead to the boundaries between different groups becoming blurred. The students also showed considerable ability to celebrate their ethnic, cultural and migrant identity.

The school with a less diverse population achieved poorer levels of inclusion with less mixed friendship groups and poorer relationships between students and teachers. There were significant tensions surrounding the migrant students. Some teachers tended to view the migrant students as a challenge rather than a benefit to the school. Additionally, only 30% of the migrant students thought that diversity was something positive. Both schools found some barriers to inclusion including EAL teachers being overwhelmed and overburdened and some migrant students being significantly isolated. A recommendation was that all schools should have at least one staff member whose role is to support migrant students. This research shows that policies regarding inclusion should be specific to the context and needs of individual schools.

Tereshchenko and Archer (2014) compiled a report based on field-work conducted in four state-funded, London secondary schools. A large sample of Eastern European students and their teachers were interviewed individually and in groups. Parents of 13 students also participated. The focus of the research was on identifying the educational identities and aspirations of Eastern European students; finding out how teachers constructed Eastern European students and the impact of these constructions on the students identities and how Eastern European parents viewed their children's education in England. The findings outlined the young people's relatively high aspirations with over half of the students planning to go to university. However, students faced some risks in terms of being able to achieve these aspirations. Parents thought of education as extremely important but were found to have limited understanding of the British education system and were not always able to provide practical support or advice to their children. The students often voiced that their EAL status was a barrier to achieving their aspirations. However, these concerns and anxieties may be a reflection of the broader public discourse around migrants, for example media reports of migrants placing a burden on schools. It was also found that prejudice was perceived by a minority of students in terms of their teachers' expectations of their performance, for example discouraging treatment of EAL learners or treatment based on ethnic stereotypes. The study highlighted some of the anti-immigration discourses that exist in society which some of the young people interviewed had to negotiate on a daily basis. Some young people also pointed out British people's lack of knowledge or interest in the history and culture of their home countries which can lead to stereotyping.

Sales, Ryan, Rodriguez and D'Angelo (2008) wrote a project report which investigated the opportunities and challenges for Polish pupils in London schools as well as strategies that were useful. The report was mainly based on research done in primary schools. The data sources for the study consisted of statistical data on Polish pupils in British and London schools, although the availability of this data was quite uneven across the local authorities, and interviews with school staff and parents in four different primary schools. The responses of teachers to Polish students was positive with many reporting that they enriched school-life. The report gave a detailed account of innovative and effective strategies which were being used by the schools to support Polish children.

This varied from whole school policies to individual teachers using their own specific strategies. A particular concern identified was the need to learn subject specific language in order to be able to progress in particular areas of the curriculum and the additional support necessary for this. One school had developed a specialist Ethnic Minority Achievement Team that worked within a specialist unit and was able to provide tailored support with this. Some parents interviewed raised a concern around teachers having low expectations of their children. The report highlighted how these concerns need to be considered in relation to teaching practice and classroom management.

2.3 Aims of the systematic literature review

The aim of this systematic literature review was to review the literature carried out in the area of Eastern European, migrant children's experiences of transition to school in the UK and their sense of school belonging. Hence, this literature review aims to answer the following question:

What does the literature tell us about migrant students', and in particular Eastern European migrant students', experiences of transition to and sense of belonging in UK schools?

2.4 Review methods and search strategies

2.4.1 Rationale for inclusion and exclusion criteria

 An examination of the literature took place between August and November 2017 to obtain an overview of the subject area. A range of strategies were used to ensure that the search produced the greatest number of relevant articles. Inclusion and exclusion criteria were identified prior to beginning the searches, but were adapted during the initial phase of the literature review according to the number and relevance of articles generated. Due to the literature review question containing two elements (*migrant children's experience of transition to UK schools* and *sense of belonging in UK schools)*

different inclusion and exclusion criteria were used for each search as shown in Table 1

and Table 2 below.

Table 1. *Exclusion and Inclusion Criteria for Literature on Migrant Students' Experiences of Transition to UK Schools*

Inclusion Criteria	Exclusion Criteria
Empirical research that focuses on the experience of migrant (including refugee) children's transition to school.	Non-empirical research
United Kingdom based	Published in a language other than English
Published research from 1993 onwards	Unpublished research
Primary and secondary school focus	Non-mainstream focus i.e. specialist or alternative provision

Table 2. *Exclusion and Inclusion Criteria for Literature on Migrant Students' Sense of Belonging in UK Schools*

Inclusion Criteria	Exclusion Criteria
Empirical research that focuses on migrant (including refugee) children's experiences of belonging in school.	Non-empirical research
United Kingdom based	Published in a language other than English
Published research from 1993 onwards	Unpublished research
Primary and secondary school focus	Non-mainstream focus i.e. specialist or alternative provision

Searches were limited to peer-reviewed research carried out in the UK as migrant pupils'

experiences of starting school vary from country to country and it is questionable how

applicable research done in other countries would be to a UK context. Originally, only research published from the year 2004 onwards was going to be examined, as this was when the EU enlarged with the accession of 10 mainly Eastern European countries. However, upon reflection the inclusion criteria were expanded to include published research from 1993 onwards as this year coincided with the formation of the European Union.

To identify relevant studies, the databases Psych Info, Education Resources Information Centre (ERIC) and Education Source were searched for articles published between the years 1993 and 2017. Only empirical research studies, research which obtains knowledge from experience through the observation and measurement of phenomena rather than from theory or belief, were included. Several initial searches using various search terms were carried out, but it was found that these initial searches did not provide a sufficient number of relevant articles about the broader aspects of the study. Subsequently, the search terms as outlined in Table 3 below were used, as inputting these terms into the search engine generated the most relevant articles.

Table 3. *Expanded Search Term**s***

Search Name	Search Terms
Migrant	migrant* immigrant* refugee* asylum seeker* new* arriv*
Eastern European	Eastern Europe* Polish Poland Lithuania* Czech Republic Estonia* Hungar* Slovakia* Slovenia* Latvia* Bulgaria* Romania* Croat*
Children	Child* Student* pupil* teen* adolescent* youth* learner* young people
Transition	Transition transfer move mobility relocat* start*
United Kingdom	United Kingdom U.K. England Northern Ireland Scotland Wales

School	School* provision* mainstream* "primary school" "secondary school"
Experiences	experience*
School belonging	"sense of belonging" "school connectedness" "school relatedness" "school membership" "school community" inclusion include*

To ensure as thorough an approach as possible when searching the literature, relatively narrow searches including all of the selected search terms were run. Depending on the number of hits, the search was expanded. For example, searches were initially restricted to literature that focused on migrant children attending secondary school as that is the phase of interest in my research. However, there was a lack of studies that focused on this phase; therefore it was necessary to expand the criteria to also include studies that focused on migrant children attending primary school.

The term 'refugee' and its various synonyms was included as one of the search terms as it was thought that the literature on the experiences of young refugees' transition to school in the UK was also relevant to this study. It is likely that Eastern European migrant students and refugee students share some similar experiences related to moving to and starting school in the UK, for example separation from family members, language barriers and becoming familiar with a new education system. It is also possible that some Eastern European migrant students may move to the UK under duress, indicating a further commonality between the two groups.

Once satisfied with the choice of search terms, several systematic literature searches were completed using various combinations of the search terms in Table 3, as this approach generated the most relevant articles. It was noticed that the same references

were appearing in more than one database, giving confidence in the focus of the search strategy.

2.4.2 Selection of articles

To select the articles that would be included in the literature review, the following procedure was used. Firstly, the titles and abstracts of all the articles generated after each search were read, so that potentially relevant papers could be identified. The inclusion and exclusion criteria were then applied on the basis of the information contained in the abstract. If a paper was deemed irrelevant to the literature review question or of limited value to the study, it was excluded at this stage. If it was not possible to confidently ascertain the relevance of an article after reading the abstract, the full article was then read to make a more informed decision as to whether it should be included. Appendix B shows the articles that were included and excluded after each search and the reason for inclusion or exclusion. To extend the systematic literature review, a further search strategy known as snowballing was used. Snowballing is where the researcher examines the reference list or citations in a research paper to identify additional articles (Wohlin, 2014). This strategy resulted in the addition of two more articles to the literature review (Hek, 2005; Sharples, 2017).

2.5 Analysis of the body of research

The literature review searches generated literature that was organised under four different headings. Several different ways of organising the literature were considered, for example according to whether studies focused on children attending either primary school or secondary school; according to whether studies focused on teachers' perspectives or children's perspectives or according to research design (quantitative or

qualitative studies). However, it was decided that grouping studies according to the main focus of the research would be the most logical.

For the purpose of this literature review, studies are grouped under the following headings:

- Eastern European migrant students' transition to school in the UK

- Refugee students' transition to school in the UK

- Migrant students' experiences of belonging in UK schools

- Eastern European migrant students' experiences of being included in UK schools

The majority of the studies identified were qualitative in design with semi-structured interviews, focus groups and observation being the main methods of data collection. There were also two quantitative studies (Biggart, O'Hare & Connolly, 2013; Quinn & Wakefield, 2009) and one mixed methods study (Whiteman, 2005) which used methods including surveys, self-report measures and questionnaires. See Appendix C for an analysis of the key studies examined in the literature review.

2.5.1 Eastern European migrant students' transition to school in the UK

Moskal (2014) and Hamilton (2013a; 2013b; 2013c) explored Eastern European migrant children's experiences of transition to school in the UK. Moskal's (2014) research specifically explored first-generation Polish migrants' levels of family support, the experience of learning a new language and changes in cultural values post-migration.

A clear rationale for undertaking this research was provided. The Polish population was selected as they formed the largest ethnic minority group in Scotland. Additionally, young Polish migrants were the fastest growing group amongst the school-age

population in the UK and had previously received limited attention by researchers. First-generation, Polish born, migrants attending seven different secondary schools were interviewed. Triangulation of the data through observations in the home and school, as well as with parental interviews offered some assurance regarding the validity of the research. Some of the parental interviews were conducted in Polish which allowed parents who were not highly proficient in English to participate and give their views. However, it must be acknowledged that as translation is an interpretive process, it was possible that some meaning may have been lost during these interviews. While it was reported that the student participants had varying levels of English, it was unclear whether any allowances were made for this during the interviews. Details of data analysis were not included therefore it was difficult to verify how rigorous the analysis process was.

Findings were discussed under the headings of '*Family capital and social and educational success post-migration*' and '*Family capital and relationships with family members and peers*'. Quotes from parents and young people were included which demonstrated their views, but there was not a clear account of the themes which emerged from the data.

Educational and job opportunities were given as the main reasons for families migrating to Scotland. The study also showed that Polish young people often displayed varying degrees of adjustment to the UK with some reporting feelings of isolation and loneliness. While some students recounted attempting to build ethnically diverse friendships, a lack of English proficiency was seen as a significant barrier to forming social relationships in their new environment. Some young people often felt rejected by

their peers and so built social networks with other Polish children. Moreover, schools were not always seen to offer social support. Several participants viewed socialisation into their new school as a way of rebelling against the culture and values of their parents. The research findings were valuable in terms of highlighting some of the relevant issues that Polish young people experience when transitioning to school in the UK.

Hamilton (2013a; 2013b; 2013c) wrote three articles, each with a different focus, based on a longitudinal, qualitative study. Similar to Moskal (2013), this grounded theory study focused on the experiences of Eastern European migrant children and their parents. Views of teachers and other community practitioners were also sought. The student participants were of primary age and represented seven different Eastern European countries. The aims of this study were clearly identified as investigating the extent to which migrant children have access to inclusive educational and social opportunities; to ascertain whether migrant children were making successful transitions to their new school environments and to gain insight into the lives of migrant children beyond the school setting.

The researcher was mindful of the cross-cultural nature of the research and the challenges associated with this, including how her position may have influenced the research process. She described some of the techniques she used in the interviews to counteract these challenges. Data analysis was sufficiently rigorous on the basis of the detailed description of the analysis process provided. A significant amount of data from a range of sources was organised into distinct themes. Each of the three papers published had a different focus in relation to the findings. Findings were presented as

narrative accounts through the use of vignettes, so that common feelings, behaviours and experiences of the participants could be captured and relayed in a coherent way. Key factors in relation to migrant children's experiences of starting school were presented under the following themes:

- '*New things to get used to - initial adjustment*' - Many children found the following issues contributed to their anxiety around starting at a new school: learning an unfamiliar language; developing friendships; accessing the curriculum and complying with the expectations of a new teacher and school environment.

- '*They started talking to me - peer attachments*' - The establishment of peer relationships was one of the key factors in determining how migrants adjusted to their new school. Some children spoke about feeling isolated and lonely when nobody could understand them.

- '*I thought Miss might shout at me - pupil teacher relations*' - It was suggested that migrant children who started at schools where there was little cultural and linguistic diversity may have been better supported by teachers. The pupil voice was absent in relation to this, so it was unclear exactly what pupils' perspectives were in relation to their relationship with their teachers.

- '*My parents are always working - changing roles and family structures*' - The study found that often children experienced prolonged separation from one or both parents due to staggered family migration (family migrating in different stages) making it more difficult for these children to settle into school as they attempted to cope with separation and loss.

This research was conducted in rural Welsh primary schools meaning that the findings may not be fully representative of the wider migrant population. However, this was a valuable study in that it drew on a range of participant voices to give a thorough overview of the experiences of Eastern European children, as they settled into new primary schools. Furthermore, it highlighted the idea that migrant learners are at risk of being hidden within schools as well as emphasising key principles which may be significant in ensuring successful and inclusive school transitions that can be shared with schools and practitioners.

The primary focus of Thomas' (2012) study was to demonstrate Eastern European and British ethnic minority secondary students' expressions of inclusion and exclusion within the UK education system, particularly in relation to these students' experiences and perceptions of migration. Whilst there was a focus on race and race relations rather than exclusively on transition, the study was deemed relevant enough to be included in this review as there was some exploration of this population's experience of attending school in a new country. Findings reported many accounts of Eastern European students distancing themselves from their immigrant status and their 'other' label. They also viewed speaking English as a means of fitting in that allowed them to move forward in school life. Additionally, the students expressed that by speaking English, success was more easily attainable.

2.5.2 Summary of research on Eastern European migrant students' transition to school in the UK

Through reviewing the above studies, some insight has been gained into Eastern European migrants' experiences of transitioning to school in the UK. Moskal (2013) and

Hamilton (2013) both found that being able to speak little or no English was a barrier to making friends for migrant children and feelings of isolation were common. Adults were also interviewed in both of these studies, so it is apparent that there is a lack of research which has an exclusive focus on the voice of these students, especially those of secondary school age. Moskal (2013) focused solely on the Polish population and whilst Hamilton's (2013) extensive study centred around children from a range of Eastern European countries, the research took place in the context of a primary school. Thomas (2012) illuminated some Eastern European young people's narratives of arriving in the UK and the diverse needs and challenges that are prevalent for this group. Nevertheless, the focus was quite narrow in that the researcher was mostly concerned with the students' perceptions and experiences of racism rather than their overall experience of transition and the many facets that this experience encompasses.

2.5.3 Refugee students' transition to school in the UK

The literature search found six studies which had a focus on refugee student's transition to school in the UK. Five of the studies had an emphasis on the students' experiences from their point of view (Hastings, 2012; Hek, 2005; Madziva & Thondhlana, 2017), two of which were case studies (Hulusi & Oland, 2010; Sharples , 2017) whilst the sixth (Whiteman, 2005) was concerned with the perceptions of teachers. Whilst the reasons for refugees relocating to the UK are likely to be due to human rights and safety concerns rather than economic advantage, there are certain commonalities between these students and migrant students as previously mentioned.

Hasting's (2012) study aimed to gain a comprehensive understanding of how male adolescent refugees experienced their transfer and adaptation to secondary school. The

author justified the research as relevant as there was deemed to be relatively little research which investigated refugee children's experiences and perspectives of education in the UK. It was not made clear how the research was explained to the participants or how they were recruited. As part of the inclusion criteria, the student must have transferred into secondary school in the UK. However, it would have been useful to know how long each of the participants had been in the UK, or if they had previously attended primary school here. Additionally, the research lacked a female voice. It is possible that a female's experience of this phenomenon may have been very different. It is likely that some participants may have experienced trauma prior to moving to the UK, yet the author did not appear to consider the effect that participating in the study may have on them. It is also unclear whether any emotional support was offered following the interviews. The data analysis was transparent, meaning the reader can be confident that this process was done with rigour, thus ensuring the validity of the results. Findings were discussed under the following three superordinate themes:

- *'Needing and getting help'* - This theme was mentioned by all of the participants, illustrating its importance. The initial stages of beginning secondary school were described as a time when help was especially needed. The importance of the help provided by teachers, family and peers was described. However, all participants mentioned that some peers had a negative effect on their experience of secondary school, for example by avoiding or ignoring them.

- *'Feeling safe and secure'* - Emotions such as fear and loneliness prevailed for the young people. Four participants identified the experience of being bullied at

school but also described the various strategies they used to put a stop to it in order to feel safe.

- '*Adaptation and belonging*' - Motivation to learn English was a central theme for all participants that helped facilitate their adaptation to secondary school. Speaking their first language at school was seen as something negative and they all avoided this. This was in line with Thomas' (2012) findings described above. The development of a sense of belonging was also described, as participants felt more able to contribute positively to school life, for example by helping other children who were new to the school.

The inclusion of a substantial number of quotations from the young people illustrated the themes, ensuring that pupil voice was at the forefront of this research. Findings were clear and discussed in relation to the original research question, and a thorough account of the possible implications for practice in schools was provided.

Hek (2005) and Madziva and Thondhlana (2017) also undertook qualitative studies which demonstrated key themes relating to refugee children's transition to secondary school. The latter study focused on recently arrived Syrian refugees whereas Heck's (2005) population of interest were students from a range of national and ethnic backgrounds, who had been in the country for between one and seven years. Themes highlighted by Madziva and Thondhlana (2017) included the importance of school staff being able to meet the psychosocial needs of students upon arrival; providing teachers with sufficient training in EAL; developing peer relationships to facilitate effective learning and the involvement of the wider community in enabling successful integration for Syrian refugees.

Hek (2005) also found that participants perceived support from friends as being important. Additionally, the presence of specialist language teachers to help with their understanding and a positive whole-school attitude towards refugee children were identified as being significant. Attending school was seen as essential by these young people and had a facilitative effect in helping them settle into their new lives. Other examples of the specific support identified as being most helpful when starting at a new school included patient and non-judgemental teachers and opportunities to make friends with other young people from a range of backgrounds.

Despite Madziva and Thondhlana (2017) interviewing younger students within the context of their family and five secondary age students being interviewed further as part of a focus group, the young person's voice was lacking in this study, as only two examples of their views were included. Furthermore, the study relied extensively on triangulating data from adult sources, implying that the voice of the young person was not sufficient. For example, accounts of refugee student's achievements came from teachers rather than from the students themselves. The authors stated that whilst Syrian refugees' needs are unlikely to be different from other migrant children, their individual migratory trajectories are crucial to the contextualisation of their integration needs in UK schools. In Hek's (2005) study, the refugee student's voice was apparent, but was not portrayed as strongly as it might have been. Some of the participants had been in the UK for quite a few years, having arrived at a young age so it may have been difficult for them to accurately draw on their initial experiences of school.

Research by Hulusi and Oland (2010) and Sharples (2017) had a case-study focus. Hulusi and Oland (2010) gathered data through a narrative interview using the Talking Stones

approach with a newly arrived, teenage boy from Afghanistan. They found that the boy had difficulty forming relationships upon initial arrival at school. They also illustrated that his narrative became more positive as he connected more with other students and felt more like he belonged at school. This research highlighted that young people go through many changes when arriving in a new country. By allowing this young person to tell his story, he was enabled to see his mostly positive development as he transitioned to his new school. Although this was a meaningful piece of research, being a case-study means that findings may not be generalisable to wider refugee or migrant populations.

Similarly, whilst the findings identified in Sharple's (2017) case-study may not be generalisable either, the research gave the reader some valuable insight into a specific student's experience. The student in question constantly struggled to have his voice heard and found it difficult to adapt to the behavioural norms and expectations of his new classroom. He regularly tried to persuade others that his experiences of learning elsewhere were relevant to the classroom in his new school, but this was not always welcomed by his teachers or peers. This study highlighted the relevance of young refugee and migrant students' prior experiences of learning and how in an unfamiliar setting, it can be difficult to contribute positively to the class and be recognised by others as a successful student.

Whiteman (2005) sought the views of teaching staff on their experiences of integrating refugees into schools. A questionnaire was distributed to 54 schools but the low response rate (45.3%) means that findings may not be generalisable to the wider teaching population. The author considered the effect that non-response bias may have had on the findings on the basis that those who chose to participate probably had a

specific interest in refugee students. Head teachers or staff members with relevant experience were asked to complete the questionnaires but no details of their roles were provided. Two participants were also interviewed allowing the researcher to gather more in-depth insights. The study found that communication difficulties including language barriers and lack of information about newly arrived students were reported by most participants. Training needs were also identified in line with the findings of Madziva and Thondhlana (2017).

2.5.4 Summary of research on refugee students' transition to school

The research considered in this section has illuminated the importance of listening to the young persons' voice. It is clear from the above that there is a scarcity of studies which have the voice of the young refugee at their fore. However, research in relation to the refugee population is more prevalent than that on Eastern European migrants. The research by Hastings (2012) and Heck (2005) offered the most extensive insight in relation to student voice. The case studies by Hulusi and Oland (2010) and Sharples (2017) whilst valuable at an individual level may not reflect the views of the wider refugee or migrant population. Madziva and Thondhlana's (2017) study relied heavily on the opinions of the adults surrounding the young people meaning the young people's views did not substantially feed into their findings. Furthermore, Whiteman (2005) focused only on teacher's perceptions of this group of students.

2.5.5 Migrant students' experiences of belonging in UK schools

Two studies (Biggart, O'Hare & Connolly, 2013; Cartmell & Bond, 2015) explicitly investigated the concept of school belonging amongst migrant pupils. Biggart et al. (2013) conducted a large-scale, quantitative study comparing the experiences of school

belonging of different minority ethnic groups with the experiences of White, settled Northern Irish children. On the contrary, Cartmell and Bond (2015) undertook a qualitative study that aimed to develop a greater understanding of belonging from the perspective of a small group of recently arrived, international, migrant students.

Biggart et al. (2013) explored variations in school belonging amongst three minority ethnic groups of primary aged children. The European group consisted of mainly Eastern European pupils. Whilst the Irish Travellers were found to have the lowest sense of belonging to school, findings also showed that the two other ethnic minority groups had a lower sense of belonging too and felt more excluded than their settled, Northern Irish peers. The European migrant children displayed more negative outcomes than the non-migrant group, but the only statistically significant results were in relation to their sense of school belonging, perceptions of themselves and lack of participation in school clubs. Overall, this suggests that this group of children's sense of belonging to school was lower and they were less likely to be involved in extra-curricular activities. There can be reasonable confidence in the validity of the findings as the researchers used a range of previously validated measures which aimed to assess various experiences of school belonging. The identification of a composite measure of 'Belonging/Exclusion' reinforced the findings and allowed for comparison between groups. However, the use of purposive sampling meant that any generalisation of findings beyond the immediate context should be made with caution. As this research was carried out in a rural area with a relatively small ethnic minority population, it is questionable how externally valid the findings would be within a more urban region. Furthermore, as it was necessary for the researchers to combine certain ethnic groups, for example Polish, Lithuanian and

Portuguese children, to ensure sufficient numbers for statistical analysis, this may have resulted in further variations in ethnicity remaining concealed.

Despite some of the limitations described, this was the first UK study to look at some of the broader factors relating to younger ethnic minority children's sense of belonging within the context of school, rather than exclusively examining the impact of a sense of belonging in relation to educational outcomes, as much of the prior research had done. However, being quantitative in design, this research does not give much insight into the broad complexity of migrant children's experiences of school belonging as is the case in Cartmell and Bond's (2015) more recent study.

Cartmell and Bond (2015) aimed to develop an understanding of belonging from the perspective of five migrant students who had been attending a UK secondary school for less than 12 months. The use of interpreters in this study, where needed, ensured that the voices of a specific linguistically diverse group of young people could be heard; where otherwise they may have remained silent. The researchers were mindful of the abstract nature of the concept of belonging and made reference to the fact that any views shared regarding belonging were a 'snapshot' of how pupils felt at that specific time and may change. Findings showed that having a sense of belonging involved multi-faceted interactions between intrinsic factors, for example, experiencing positive emotions; personal development and being understood as a person and external factors such as the behaviour and attitudes of others. The researchers gave a clear account of how the themes emerged from the data and included specific quotes from participants demonstrating each theme. For example, the quotation, "*The teachers are good with you…they have a laugh with you, talk with you*" was used to demonstrate the theme of

'*Being Understood as a Person*'. The findings emphasised that due to the complexity of the above factors, it is crucial that the needs of newly arrived students are thought about in a holistic way.

The participant group was diverse in that the term *'New arrivals'* incorporated pupils who could be classed as both forced and voluntary migrants. However, no information about the participants' country of origin or their reasons for moving to the UK were provided and there was little apparent consideration by the researchers of the influence that individual reasons for migration might have on migrant students' perceptions of belonging. The researchers gave a comprehensive account of the implications of the research findings in relation to students, schools and EPs, further emphasising the value of the study. This research illuminated the essential role schools have in promoting a sense of belonging for newly arrived pupils in a general sense.

2.5.6 Summary of research on migrants' experiences of belonging in UK schools

It is not possible to directly compare the above studies due to their contrasting research designs. However, it is clear that there is lack of research that explores migrant's views in relation to how they experience a sense of school belonging. In the research carried out by Biggart et al. (2013), the group made up of mostly Eastern European migrant students were found to have a lower sense of belonging than their settled peers. This finding is significant in that it indicates that this group is susceptible to being vulnerable, and is therefore worthy of extra support and intervention. However, the study was limited in that there was no scope to explore the participants' views at a deeper, more meaningful level. Cartmell and Bond's (2015) findings highlighted the many internal and

external factors that school belonging incorporated including feeling positive emotions; the absence of negative behaviours of peers and developing friendships.

2.5.7 Eastern European migrant students' experiences of being included in UK schools

Whilst not specifically about school belonging, (Gaulter & Green, 2015; Quinn & Wakefield, 2009) focused on migrant's experiences of being included in schools. Tereshchenko and Archer (2015) also focused on this to a lesser extent. The definition of belonging being used for the purpose of the current research study, as referred to in the introduction, incorporates the degree to which students feel 'included'. Therefore, this was used as a search term when carrying out the searches for the systematic literature review. Hence, the following studies are deemed to be relevant to answering the literature review question. Although the exploration of 'school belonging' may not be a specific focus or aim of a study, themes relevant to this concept emerged in several studies emphasising its prominence as a significant experience within the migrant population.

An action research study by Gaulter and Green (2015) explored how a primary school promoted the inclusion of Slovakian migrant pupils. They argued that action research is an advantageous methodology within educational research as it has the potential to develop a culture of enquiry and encourage reflective educational practice within schools as well as potentially empower staff. The research was carried out over three stages and staff perceptions and practices were found to change over the course of the research. Findings showed that a more robust understanding of Slovakian culture was developed; staff began to recognise that children may have different cultural identities and showed increased levels of self-efficacy. A thematic analysis of the discussions with

the children highlighted two over-arching themes: *'Increasing opportunity for success'* and *'Fighting against feelings of vulnerability'*.

Children showed a connection towards their school due to friends, teachers and the many prospects for learning. For some migrant children, school was seen as a place for overcoming hardship although feelings of isolation when they first arrived at the school were apparent. The use of child-friendly data collection methods, including poster-making, enabled young children with EAL to have their voices heard. Sharing these posters with staff contributed to their insight into the children's experiences at school. Through the research process staff began to acknowledge that feelings of difference and vulnerability amongst the Slovakian children could be contributing to their segregation and negative behaviours. This realisation guided staff to identify ways of increasing the children's sense of belonging to the school community. In addition, their own anxieties around how to support Slovakian children decreased. This may be because they no longer perceived the children as 'others' who had a different culture that required a different approach. The researchers outlined that 'the voices of migrant children serve to overcome staff misconceptions' (p. 49). This research emphasises the idea that if schools are to be inclusive towards migrant children, it is crucial that they obtain the views of the young people that they are trying to include.

Quinn and Wakefield (2009) conducted a questionnaire based study examining migrant students' perspectives on being included within a secondary school. The majority of the participants were from Eastern Europe. Responses showed that 73% of students felt valued and included at school with newly arrived students feeling more included if there were students from their home country already attending the school. The majority of

migrant students had made friends at school and many classed the local students as their friends. 24% of students reported that they had been bullied at school but this figure may not be a true reflection due to children being reluctant to admit that they had been bullied or due to no definition of bullying, a complex term, being provided. Findings showed that pupils were generally positive about their learning experiences at school particularly in relation to additional English classes. Being proficient in English was deemed not only to be important to access the curriculum but also to assist social integration.

The authors maintained that schools with substantial numbers of ethnic minority students face considerably greater challenges than those in more homogeneous settings. The sample represented only 51.4% of the total number of migrant students in the school indicating that results may not be wholly representative of the school's migrant population. The researcher justified limiting the students' response choices in the questionnaire to 'yes' or 'no' due to participants' limited grasp of the English language and that the use of a closed question design would be more likely to elicit responses. However, as a result of this, there was no scope for a more detailed exploration of student's views and the findings were likely to be less valid.

Research by Tereshchenko and Archer (2015) focused on Albanian and Bulgarian students who attended both mainstream and complementary (supplementary educational initiatives) schools. The researchers were interested in their perspectives on education in the UK and the impact that their experiences in these settings had on their identities and sense of belonging. Data collection methods with the purpose of emphasising the young people's voices were used, for example group discussion and

photo-elicitation. Students' perceptions around education in mainstream schools were that it was 'creative' and 'innovative' within 'interesting' and 'exciting' environments. Schools which practiced a more student-centred approach were valued by the participants. One girl reflected on how students receive greater respect from teachers and have more rights in the UK in comparison to Bulgarian schools. Bulgarian girls communicated positive views towards diversity in their mainstream schools, which assisted them in feeling included. In contrast, many of the Albanian students interviewed viewed their multi-cultural mainstream school as 'not caring' possibly due to having to negotiate their migrant identities.

2.5.8 Summary of research on Eastern European migrant students' experiences of being included in UK schools

The above section considered the research regarding Eastern European migrant's experiences of being included in UK schools. Again, due to the use of different research designs, it was not possible to directly compare the research by Gaulter and Green (2015) and Quinn and Wakefield (2009). However, a common finding in both studies was the importance that forming friendships had on migrants' experiences of feeling included. Some of the barriers to inclusion that vulnerable, migrant children might face were highlighted, for example bullying. Quinn and Wakefield (2009) found that newly arrived students felt more included if there were students from their native country already attending the school. Contrastingly, Tereshchenko and Archer (2015) found that being part of a diverse school community helped Bulgarian migrant students to feel more included.

2.6. Conclusion

This literature review set out to answer the following literature review question:

What does the literature tell us about migrant children's and in particular Eastern European migrant children's, experiences of transition to and sense of belonging in UK schools?

To do this, the literature review considered research that had been carried out in the following areas: Eastern European migrant students' transition to school in the UK; refugee students' transition to school in the UK; migrant students' experiences of belonging in UK schools and Eastern European migrant students' experiences of being included in UK schools. The research reviewed has highlighted some of the challenges that migrant children face when attending school in the UK. Forming social relationships with peers was seen as crucial but this was a difficult process due to language barriers. Feelings of loneliness and isolation were also prevalent when starting school emphasising the vulnerability of this group (Hamilton, 2013; Hastings, 2012; Moskal, 2014). Becoming familiar with a new environment and adjusting to different teacher expectations (Sharples, 2017) were also viewed as challenging. Receiving support from teachers and peers in the initial stages was valued by the young people (Hastings, 2012; Hek, 2005; Madziva & Thondhlana, 2017).

This literature review has shown there is a shortage of qualitative research that focuses on secondary-aged, Eastern European migrant students. It can be argued that starting at secondary school may bring additional challenges for migrant students. Bearing this in mind, the phase of interest for the current study is a secondary school. Hasting's (2012) offered an in-depth account of how male refugees experienced the transition into

secondary school. However, some of these participants attended a UK primary school, which may have had an impact on their experience of the transition to secondary school.

In relation to migrants' experiences of belonging and being included in UK schools, the research has focused mainly on primary settings (Gaulter & Green, 2015), been quantitative in design (Biggart et al. 2013; Quinn & Wakefield, 2009) or been the result of a thematic analysis (Cartmell & Bond, 2015). There have been no studies that focus on the individual experience of school belonging.

This literature review has highlighted that there is an absence of previous research which has focused exclusively on first-generation migrant, Eastern European teenagers' individual experiences of migrating to the UK and transitioning to a new secondary school, along with how they experience a sense of school belonging. As a researcher, I feel that it is fundamental that this group of potentially vulnerable young people have the opportunity to have their voices heard. Therefore, the research questions which the current study seeks to answer are primarily idiographic and phenomenological in nature, where the emphasis is on the participants' individual experiences and how they make sense of these experiences.

3. Methodology

3.1 Chapter Overview

Firstly, I will outline the research design chosen for the study followed by a discussion of my ontological stance and epistemological position. I will then describe my chosen methodology including the theoretical underpinnings; the rationale for choosing it and some of its limitations. Other possible methodologies will also be discussed. Next, I will give a detailed account of how the participants were selected and recruited. Following this, the steps taken to thoroughly analyse the data will be described. Finally, ethical considerations and issues of validity will be discussed. Table 4 below provides a summary of the research framework for this study.

Table 4. *Summary of Research Framework*

Ontological Position:	Relativist
Epistemological Position:	Constructivist
Theoretical Perspectives:	Phenomenology Hermeneutics Idiography
Methodology:	Qualitative; Interpretative Phenomenological Analysis
Data Collection:	Semi-structured interviews
Participants:	5 Eastern European, secondary school students aged 15 and 16

3.2 Research Design

Qualitative research is described as being a voyage of discovery where the researcher assumes an open attitude towards the area being explored (Finlay & Evans, 2009). A researcher undertaking qualitative research has a specific interest in how individuals

make sense of their world and how they experience events. They also strive to understand how people manage certain situations (Willig, 2013).

The aim of this research was to *'increase our understanding of Eastern European, migrant students' experiences of transition from their home country to the UK and their experiences of starting secondary school here. The research also aimed to explore how these students experienced a sense of belonging at secondary school'.* This research is specifically concerned with hearing the voices of the student participants, in particular their thoughts, feelings and perceptions, rather than testing hypotheses or developing new theories. By using an inductive approach (bottom-up), the researcher allows the findings to emerge from the dominant or significant themes ingrained in the participants' raw data (Thomas, 2006). Therefore, a qualitative research design is deemed the most appropriate, as a more holistic understanding of the participants' experiences is sought. This research will seek to answer the below research questions.

3.3 Research Questions

1. What are Eastern European students' experiences of secondary school following transition to the UK?

2. How do these students experience a sense of belonging at secondary school?

3.4 Research Paradigm: Ontology and Epistemology

Ontology is the study of being and what constitutes reality (Gray, 2013). Willig (2013) explains that ontology is driven by the question, *'What is there to know?'.* It is the consideration of an individual's view of the world and their existence within it. The position that an individual places themselves on a realist-to-relativist continuum is referred to as an ontological stance (Robson, 2011). Realist ontology assumes that there

are certain fundamental truths which can be observed in the world, and that events have an inevitable cause and effect relationship with each other (Willig, 2012). Reality is seen to be independent of human cognition and perceptions (Crotty, 1998). In contrast, relativist ontology assumes that there are many versions of truth in the world. It acknowledges that individuals have different perspectives of events, depending on their own experiences and awareness of the world they live in, all of which are valid (Robson, 2011). My ontological stance for the current study is relativist. I believe that young migrants' experiences of moving from another country and transitioning to secondary school in the UK are subjective and not based upon any set of facts that can be tested. I approached this research assuming that each young person constructed their own reality based on their own views of what that reality was.

Epistemology is the theory of gaining knowledge. It offers a philosophical background to determine the types of knowledge that are legitimate and adequate (Gray, 2013). An epistemological perspective is important as it helps the researcher to decide on the most suitable research design for their intended research. The ontological position of relativism, as explained above, is in keeping with a social constructivist epistemology, whereby individuals construct meanings based on their own experiences and interactions, with each individual having a unique perspective on the world. Meanings can be constructed in different ways, even in relation to the same phenomenon (Gray, 2013).

With regard to this study, a 'constructivist' approach was chosen as it privileges individual experience as opposed to a 'constructionist' approach where the social construction is through discourse and language (Fruggeri, 1992). Robson (2011) outlines

that within a constructivist approach, the role of the researcher is to 'understand the multiple social constructions of meaning and knowledge' (p. 24) and that the values, social position, cultural context and experiences of the researcher are also considered. Constructivism is perceived to be an appropriate epistemological position for the current study as the migrant young people were viewed as having constructed their own meanings around the experience of moving to the UK and starting secondary school here and each young person was seen to have an individual perspective of what this experience was like for them.

3.5 Interpretative Phenomenological Analysis (IPA)

IPA has been used principally in the field of health psychology (Smith, 2011). More recently, it has extended to other disciplines, including educational psychology (Lawrence, 2014; Lowther, 2013; Robinson, 2010). IPA is phenomenological in that it is concerned with exploring experience in its own terms and how people perceive, ascribe meaning to and make sense of their experiences (Smith, 2011). At the core of IPA is the belief that people are 'self-interpreting beings' (Taylor, 1985) meaning that they are actively engaged in interpreting the events and people in their lives.

IPA is a dynamic process where the researcher plays an active part, which influences the extent to which they access participants' experience and how, through interpretative activity, they can make sense of their personal and social world. IPA has three main theoretical underpinnings: phenomenology, hermeneutics and idiography (Smith, Flowers & Larkin, 2009). These key theoretical areas will now be explored in greater detail in order to thoroughly understand the focus and aims of IPA.

3.5.1 Phenomenology

Phenomenology is the philosophical approach to the study of personal experience. It aims to identify the essential components of phenomena or experiences which make them unique or discernible from others. Well known phenomenologists, such as Husserl, share a specific interest in thinking about what being human is like, particularly in terms of the lived experience (Smith et al., 2009).

Husserl was especially interested in exploring how an individual might come to accurately know their own experience of a certain phenomenon and how that individual identified the essential qualities of their experience. He believed that we should "go back to the things themselves" (Smith et al., 2009, p.12). The 'things' Husserl referred to was the experiential content of consciousness. However, in his work he implied that certain obstacles can get in the way of the quest for this experiential content of consciousness.

Phenomenological studies focus on the in-depth lived experiences of humans, in particular how people perceive and talk about objects and events, rather than fitting 'things' into a predetermined categorical system, which individuals are often inclined to do. In order to recognise the central foundations and features of human experience, Husserl proposed that we must "consider the consequences of our taken-for-granted ways of living in the familiar, every day world of objects" (Smith et al., 2009, p.13). This involves 'bracketing', or putting to one side, one's preconceptions and allowing the phenomena to speak for themselves. Husserl's phenomenology required stepping out of our 'natural attitude' (our everyday experience where we focus on a specific thing) in order to be able to scrutinise that everyday experience. As an alternative, he proposed

adopting a 'phenomenological attitude' that requires a degree of reflexivity where we shift our gaze from "objects in the world, and direct it inward, towards our perception of those objects" (Smith et al., 2009, p.12).

3.5.2 Hermeneutics

Hermeneutics, a theory of interpretation, offers the second major theoretical underpinning of IPA. The chief contributors to the theory of hermeneutics are the philosophers Heidegger, Gadamer and Schleiermacher. It is important that hermeneutics is discussed, as the efforts made to understand 'experience' within IPA are interpretative and concentrate on individuals making meaning out of experiences and actions. It is essential that IPA researchers attempt to comprehend the mind-set of a person or attempt to understand what it is like to stand in their shoes (while recognising that this is never entirely possible) in order to translate his or her message (Freeman, 2008). Heidegger's (1962/1927) work aspired to express a case for a hermeneutic phenomenology, as he believed that his concept of 'Dasein' could only be accessed through interpretation. The expression 'Dasein' refers to the experience of 'being' that is unique to humans. Heidegger made the argument that interpretation inescapably involves our prior experiences and preconceptions. Nevertheless, Heidegger emphasised the danger of prior experience or presumptions as being obstacles to interpretation. He maintained that priority should be given to the new object rather than to prior experience or suppositions (Smith et al., 2009).

Gadamer shared Heidegger's belief that preconceptions can only be known once the interpretation is underway and cannot be 'bracketed' off (Smith et al. 2009) indicating that it is a dynamic and varied process. Smith et al. (2009 p.26) explained that our

"reading and understanding of a text is a form of engagement in a dialogue between something that is old (a fore-understanding) and something which is new (the text itself)". The terms double hermeneutic or dual interpretation process are regularly used to describe the IPA analytical process for two reasons. Firstly, the participants make meaning of their world and secondly, the researcher attempts to decode that meaning i.e. make sense of the participants' meaning making (Smith & Osborn, 2008). This is a complex undertaking and involves a high level of interpretation by the researcher (Smith et al., 2009).

The hermeneutic circle is possibly the most significant idea in hermeneutic theory. It is to do with the active relationship between the part and the whole, at a range of levels. It reflects a dynamic, circular style of thinking where in order "to understand any given part, you look to the whole; to understand the whole, you look to the parts" (Smith et al., 2009, p.28).

3.5.3 Idiography

Idiography is the third major influence upon IPA. It is concerned with the 'particular' rather than being 'nomothetic' which involves making claims at the group or population level (Smith et al., 2009). It entails an intensive, in-depth qualitative analysis of single cases by examining the individual perspectives of participants in a study. Idiography can also refer to a process which moves from the single case to more general claims, therefore it does not avoid generalisations but locates them in the particular and develops them more carefully (Smith et al., 2009). By using IPA, the idiographic aspect can be achieved by firstly focusing on the individuals in-depth (so that individual experiences are not lost) through thorough and systematic analysis before searching for

similarities and differences across the participants (Smith et al., 2009). While generalisability is not the aim of IPA, the inductive approach, as described previously, allows for 'theoretical transferability' whereby the researcher makes links between existing psychological theory or literature. It also helps the reader to see how the case can shed light on existing 'nomothetic' research (Smith et al., 2009).

3.6 Rationale for IPA

IPA was chosen as an appropriate method of data analysis for a number of reasons. Firstly, it is consistent with the research aims in that it is a method which involves a detailed exploration of participants' personal accounts of a specific, major life experience and how that experience is made sense of i.e. young migrants' individual experiences of moving to the UK and starting secondary school here. IPA assumes that data serves an exploratory rather than an explanatory purpose (Smith & Osborn, 2008). The powerful accounts of how individuals' interpret and communicate their experiences allow the researcher to develop an insider's perspective of the experience in question (Larkin, Watts & Clifton, 2006).

Secondly, IPA works best with experiences that are of immense importance to the individuals who live them (Larkin et al., 2006). IPA is deemed highly appropriate for this study given the significance of the personal experience of migrating to a foreign country and starting at a new school within the lives of the participants. The reader is also enabled to reflect on how they might respond to the experiences described by each participant (Smith, 2004) and hence, acknowledge what they might share with the participants, who superficially may appear quite different to them.

Thirdly, research that adopts an IPA approach assists the researcher in being sensitive towards the diverse culture and experiences of each participant as well as allowing any common experiences between participants' accounts to be acknowledged (Smith et al., 2009). Considering the population that will be interviewed for the purpose of this study, this is of particular importance.

Often the aim of traditional scientific psychological research is to generalise findings, which IPA research does not claim to do. Within IPA and in qualitative research in general, there is more of a focus on the possibility of transferring findings from group to group rather than on generalisation. Smith et al. (2009) argue for 'theoretical generalisability'. This is where the reader may be able to 'assess the evidence in relation to their existing professional and experiential knowledge' (p.4). Therefore, the argument can be made that idiographic qualitative research such as IPA has a lot to contribute to our understanding of phenomena, as it can complement actuarial claims derived from quantitative studies through a focus on the particular which can help illuminate the universal (Warnock, 1987). The idiographic nature of IPA is in keeping with the aims of the study in that it aims to understand the particular experiences of each participant.

3.7 Limitations of IPA

Although IPA is one of the most well-known and commonly used qualitative methods in psychology (Thomas, 2006) it does have some conceptual and practical limitations. Willig (2013) broaches some of the limitations of IPA. The first criticism is the extent to which IPA relies on language as a communication tool. It is through language that participants attempt to communicate their experiences to the researcher. The use of data collection methods such as semi-structured interviews, diaries etc. assume that

language provides participants with the required means to encapsulate that experience. Willig (2013, p. 94) argues that language "constructs rather than describes reality" as the same experience can be spoken about or described in many different ways. This implies that meanings are present in the words themselves; therefore language cannot directly access another person's actual lived experience.

A second criticism of IPA is that while it does generate vivid, detailed descriptions of participants' perceptions and lived experiences, it does not make an attempt to provide an explanation as to why these phenomena occur. However, Fade (2004) states that IPA can be used in various ways: by comparing the themes that occur in a small number of cases or by using a theory-building approach, through exploring the patterns and relationships in the data. It is suggested by Smith, Jarman and Osborn (1999) that in generating theories IPA is exploratory as well as descriptive.

A final criticism of IPA is that it aims to gain an improved understanding of what it is like to experience a particular phenomenon by gathering descriptions of participants' experiences (Willig, 2013). The degree to which participants could communicate the rich and vivid texture of their experience to the researcher when they are not used to expressing such a thing was queried by Willig (2013). However, Smith and Osborn (2008) recognised that some participants may have difficulties expressing themselves. They emphasised that part of the researcher's role is to engage with and interpret the participants emotional state from the thoughts and feelings that they do express. An account of the considerations necessary when conducting IPA with young people with English as an Additional Language (EAL) is included in the discussion chapter.

3.8 Consideration of other methods

Consideration was given to several other research methods before IPA was decided upon. Bearing in mind my ontological and epistemological positions (relativist and constructivist) as described previously, only qualitative research methods were considered. I did not consider a quantitative or mixed-methods research design as I wanted to look at the phenomena of starting secondary school after migrating to the UK and how a sense of belonging was experienced, from the point of view of the Eastern European, migrant students who lived these experiences.

3.8.1 Thematic Analysis

Thematic analysis is a flexible approach that can be used inductively or deductively to identify, analyse and report patterns or themes within data (Braun & Clarke, 2006). It differs from IPA in that it is not wed to any pre-existing theoretical framework. A disadvantage of thematic analysis as outlined by Braun and Clarke (2006) is that the focus is often restricted to description or exploration with little attempt made at interpretation. This research study aims to explore a small sample of participants' experiences of particular phenomena, that is Eastern European migrants' experience of moving to the UK and starting secondary school and how they experience a sense of belonging, therefore it benefits from a more idiographic method such as IPA.

3.8.2 Grounded Theory

The aim of Grounded Theory (GT) is to construct a theory that describes and explains a particular phenomenon (Robson, 2011). There are certain similarities between GT and IPA in that both are broadly inductive and assume that it is through interaction that individuals construct their selves and the world around them. Corbin and Strauss's

(2008) approach to GT offers the researcher a highly structured, systematic and sequential method of data analysis. However, GT studies aim to explain phenomena at a more conceptual, explanatory level based on a relatively large sample with much less focus on the individual (Smith et al., 2009). The current study aims to offer a more detailed and specific analysis of the lived experiences of a small group of participants, as well as the similarities and differences between them. Therefore, IPA was deemed a more appropriate choice of analysis

3.8.3 Narrative Analysis

IPA has a substantial connection with various types of narrative analysis in that it is primarily concerned with meaning-making (Smith et al., 2009). Murray (2015) defined the primary function of narrative as bringing order to disorder and giving it meaning. Experiences are made sense of through the analyses of the use and structure of language. However, there is greater focus on the linguistic tools that a participant uses to structure their account of an experience rather than seeking to find out how the experience actually felt. IPA was deemed a more suitable approach for this study, as I was interested in how the participants experienced the phenomenon in question rather than the linguistic resources that they draw upon to provide accounts of their experience.

3.9 Participants

In order to be consistent with the theoretical underpinnings of IPA, it is important that the selection of participants involves purposive sampling. This involves the sample being chosen purposefully by the researcher, using her own judgement, rather than using probability methods (Smith et al., 2009). The participants are selected in such a way so

that they can offer the researcher ''access to a particular perspective on the phenomena under study" (Smith et al., 2009, p.49).

A small sample size is necessary due to the time-consuming nature of the detailed, case-by-case analysis of individual transcripts, so that each individual's account can be completely appreciated. Smith et al. (2009) recommend that between three and six participants is an appropriate sample size for an IPA study. The rationale for this range is that it affords an adequate number of cases for the development of themes which highlight the significant similarities and differences present between participants. If too many cases are included the researcher is at risk of being overwhelmed by the volume of data generated. In IPA research it is usual to have a fairly homogenous sample where a group has been classed as similar according to important variables. The purpose of homogeneity is to examine individual experiences within the group and how individuals can experience the same phenomena in different ways (Smith et al., 2009).

3.9.1 Selection of participants

Once ethical approval to conduct the research had been granted (this process is described in section 3.12), I met with the EAL co-ordinator at a secondary school in the local authority where I work, to discuss the research and to explore whether the school would have appropriate participants. This school was chosen as my placement supervisor was the link EP for the school and had a longstanding relationship with the school. I obtained permission from the Head teacher to carry out the research.

3.9.2 School context

The school where the research took place is a co-educational secondary school in West London. The table below outlines some contextual information about the school obtained from the most recent school census.

Table 5. *Contextual Information about the School*

Total number of pupils on roll	763 (41.7% girls and 58.3% boys)
EAL pupils	67.6%
Eastern European pupils (classified by first language)	6%
Pupils with special educational needs	16.3%
Pupils with free school meals	29.5%

3.9.3 Inclusion and exclusion criteria

In order to obtain as homogenous a sample as possible it was necessary to consider some practical constraints. These were addressed by the following inclusion and exclusion criteria:

- Students were born and raised in any of the following Eastern European countries (Poland, Latvia, Hungary, Bulgaria, Czech Republic, Lithuania, Estonia, Slovakia, Slovenia, Romania, Croatia).

- Students had migrated from their country of birth to the United Kingdom within the last 3 years. It was important that the participants were able to recollect their move over and had not attended primary school in the UK.

- Students had been attending the secondary school for at least one academic year. Any less than this and it might be more difficult for the participants to be able to reflect on their journey as they may still be settling in.

- Students' level of spoken English was of a sufficient standard so that they could participate in an interview without an interpreter being necessary.

3.9.4 Recruitment process

The identification and recruitment of participants consisted of several phases. I was supported by a senior member of school staff during this process. The first phase took place in the summer term of 2017 and involved obtaining a list of all the students in the school whose first language was recorded as being the native language of any of the Eastern European counties named above. Data was checked for students in Years 7 to 10. Year 11 students were not included as they would no longer be attending the school when the interviews were scheduled to take place.

The next phase involved excluding students who had arrived in the UK more than three years before. This involved checking the UK arrival date which was recorded on each student's secondary school application form. This was done at the end of the summer term. This process narrowed down the list of potential participants to eight individuals. However, it later transpired that one of the possible participants had left the school and another was actually born in the UK, so they were automatically excluded.

At the beginning of the autumn term, the link teacher liaised with the identified students to arrange a convenient time for each of them to meet with me after school. I contacted the parents of each of the six possible participants by phone in order to obtain permission to have an initial meeting with their child. This also gave me an opportunity to double-check the demographic information that I held for the students was accurate. I felt that meeting the potential participants in person was important so

that I could explain the aims of my research as well as what the interview process would involve.

I met with each potential participant individually to avoid compromising anonymity if they did decide to take part. All six pupils indicated that they would be interested in taking part. Of the six possible participants, five were given parental permission to be interviewed (demographic information is presented in Table 6 below). The next phase involved setting up mutually convenient times for the interviews to take place. It was important that participants did not miss any lessons, so interviews were scheduled for after school. Appropriate pseudonyms were assigned to the participants to ensure anonymity and confidentiality.

Table 6. *Participant Information*

Participants	Sex	Country of Birth	Year Group at time of interview	Approximate length of time in the UK
Jakub	Male	Poland	Year 10	3 years
Lukas	Male	Lithuania	Year 11	3 years
Agata	Female	Poland	Year 11	2.5 years
Andrei	Male	Romania	Year 11	3 years
Ivan	Male	Bulgaria	Year 10	3 years

3.10 Data Collection

Each participant was interviewed individually in a quiet meeting room in the school. The interviews took place after school on mutually suitable days. Each interview lasted between 35 and 50 minutes. The interviews were audio-recorded to ensure descriptive

validity. I used a recommended online professional transcription service which produced verbatim transcripts which could then be analysed. I was guaranteed by the company that the recordings would be deleted once I had received and checked them. I chose to have the interviews professionally transcribed rather than do it myself as I it took me longer to recruit participants and collect data than originally anticipated and I was keen to keep within the time scale imposed on the study.

3.10.1 Rationale behind semi-structured interviews

Collecting data using visual methods such as drawings was considered initially. However, using an approach such as this suggests that children's meaning making needs to be 'interpreted' by adults, or that they are not capable of speaking for themselves (Elden, 2012). Additionally, Smith et al., (2009, p.56) recommend that IPA is best suited to a method of data collection that 'invites participants to offer a rich, detailed, first-person account of their experiences'. The qualitative interview is perceived as 'a conversation with a purpose' (Smith et al., 2009 p.57). Semi-structured interviews were chosen as they give an interview some structure but offer enough flexibility for the interviewer to pursue ideas and thoughts conveyed by the participants. They also allow the researcher to check the understanding of responses given by participants and clarify questions with them if necessary. This was seen to be particularly important in this study, as the participants' first language was not English.

3.10.2 Development of interview schedule

The interview schedule consisted of three open-ended questions related to the research questions (see Appendix D). There were a series of prompts for each question that were used if necessary. Questions were specific enough to encourage the participants to talk

about their experiences but also general enough to allow them to do this in their own way and emphasise certain areas of importance if necessary (Smith & Dunworth, 2003). Before asking the question about belonging, I explained what was meant by this and displayed the definition on a poster so that participants had a visual reminder when answering the question. A pilot interview was conducted with an Eastern European student from another secondary school which resulted in the addition of some addition prompts to the interview schedule.

3.11 Data Analysis

Smith et al. (2009, p. 79) state that 'the essence of IPA lies in its analytic *focus*'. It is this focus that guides our attention towards how the research participants try to make sense of their experiences. Smith (2007) described the data analysis as an iterative and inductive cycle that draws upon specific strategies that will be described in detail below. The IPA literature does not prescribe a strict single method for the process of data analysis, rather a range of flexible approaches that are available to be adapted by researchers. The process of data analysis in this study was carried out by following the specific stages outlined by Smith et al. (2009) due to the clear and detailed explanation provided.

3.11.1 Stage 1 - reading and re-reading

The first stage of IPA analysis involves the researcher actively engaging with the data by becoming immersed in it. This familiarisation is done through actively reading and re-reading each transcript. I found that listening to the recording of the interview while reading the transcript for the first time was a helpful way of checking for accuracy, refreshing my memory of the interview and embedding the participant's voice within my

head. By doing this, I was also able to make notes of any variation in intonation and hesitations that had not been picked up on during the transcription process. It is recommended by Smith et al. (2009) that the researcher separately records their own initial emotional reactions and responses to the transcript in order to remain solely focused on the data itself. A research diary proved to be useful for this purpose. This initial stage in the analysis gave me an idea of the general flow that each interview took.

3.11.2 Stage 2 - initial noting

This time consuming stage involves scrutinising the semantic content and the way in which language is used in an exploratory way. I began this process by creating a table for each participant's transcript. Initial notes were typed into three different columns to the left of the transcript. I added to these notes during subsequent readings, as further themes emerged from the data. This process helped to develop my familiarity with and understanding of the data. As advised by Smith et al. (2009), these initial notes took three distinct forms, with each having a different focus.

- Descriptive comments: describe the main content of what the participant has spoken about (key words and phrases, descriptions, experiences and events are noted).

- Linguistic comments: focus on exploring the specific use of language (repetition, tone, pronoun use etc.)

- Conceptual comments: the focus moves to a more interpretative level as the researcher focuses more on the participant's understanding of the experiences they are discussing. This part of the coding may involve researcher reflexivity as well as consideration of the researcher's own experience.

3.11.3 Stage 3 - creation of emergent themes

This step entails reducing the volume of data without losing any of its complexity. There is an interpretative element to this stage as the emergent themes are recorded using the notes made in Stage 2 as the main source of data. The emergent themes aim to capture the 'heart' of the piece as a whole, yet are still grounded in the text, for example the wording of some of the emergent themes was the same as that of the initial notes (See Appendix E for an example of a transcript with commentary and emergent themes).

3.11.4 Stage 4 - repeat stage 1 - 3 for each participant's transcript

Once the process described in stages 1 - 3 was completed for the first transcript, it was then repeated for each remaining transcript. I ensured that each new transcript was analysed as rigorously as the previous one and that the individuality of each case was valued. It helped to bracket off the themes which emerged from the analysis of the previous case while working on the next one. This was in line with IPA's idiographic nature.

3.11.5 Stage 5 - developing subordinate themes

The next step was to identify patterns and connections between the emergent themes for each participant. I found it most helpful to print out all the emergent themes, cut them out and then arrange them into various related groups. I then used the range of processes as outlined by Smith et al. (2009) to group the themes.

- Abstraction involved clustering similar emergent themes together in order to develop subordinate themes.

- Contextualisation occurred by identifying the narrative parts within each analysis and highlighting groups of emergent themes which were related to specific narrative moments or significant life events.

- Numeration involved recognising how frequently an emergent theme occurred throughout a transcript.

A number of subordinate themes with corresponding emergent themes were produced for each participant at this stage (See Appendix F).

3.11.6 Stage 6 - developing superordinate themes

Next, superordinate themes were identified for each participant. This was done by identifying connections between the subordinate themes before grouping them together. Section 4.2 in the Findings chapter shows the grouping of subordinate themes into superordinate themes for each participant.

3.11.7 Stage 7 - looking for patterns across cases

The final stage involved searching for connections across the individual cases. Links were made and differences noticed between the superordinate themes of each participant. However, it was important that participants' experiences were still viewed as individual and unique. Six overarching themes emerged from the students' superordinate themes (see Table 17 in the Findings chapter).

3.12 Ethical Considerations

Ethical approval to conduct the research was granted by the Tavistock and Portman NHS Foundation Trust Research Ethics Committee (TREC) (See Appendix G). The TREC (2014) research guidelines were consulted in advance of submitting the ethics application. The

research was carried out in line with the Code of Human Research Ethics (British Psychological Society (BPS), 2014); the BPS Code of Ethics and Conduct (BPS, 2009) and the Data Protection Act 1998. Willig (2013) recognised five principal ethical considerations as being applicable to ensuring the fair treatment of participants during research. These will now be discussed in relation to the current study.

3.12.1 Informed consent

Firstly, consent to carry out the research was sought from the head teacher of the school. All potential participants were provided with an information sheet and consent form that explained the aims of the research, what their participation would involve, and matters surrounding confidentiality and anonymity of the data (see Appendices H and I). This information was provided in both written and verbal form during the initial meeting in order to ensure that the potential participants fully understood what was required of them if they chose to take part. The students were given two weeks to absorb the information, reflect on their decision, discuss it with their parents and have any concerns or questions addressed.

The parents of these young people were given a parental information sheet and parental consent form at this stage and had the opportunity contact me if they had any questions about the research (see Appendices J and K). It was not necessary to provide translated information sheets and consent forms as the parents were deemed to have a sufficient level of understanding of written English (this was checked during the initial phone conversations that were had). The parent returned a signed consent form if they were happy to let their son or daughter take part.

The five pupils whose parents gave them consent to participate were then approached a second time. The inclusion criteria for the selection of participants required that the young people were verbally proficient in the English language (the school's record of the students' EAL proficiency was consulted). The information sheet and the consent form were read to the participants and they were asked to repeat back what was said in order to ensure their understanding of what was required. All five students were still keen to participate in the research and gave their written consent before the commencement of the interview. At this stage, participants were further reminded that they were not obliged to participate in the study.

3.12.2 No deception

As shown above, every attempt was made by the researcher to ensure that deception of the participants did not occur. This was done through being open and transparent during all interactions with the participants, so that they were able to make an informed decision about taking part.

3.12.3 Right to withdraw

Participants were frequently reminded that they could withdraw from the research at any time without giving a reason up until the analysis and coding stage.

3.12.4 Debriefing

In line with BPS (2009) guidelines, participants had the opportunity to reflect on the experience of the interview immediately afterwards. The debriefing session was not recorded. The purpose of the de-briefing session was to remove any misconceptions or anxieties that the participants had about the research. This debriefing session also allowed the participants to discuss the interview with me and to ask any questions. I

asked the participants whether there was any aspect of the interview that they particularly enjoyed talking about and was there anything that they found difficult to talk about. The participants were reassured that they could contact me if they had any additional questions in the days and weeks after the interviews took place. I informed the school counsellor of the interview timetable and ensured that she was available to meet with the participants after each interview if they so wished. I also reminded the participants that they could also schedule an appointment with the counsellor in the days and weeks after their interview.

3.12.5 Confidentiality

All ethical and legal practices, as mentioned previously, were followed and all information about participants was kept strictly confidential. Participants were informed that all their contributions would be kept confidential unless a disclosure was made that indicated that their safety was at risk. They were informed that, in this instance, the appropriate safeguarding procedures would be followed and the information shared with the designated safe-guarding lead. Participants' identities were protected by using a pseudonym on all written records. It was brought to each participant's attention that they may recognise some of their individual quotes in the write-up; however their identities would not be revealed. Information was only kept for as long as necessary and audio recordings were deleted immediately after transcription. All personal information and data collected was securely stored in a locked filing cabinet and used in accordance with the UK's Data Protection Act 1998.

3.12.6 Potential distress

I was aware that talking about certain experiences may be difficult or cause emotional upset for some participants. Therefore, I ensured I put specific procedures in place in the event of unexpected outcomes. I continuously thought about the research process from the perspective of the participants and strived to conduct all of the interviews in a sensitive and sympathetic manner. Prior to the interviews taking place, the participants were informed about the topics which would be covered and that there may be a possibility that the interviews would elicit some difficult feelings. Both before and during the interviews, I remained mindful that participants may feel uncomfortable or upset and if the participant indicated this, they were told that they did not have to answer a particular question if they so wished; they were offered a break or the opportunity to re-schedule the interview. The participants were also signposted to the school counsellor with whom they could talk to immediately after the interview or when required.

3.13. Validity Issues

Good practice in qualitative research requires analyses to be presented in a clear and systematic way, which are evidently grounded in the data and which pay regard to issues of reflexivity (Willig, 2013). Additionally, there must be an awareness of the work's 'contextual and theoretical specificity and the limitations this imposes upon its relevance and applicability' (Willig, 2013, p. 171). It is important that qualitative research is evaluated using criteria which have been recognised as appropriate (Smith, et al., 2009). A range of guidelines for measuring the quality or validity of qualitative research have been produced. Approaches outlined by Elliott, Fischer and Rennie (1999) and Yardley (2000) have been recommended by Smith et al. (2009). These approaches

allow for general evaluation of qualitative research in an accessible, yet refined manner. These approaches have a broad range of criteria and offer numerous ways of ascertaining quality. Additionally, the various criteria can be applied irrespective of the specific theoretical orientation of a qualitative study.

The criteria used to evaluate the validity of this research are those developed by Yardley (2000). She outlines that validity criteria used in quantitative studies, for example objectivity, reliability and generalisability are generally not suitable for evaluating qualitative research. The four principles which Yardley's framework uses to demonstrate validity are summarised below in relation to the current research.

3.13.1 Sensitivity to context

Yardley (2000) maintains that a good quality piece of research will show sensitivity to context. Sensitivity can be established in a range of different ways. It can be demonstrated through an understanding of the importance of the interactions that take place between the researcher and the participants during the interview process. A good relationship can be developed between the participant and the interviewer by showing empathy, ensuring that the participant is at ease and being mindful of the power dynamic. During each interview, I was mindful of the Social GGRRAAACCEEESSS (Burnham, 2013) and the aspects of difference, both visible and invisible that existed between me and each participant. Differences in gender, age, class, ethnicity and education were particularly relevant and I reflected on the impact of these differences after the interviews.

Yardley (2000) also outlines that a good quality IPA study will be sensitive to the data that is generated. The current study has ensured this by including numerous verbatim

extracts from the interviews in order to give the participants a voice and to reinforce the arguments being made. The interviews took place in the participants' school as it was an environment familiar to them and allowed me to engage with and experience their setting. Showing an awareness of the literature that exists in relation to the topic being researched as well as the theoretical underpinnings of the research method is a further way of showing sensitivity.

3.13.2 Commitment and rigour

Commitment refers to the extent to which the researcher shows the participants attentiveness during the interview, for example making them feel comfortable and by listening closely to what is being said. It also refers to the thoughtfulness that is given to the analysis of each case. Validity can be further enhanced by the researcher through the consideration of alternative interpretations of the data during interviews; by confirming with the participant if something is said that is unclear and by continually demonstrating researcher reflexivity during the process. Keeping a research diary was a useful way to ensure reflexivity by recording the various stages of the research process. A research diary was kept during the recruitment of participants, after the interviews took place and while engaging with the data. This helped me to be reflexive as writing down my thoughts encouraged me to really think about the relationship that I had with the participants and the impact that I may have had on them as well as how I responded to the data.

Participation in regular research supervision with my research supervisor and fellow trainees who were also undertaking IPA research ensured that I had the opportunity to discuss my interpretations of the data. Supervision also served as a facilitative space to

discuss excerpts from the interviews when engaging in the coding process. Rigour in the selection of participants, for example making sure of reasonable homogeneity was also necessary to ensure validity as outlined in section 3.9 above. The IPA process as outlined by Smith et al. (2009) was also followed carefully. It is essential that rigorous research involves meticulously accurate recording and transcription of each interview. Transcripts were checked for accuracy by listening to the interviews several times while reading the transcript and any errors were rectified.

3.13.3 Transparency and Coherence

The third principle which Yardley advocates to ensure the validity of an IPA study is that of transparency and coherence. Transparency refers to the clarity in which each stage of the research process is described in the write-up of a study (Yardley, 2000). An IPA researcher can increase transparency by carefully describing how participants were selected, by explaining how the interview schedule was constructed, the manner in which the interviews were carried out and how the data was analysed. In the current study, the findings chapter includes extracts from the interview transcripts so that the reader can further consider the interpretations which were made. Yardley (2015) emphasises the importance of a 'paper trail', which is a well-documented audit trail of materials and processes that leads from the initial documentation through to the final write-up, allowing other researchers or readers of the finished thesis to see how the researcher reached conclusions about the data (See Appendix E and F).

Coherence refers to how the research comes together as a whole i.e. the extent to which the research question, ontological position, methodology and the conclusions that are made from the results all fit together. A coherent argument should be

presented and any contradictions present should be clearly explained in the discussion section.

3.13.4 Impact and Importance

Impact and importance is Yardley's (2000) final principle. She emphasises that a true test of the validity of a piece of research is whether it offers the reader something that is interesting or useful. Ideally, it should have a practical or theoretical influence. A gap in the literature is addressed by this research in that it gives a specific group of migrant, young people a voice, which has not always been heard. I hope that this research will have an impact locally among EPs and other professionals working with these pupils in London and perhaps within the wider context of the UK also.

Dissemination of the research findings will take place in the Educational Psychology service where I am on placement. Findings will also be shared with the senior leadership team in the school and with the participants who expressed this desire during the interview process. Finally, findings will be shared with the Tavistock and Portman Foundation Trust and the University of Essex.

3.14 Reflexivity

Reflexivity is sometimes regarded as a central feature of qualitative research. This is in contrast to quantitative research where the subjectivity of the researcher can be seen to contaminate psychological research (Gough, 2016). Researchers who are predisposed to being reflexive have reframed researcher subjectivity as an opportunity to contextualise and enhance the research process (Finlay, 2002). It is necessary for us as researchers to continually reflect on how our position might be impacting the research situation when gathering and analysing the data.

Wilkinson (1988) outlines three forms of reflexivity which inform qualitative research: personal, professional and disciplinary. Personal relates to the individual preferences, motivations and knowledge which can influence the research topic that is chosen. Professional refers to interpersonal dynamics, manner of communication and perceptions of participants. The disciplinary level is where we explain our theoretical stance. To facilitate greater reflexivity, I used a research journal to record important decisions and events at various stages of the research process. I also recorded some reflections on how I felt I was perceived by the participants and the impact that I may have had on their responses during the interviews. I thought about how being a White, older female in a position of relative power might have influenced their responses as well as what they may have refrained from speaking about.

4. Findings

4.1 Chapter overview

This chapter aims to present the results that were generated during the Interpretative Phenomenological Analysis of the five participants' interviews. Through this process, answers to the following research questions were sought:

1. What are Eastern European students' experiences of secondary school following transition to the UK?

2. How do these students experience a sense of belonging at secondary school?

The chapter begins with a summary of the results of each individual participant alongside some contextual information. Findings will then be presented under the headings of the six overarching themes that emerged from the analysis. The chapter will conclude with a summary of the main findings. The overarching themes identified are:

- Adjusting to change

- A journey towards a sense of belonging

- A time of vulnerability

- The power of self-belief

- Identity in a new place

- A need for support

The experiences which participants had in common as well as contrasting experiences will be considered in this chapter.

4.2 Summary of individual participants' results

A table detailing the subordinate and superordinate themes, as well as some contextual information for each participant is included below. Contextual information includes the age of the young person, length of time in the UK, the country of origin, reasons for migrating and who the young person migrated with. These details emerged through the interviews. Some details about each participant's response to being interviewed are also included. Participants are presented below in the same order in which they were interviewed.

4.2.1 Jakub

Table 7. *Contextual Information for Jakub*

Name	Age	Country of origin	Year group
Jakub	14	Poland	Year 10

Jakub joined the secondary school in Year 7 and at the time of interview had been living in London for approximately three years. Jakub moved to the UK with his father whilst his mother and two brothers remained in Poland. Jakub is passionate about football and seeks to pursue a career as a professional footballer. According to Jakub, the reason for the move to the UK was to do with the increased opportunities that he would be provided with, which would allow him to pursue his chosen career. Jakub found the initial transition to school in the UK difficult and sounded quite despondent as he relayed his experiences. He described how he felt like an outsider due to the difficulties he had communicating with others. There were points during the interview when Jakub had trouble verbalising what he wanted to say and needed some additional prompting

and encouragement. Towards the end of the interview, I got the impression that Jakub wanted it to finish as his responses grew more concise.

Table 8. *Jakub - Subordinate to Superordinate Themes*

Subordinate theme	Superordinate theme
Feeling like an outsider	Being an outsider
Struggle of being a minority	
Communication challenges	
A sense of loss	A sense of loss
Building-up confidence over time	Fitting in takes time
Belonging as on ongoing process	
Meaningful father/son relationship	Value of support
Receiving support	

4.2.2 Lukas

Table 9. *Contextual Information for Lukas*

Name	Age	Country of origin	Year group
Lukas	15	Lithuania	Year 11

Lukas joined the secondary school in Year 8 and at the time of interview had been living in London for approximately three years. Lukas' mother and younger brother accompanied him to the UK. He has not seen his father since he was very young. In Lithuania, Lukas lived with his Grandmother, mother and younger brother in a small house where there was little space. His mother decided to move the family to the UK for a better life and to provide Lukas and his brother with a better education. There were points during the interview where Lukas appeared overwhelmed and it was necessary to give him some time to gather his thoughts. I wondered if Lukas found it painful to reflect on the more negative aspects of transitioning to school in the UK, as often his first

response when asked about any difficulties that he experienced was to say that everything was good.

Table 10. *Lukas - Subordinate to Superordinate Themes*

Subordinate theme	Superordinate theme
Processing change	Processing change
The migrant-self	Being vulnerable
Worry around lack of understanding	
Valuing peer relationships	Relating to others
Impact of teacher relationships	
Receiving support from others	
Achieving success	Achieving success
Importance of belonging	Importance of belonging

4.2.3 Agata

Table 11. *Contextual Information for Agata*

Name	Age	Country of origin	Year group
Agata	15	Poland	Year 11

Agata started at the secondary school in Year 9 and at the time of interview had been living in London for approximately two and a half years. Agata's parents had been living in the UK for five years before she came to join them. During this time Agata lived with her grandparents in Poland. Agata left her life in Poland to be with her parents. She believed that her parents thought that because she was no longer a child and was beginning to approach adolescence, it would be better for her to live in the UK with them.

Agata was very engaged throughout the interview and appeared to relish having the opportunity to speak about her experiences. However, her repeated use of the word

"basically" (1:6; 1:23; 3:16) had the effect of keeping details hidden and implied that sometimes it was challenging for her to provide specific details of difficult experiences. Agata recalled experiencing a broad spectrum of emotions during the transition process including feeling scared (1:13; 2:7; 2:16); feeling proud (12:3) and feeling insecure (18:34). Agata came across as self-assured and quite mature for her age. She had an air of confidence about her. I was struck by her high standard of English despite having only lived in the UK for a relatively short time.

Table 12. *Agata - Subordinate to Superordinate Themes*

Subordinate theme	Superordinate theme
Connecting with peers	Desire to fit in
Communication with peers	
Feeling accepted within the school system	
Growing accustomed to a new system	Adapting to change
Coming to terms with change	
Taking control	Having belief in oneself
Experiencing success	
Being underestimated by others	
Fears	Vulnerability
Facing adversity	
Holding on to one's sense of national identity	Holding on to identity
Experiencing difference	

4.2.4 Andrei

Table 13. *Contextual Information for Andrei*

Name	Age	Country of origin	Year group
Andrei	15	Romania	Year 11

Andrei is an only child who moved to the UK with both his parents. At the time of interview, he had been living in the UK for approximately three years. He joined his

current secondary school in Year 8 having spent a few months in a school in East London. Instability in his native country and improved future prospects including the availability of better educational opportunities in the UK were given as reasons for migrating. I got the sense that Andrei did not have a lot of love for his country as he frequently referred to it in a negative way, for example "*my country's not great*" (1:33) and *"I don't really have a desire to go back"* (12:3). Andrei had some strong opinions regarding his current school. He was very self-aware and reiterated that *"it's not the standard experience which you get there pretty much"* (2:21 - 2:22) indicating that he felt his experience was different to that of other migrant young people from his country due to his family being more well off than others.

Table 14. *Andrei - Subordinate to Superordinate Themes*

Subordinate theme	Superordinate theme
Seeking a better life	Dealing with change
A divided family	
Having an advantage over other migrant students	
Accepting of difference	Making sense of one's identity
Distancing the self from one's national identity	
Valuing peer relationships	Being supported by others
Being cared about by adults	
Belonging as a fluctuating construct	Belonging as a fluctuating construct
Overcoming challenges	Resilience
Building independence	

4.2.5 Ivan

Table 15. *Contextual Information for Ivan*

Name	Age	Country of origin	Year group
Ivan	15	Bulgaria	Year 10

Ivan had been living in the UK for approximately three years at the time he was interviewed. Ivan joined the school in Year 7. He had been living in Bulgaria with his father whilst his mother lived and worked in the UK. Whilst in London visiting his mother during the holidays, Ivan decided that he would like to stay and attend school in the UK. He has an older sister who moved to the UK about 18 months after him. Ivan's experience was unusual in that his move over was unplanned and resulted in him leaving Bulgaria without saying goodbye to his family and friends. He was faced with some complex decisions during his initial time in the UK. Ivan gave me the impression of being a particularly vulnerable young man who had to put up with some negative treatment at the hands of his peers. However, the resilience and determination which he developed was communicated strongly during the interview.

Table 16. *Ivan - Subordinate to Superordinate Themes*

Subordinate themes	Superordinate themes
Being motivated	Regaining control
Becoming more in control	
Feeling unfairly treated by teachers	Being vulnerable
Being seen as an easy target	
Concern about others' perceptions of him	
Being regretful	Leaving the familiar behind
Separating and reuniting	
Process of being accepted	Belonging as an individual journey
Personal significance of belongingness	

Seeing the UK as a temporary home	Retaining one's identity
Identifying with other ethnic minorities	

4.3 Summary of overarching themes

Six overarching themes were formed by examining the superordinate themes that appeared in each of the five participants' interviews. For the purpose of this research, any theme that appeared in three or more participants' data was considered an overarching theme. Table 17 below provides a visual representation of the overarching themes (each participant is allocated a colour so that the distribution of superordinate themes that made up the overarching themes are more visible (Jakub - yellow; Lukas - blue; Agata - green; Andrei - purple; Ivan - orange).

Table 17. *Representation of the Overarching Themes Generated*

Theme 1 - Adjusting to change	Theme 2 - A journey towards a sense of belonging	Theme 3 - A time of vulnerability	Theme 4 - The power of self-belief	Theme 5 - Identity in a new place	Theme 6 - A need for support
A sense of loss	Fitting in takes time	Being an outsider	Achieving success	Holding on to identity	Value of support
Processing change	Importance of belonging	Being vulnerable	Having belief in oneself	Making sense of one's identity	Relating to others
Adapting to change	Desire to fit in	Vulnerability	Resilience	Retaining one's identity	Being supported by others
Dealing with change	Belonging as a fluctuating construct	Being vulnerable	Regaining control		
Leaving what is familiar behind	Belonging as an individual journey				

Two overarching themes occurred in all five of the young people's experiences; '*adjusting to change*' and '*a journey towards a* sense of *belonging'.* Two overarching themes were present in four of the participants' experiences; '*a time of vulnerability*' and '*power of self-belief'.* The final two overarching themes occurred in three of the participants' experiences; '*identity in a new place*' and '*the need for support'.* Each overarching theme will be presented in the order of the above table. When describing each overarching theme, where necessary, various subheadings are used to give insight into the researcher's organisation and interpretation of the findings.

Please note that, all the way through this chapter, verbatim quotes are used. The following typographic features have also been used:

- participants' words are italicised

- quotations are referenced using the format of (page number: line number)

- [ ] is used when the researcher has inserted contextual information to aid the reader's understanding of the quotation

- "........" is used where quotations have been cut.

4.4 Theme 1: Adjusting to change

This overarching theme was reflected in all five of the participants' experiences of moving to and starting secondary school in the UK. It is comprised of subordinate themes which were grouped together to form the following five superordinate themes: *'a sense of loss'; 'processing change'; 'adapting to change'; 'dealing with change' and 'leaving what is familiar behind'.* There is clearly a substantial overlap between these superordinate themes indicating that the predominant shared experience across the

sample was that of having to adjust to multiple changes in their lives. These changes included leaving behind all that was familiar to them including their immediate family and friends, home and school in order to embark on a new life that offered better prospects. For many of the young people there was some understandable reluctance about having to uproot their lives and move to another country.

4.4.1 Migrating is an emotive time

Agata described how hard it was to leave Poland despite the fact that she would be permanently reuniting with her parents in the UK, *"And I think it was quite a difficult process at first, because I was leaving my friends and my family and my environment I knew..."* (1:6 - 1:9). She gave the impression, at the time of the move, of being mature for her age as she spoke about how she gave herself time to mentally process the upcoming upheaval, *"And I was mentally preparing myself"* (4:36 - 4:37). For her, it was important to have a preparation period. This emphasises the differences in how people prepare for change. Regardless of her awareness of the new opportunities that awaited her, Agata was left feeling quite desolate when the time came to move, *"..but at leaving time it was just like this thought in my mind, in the back in my mind that I'm leaving everything behind"* (5:3 - 5:5). It was clearly a time where internal conflict, which may not have been evident to the adults around her, was present.

In Jakub's interview the sense of loss that he experienced after moving came across strongly as he adapted to a life away from his mother and siblings:

> *"I missed my family. It took time to get used to being away from them"* (4:34 - 4:35)*.*

There is some sadness portrayed here and perhaps a sense of grief, as Jakub longed for and even mourned his old life, *"I just felt like I wanted to go back at first. Because I just*

didn't like it..." (4:23 - 4:24)*.* In contrast to Agata and Jakub, Lukas spoke very enthusiastically about his move to the UK. However, I got the sense that during the initial excitement of the move, he was slightly naive as to its significance, "*And it was fun, like an adventure, when I was on the boat"* (1:12 - 1:13)*.* As the interview proceeded, Lukas opened up more and some of the overwhelming feelings he experienced when faced with the prospect of unfamiliarity became apparent, *"I was thinking if I go to the different country, I wouldn't know anything"* (3:3 - 3:4). For Lukas, there was perhaps some anxiety present beneath the surface, as he contemplated the effect that moving abroad would have on his life and the challenges that he would be faced with.

Similar to Lukas, Andrei was enthusiastic about the move but articulated that he did not fully appreciate the possible emotional impact that migrating to a new country could have on his life, *"I was quite excited I think at that age because I was moving somewhere else. I didn't understand the implications of moving somewhere else, what that might mean.."* (4:10 - 4:13). He was quite reflective that sometimes the implications of a major life change can take some time to emerge.

Ivan's experience was somewhat different to the other participants in that his decision to remain in the UK was very sudden. He had high expectations of what life here would entail:

> *"Well, at first I didn't really think about it. So I was just like, "Oh, I'm going to be next to my mum, it's going to be great. School's better, I'm going to succeed." (2:34 - 2:37).*

However, it was not long before he felt a sense of regret at his decision and similar to some other participants; he expressed a longing for his previous life when he first realised that he was definitely staying:

> *"I was just thinking about the previous summer holidays with my friends, like we were having fun and stuff [talking about life in Bulgaria] "* (3:7 - 3:9).

In addition to the regret experienced by Ivan, a sense of guilt was apparent in relation to how he had left Bulgaria so suddenly, *"I started to feel bad about doing that because I left all of a sudden without any warnings and stuff"* (2:40 - 3:1). Embarking on a new stage in his life without having had a chance to give his old life a proper ending, by saying goodbye to his family and friends, was something that weighed heavily upon him.

4.4.2 Adapting to a new school

The general consensus of the participants was that the UK education system was superior to those in their native countries. Despite this positive view, the daunting task of having to adapt to an unfamiliar school system was reflected within this overarching theme. Agata described some of the differences that she had to grow accustomed to, including getting used to new teaching styles and methods, *"... the subjects were a bit different. I mean they were taught differently"* (9:28 - 9:29); differences in the physical environment, *"Because before I was used to just one building, just one building and that's it, but here it was different buildings, bigger classes and things"* (9:5 - 9:8) and not having text books, *"So I found it quite hard to actually study because I didn't know where to study from"* (2:38).

The contrasting school environments were very much an issue for Lukas as he compared an idyllic sounding school in Lithuania, *"...it's like more space. And I remember like a garden, where you can play football. And there were trees"* (2:24 - 2:26) to his new inner

London school, *"Because like every single time the class passing by, like. There is much more people so there is always a lot of noise when walking around the school"* (2:34 - 2:36).

At first, Jakub found life in the UK more complicated due to an absence of understanding and social security, *"Things were easier in Poland. I had my friends and understood everything in school. Here was harder"* (9:36 - 9:37). Ivan's description below suggests that for some migrant young people, not only do they have to adapt to a new school but may have to cope with unpleasant and substandard living conditions also:

> *"So we were in a small room, so the conditions weren't so good. Then it was very hard for me to communicate with other people because I didn't know any English at all. I mean, I knew a little bit, but overall, no. Then when I moved into the school, it was very hard as well"* (1:5 - 1:10).

All of the young people interviewed had to deal with monumental changes to their lives within a relatively short space of time. The sense of loss and the resulting conflicting emotions experienced by some of the participants was quite profound.

4.5 Theme 2: A journey towards a sense of belonging

All five participants addressed this theme in some form. It emerged from a combination of focused questions about particular aspects of school belonging as well as the participants' other thoughts and experiences. The five superordinate themes that made up the overarching theme were *'fitting in takes time'; 'importance of belonging'; 'desire to fit in'; 'belonging as a fluctuating construct'* and *'belonging as an individual journey'.* Despite all attending the same school, it was apparent that the experience of school belonging was unique to each individual. It was a gradual process that was of more significance to some participants than others. In order to try and reflect this individual

experience, I will structure the presentation of this theme by referring to each young person in turn.

4.5.1 Jakub

Jakub repeatedly conveyed the idea that, for him, belonging was something that happened over a period of time:

> *"So I didn't feel like I belonged then...it took time"* (8:8) and *"Starting in the new school was hard so for most of Year 7 it felt like I didn't belong"* (10:3 - 10:4).

Jakub's journey towards belonging is closely linked to him gaining confidence in himself. His confidence grew as he became more proficient in English and therefore felt "brave" (6:11) enough to attempt to converse with his peers:

> *"I mean at the start I just followed people around, but after a few months when I started learning English I started to speak to them"* (6:5 - 6:8).

For him belonging was also associated with becoming more familiar with his surroundings:

> *"Yes things definitely got easier and I got to know how everything in the school went"* (13:25 - 13:26).

Feeling like he belonged was clearly very important to Jakub and the substantial part that school plays in his life was apparent, so much so that if he did not feel like he belonged he would not want to attend school or even remain in the UK:

> *".. if I didn't belong to the school I don't think I would want to come here to school, or be here in this country"* (8:22 - 8:24).

Although, the transition to his new school was not an easy one, Jakub attributed the new friends that he made and the improvement in his English to his increased sense of

belonging by the start of Year 8. This also led him to feeling happier at school, *"I feel like I fit in more now… I feel happier"* (8:9).

4.5.2 Lukas

Lukas felt that it was important to feel a sense of belonging at school although he did initially imply that this was not something he always felt, *"I'm not sure sometimes"* (7:37), implying that it was not a fixed construct and was likely to change over time. He did allude to the fact that not belonging in a school has certain implications, mainly that *"it would be hard to be there"* (8:14) and *"I think if you don't belong in the school, you have to find a different school"* (8:9 - 8:10). He felt that the positive behaviours of others as well as having a sense of purpose helped to enhance his sense of belonging:

> *"People helped me when I started at this school so I try to help other new people when I can"* (9:4 - 9:5).

4.5.3 Agata

Agata's narrative around school belonging depicts it as a successful, personal process but one that was not without its challenges:

> *"I think that I'm fairly accepted by people. And that it's not like I'm separated and I'm not included in things. But that was not the case when I came here"* (16:18 - 16:21).

Agata's use of evocative language such as **"*It feels like home"*** (23:2) and *"Now it's just feels like I've been here for years"* (10:30 - 10:32) further emphasises how she came to be fully integrated into the school. The connections that Agata made with her peers had a substantial influence on the sense of belonging that she felt, *".. I think it's mainly the fact that I had like a group of friends..."* (17:1 - 17:2). She implied that being part of a group was better than just having one or two friends. However, Agata's shyness was a

hurdle that she had to overcome, "*I found it quite difficult to actually make friends because I was shy*" (2:14 - 2:15). Her recollection of this appeared to draw upon some uncomfortable memories. Nevertheless, this shyness appeared to be accompanied by a formidable desire to fit in amongst her peers and within the classroom. Agata spoke about how her peer group gradually expanded over time but for that to happen, it was evident that she had to step out of her comfort zone, "*..reach out to people who I don't really speak to normally. Just reach out to them and try for a conversation which helps*" (17:28 - 17:31). Agata also described how her relative proficiency in English was a facilitative factor in the extent to which she felt like she belonged at school and avoided feeling isolated:

> *"I've not really ever felt lonely, because of the English that's why I could speak to anyone, to be honest"* (11:29 - 11:31).

4.5.4 Andrei

Andrei's perceptions of belonging were rather interesting in that he had some conflicting views. He was very much aware of some of the negative repercussions of not feeling like he belonged at school:

> *"I mean if you don't fit in, you don't talk to people, socialise and have friends. I think that would probably make someone depressed, like sad so I do think it's important for me and for other people to fit in"* (15:21 - 15:25).

However, this appeared to be accompanied by the opinion that belonging is a transient concept and as soon as a person leaves a physical environment those feelings of belonging dissipate. Andrei described how he did not feel tied to the school and as soon as the school year finished he would be gone implying that he does not have any great emotional attachment to the school:

"I do feel like I belong here but I mean it's my last year, I don't necessarily intend to come back" (14:36 -14:37).

Similarly to the other participants, belonging for Andrei was a process that happened over time, *"I definitely think I like it more now than when I started"* (9:12 - 9:13). However, whilst the other participants spoke about how they had to reach out to others and sometimes step out of their comfort zone, Andrei described it as being something effortless:

"I think probably go about my normal life. Like come to school. There's nothing extra I have to do. Like it happens pretty much" (15:31 - 15:33).

There is also a strong sense of Andrei holding on to his individuality, *"I didn't feel I had to do anything extra, just be myself"* (16:2 - 16:3). Yet, Andrei expressed a slightly apathetic attitude when talking about belonging, which was perhaps an indication that he did not feel as accepted within the school as he wanted me to believe. Perhaps being the only Romanian student contributed to this insecurity as implied by the below quotation:

"People from the same place stick together" (17:18).

4.5.6 Ivan

Ivan expressed some uncertainty regarding the extent to which he felt he belonged, but being accepted by others and feeling successful at school were important factors for him:

"Well, I don't know, really. But most of the people accept me, I don't have any problems, I'm doing well, so I guess" (14:12 - 14:14).

Ivan was subjected to bullying when he first started at secondary school and the idea of him starting to feel accepted was a prominent, ongoing process as suggested by this extract:

> *".. so since Year Eight, I have made some friends and in Year Nine I was definitely most confident"* (10:26 - 10:28).

It was clear that he downplayed the importance of belonging at school and felt that he had a sufficient amount of protective factors in his life that would allow him to thrive, including the close friends he had made outside of school:

> *"To be honest, with time I've realised that even if I'm not accepted, I wouldn't really care that much. Because I've still got friends from Bulgaria, I've got my games, I've got music, I've got family"* (13:37 - 13:40).

Additionally, Ivan acknowledged that there were specific things, for example playing football, that he felt would contribute to him feeling like he belonged more at school:

> *"So to belong more, I need to pretty much do maybe what the rest of the year group are doing. Because that's all they talk about, yes"* (14:25 - 14:27).

Ivan knows his own mind and comes across as fiercely independent. He is not willing to give in to the peer pressure to play football even if it means that he will be more accepted by his peers, *But I wouldn't start doing that because I don't like football"* (14:21 - 14:23).

4.6 Theme 3: A time of vulnerability

For four of the participants, vulnerability was experienced during their transition to school in the UK and for a significant amount of time afterwards. Although it was likely that Andrei also felt an element of vulnerability, this was not strongly portrayed during his interview. The young people had to deal with a plethora of difficult emotions as they arrived in a new country, began at an unfamiliar secondary school and habituated themselves with a new language, curriculum and peer group. Some powerful images were portrayed as the participants spoke about their testing experiences during the initial few months at school.

"I felt different at the start. Like an outsider looking in. I was on my own a lot"
(Jakub, 9:23 - 9:24).

*"I was terrified. I think I was mainly terrified of the fact that I didn't know anyone,
that was a huge factor, I think"* (Agata, 6:8 - 6:10).

"I felt quite lonely and just an outsider" (Ivan, 7:5).

"I was sad when I couldn't understand" (Lukas, 4:39).

These extracts all suggest that loneliness was a common occurrence for these participants and there is a sense of them leading quite a solitary existence when they first started school. The struggle with communication had a particularly significant impact on Jakub, Ivan and Lukas as their English was only in the beginning stages when they arrived, in contrast to Agata who could already speak some English. This had a massive bearing on their ability to foster peer relationships and their general integration into daily school life as the following quotations demonstrate:

"I was nervous when I had to talk because I don't speak English well" (Ivan, 7:37 - 7:38).

"It was hard to make new friends because I wasn't able to talk to them"
(Jakub, 2:19 - 2:20).

*"Because like other people maybe want to be friends, but I can't understand
anything"* (Lukas, 5:1 - 5:2).

Whilst vulnerability was a prevalent shared experience for these four participants, Ivan's open and sincere account of the negativity he experienced at the hands of both his peers and some teachers during the first few terms of being at the school was particularly prominent:

*"..they were spreading rumours about me, yes. I couldn't speak English, because
that was apparently a bad thing and just behaviour, the way they were treating
me wasn't so well* [talking about his peers]*"* (6:39 - 7:3).

Other students were curious about him when he first arrived, but this interest appeared to be short-lived. Other students recognising that he was at a disadvantage in that he could not understand or speak English very well, resulted in Ivan being seen as an easy target for bullying. Ivan's description of this unkind treatment, *"...getting pushed in line, that sort of thing.....people making fun of me"* (9:29 - 9:30) and how he *"felt so, so bad then"* (7:3) is indicative of the adverse experiences that some migrant students may be subjected to on arrival in a new school. Ivan recalled a specific incident where another student took his glasses. The sense of injustice he felt because of how the situation was managed is obvious*:*

> *"So rather than taking actions into – just doing the things myself, I tried to contact the teacher and the only thing the teacher did was just talk to that student. Eventually he returned my glasses, but there was no punishment or anything for that action"* (10:1 - 10:6).

Ivan's future response to situations like this was to keep his head down and get on with things, as confiding in school staff did not seem to have much of a positive effect, *"...the teacher wouldn't do anything most of the time"* (9:37). Further to this, it was apparent that Ivan's migrant status was something he believed some of his teacher's were uneasy with, as he describes below, perhaps due to them being uninformed or lacking confidence:

> *"Some of them understood that I didn't speak very good English, so they had some patience. However, some of them weren't so comfortable with that"* (5:21 - 5:24).

Similarly, Jakub also expressed some despondency regarding being a minority, *"There was not a lot of people to speak … that was able to speak my language. The teachers, they could like help more if they could speak Polish"* (3:37 - 3:39). Being one of only two Polish speaking students in his year group meant that feelings of confusion were

persistent for Jakub during his early days at secondary school, *"I just didn't know what was going on"* (14:15). School staff soon identified the value of the presence of a peer who spoke the same language, *"...there was one boy that spoke Polish. In Year 7 at the start I was in a different class, but then they moved me to his class which was better"* (7:8 - 7:10). Being able to form an alliance with another Polish speaking student appeared to be a protective factor for Jakub, allowing him to feel more secure, particularly as he regularly felt excluded by his peers when he first arrived, *"I thought I would always be alone and not have friends and this made me feel sad"* (9:31 - 9:32).

Encapsulated within this theme of vulnerability is the anxiety that these students felt in relation to others' perceptions of them.

> *"And especially, I was insecure because of my accent; I had a Polish accent I think. So, yes, I was quite insecure about that. And then wondering if they would laugh at me and things like that"* (Agata, 18:34 - 18:38).

Agata's insecurity about her accent combined with her shyness meant that she felt particularly apprehensive initially. Despite having negative expectations of others and imagining the worst-case scenario, *"I thought no one was going to talk to me or no one was going to approach me, which didn't turn out to be the case"* (6:10 - 6:13), the reactions of her peers was much more positive than she originally expected.

On the other hand, Ivan and Lukas expressed insecurity around speaking up in class indicating that they were fearful of being seen as incompetent or being judged by their teachers:

> *".. if the teachers ask me a question, I wouldn't want to answer that at that time because I wasn't going to answer it properly"* (Ivan, 8:27 - 29).

For Lukas, inconsistency in teachers during this crucial settling in period meant that he had to cope with additional feelings of apprehension each day:

> *"A bit sad as they knew me and knew that my English was not that good. New teachers didn't know this and I felt worried about this"* (Lukas, 4:2 -4:4).

This quotation explicitly expresses his sentiments regarding specific teachers leaving throughout his first year at secondary school. He had developed some good relationships with these teachers and therefore believed that they understood his susceptibility, as a newly arrived student, to be vulnerable. Hence, when these teachers left, he felt particularly exposed.

4.7 Theme 4: The power of self-belief

This overarching theme was reflected in four of the participants' data (Lukas, Agata, Andrei and Ivan). The following superordinate themes fed into this overarching theme:

'achieving success'; 'self-belief'; 'resilience' and *'regaining control'.* Self-belief was alluded to by these participants in terms of how they managed to overcome the adversity and challenges that they faced during their transition to school in the UK. The participants' descriptions of their experiences when they first started at secondary school contrasted with their more recent positive experiences, for example *"I like coming to school and feeling part of the school"* (Lukas, 8:3 - 8:4). This sense of difference between these two points in time could be representative of the emotional journey that these young people found themselves on, which necessitated them to face their fears, draw on the support systems around them and ultimately seek out the self-motivation required to succeed and be content at school.

Some participants, namely Agata and Ivan gave the impression that in order to overcome the barriers that they faced and move forward with their everyday lives, it was crucial for them to take back the control which they appeared to have lost when they arrived at their new school. Agata found herself in the bottom sets during her first year at the school. She tentatively expressed the opinion that her teachers had lower and inaccurate expectations of her due to her being Polish and having English as an additional language:

> *"..maybe it's a wrong suggestion to make, but maybe it was because I came from a different country so they maybe thought that I would need more support and more --- start easier"* (8:7- 8:11).

There is some resentment shown towards the teachers who made the decisions regarding which classes to place newly-arrived students in. Agata clearly felt that little thought was put into the decision, *"Because I think they just put me wherever"* (8:24 - 8:27). Agata's lack of control over her learning resulted in her needing to work extremely hard to prove her capabilities to others. This involved showing initiative and taking control of her learning, *"I had to go out of my way to study and to maybe catch up on certain topics"* (11:14 - 11:16). There is a sense of Agata being quite isolated during this period, *"I came into the school and had to manage everything on my own"* (10:38 - 10:39). However, this could also imply some defensiveness around her not wanting to suggest there was any help offered due to her determination to be self-sufficient. Over time Agata began to feel a sense of accomplishment as she made progress with her English and lost some of her inhibitions in the classroom. Teachers' acknowledgement of her ability to contribute positively in class, *"So that felt that they, I don't know, like my opinion was valuable. And they wanted me to speak up"* (21:1 - 21:3) reinforced Agata's belief that she was valued and could achieve success at school.

In contrast to Agata, Ivan's struggles at the start were mainly associated with his lack of English and the negative peer interactions that he experienced. He found that as his English improved, he gained more power in that he was able to retaliate and stand up for himself more, *"Well, in general just speaking English, because I could respond to different events in a certain way by speaking English now"* (10:32 - 10:34). In addition, Ivan is mindful of the positive impact that speaking better English has had on his life, *"I can do my work properly. I'm not nervous about speaking, like to big groups of people"* (11:37 - 11:40). Ivan was motivated to do well in school by various things including rewards assemblies and incentives from his family. There was a sense of him keeping his head down and getting on with things. Incidents or comments that would have bothered him previously were no longer as important to him, *"I learnt to maybe just don't care about stuff. Just do my work when I have to, stay quiet, be nice to people"* (16:6 - 16:8). Being successful in Maths increased Ivan's self-esteem, *"It felt good when I was struggling with my English and then Maths was something I could do and could understand"* (6:24 - 6:26) possibly providing him with the motivation to try and be successful in other areas of school life.

Lukas recognised all that he had achieved since arriving at the school and acknowledged that this did not happen overnight, *"It took a few years before my English was good enough"* (5:23 - 5:24). The academic and personal growth that he experienced was apparent, *"Yes, I improved with my learning. I'm more confident now and I think the classes are easier than at the start"* (6:23 - 6:25). Lukas spoke of the various novel learning opportunities that he had encountered since being at the school and how he believed that, *"...the people in the school are happy to have me"* (9:7 - 9:8).

Lukas' exceedingly positive view of the school was at odds with what Andrei communicated. Andrei gave the impression that nothing fazed him and he repeatedly showed a reluctance to explore any negative emotional experiences, *"I think everything was fine. "Nothing really bad"* (8:22). This denial indicated a possible defence and perhaps it was possibly too painful to recall some of the more emotionally challenging aspects of his transition experience. Despite this, Andrei was more forthcoming about some of the day to day challenges that he had to overcome, especially in relation to coping with the poor behaviour of other students and inconsistency in teaching staff. Having to deal with these challenges frustrated Andrei and led him to feeling like he did not learn during his first year at the school. The resilience that Andrei displayed despite these challenges was admirable. Andrei had studied English prior to moving to the UK and this seemed to fill him with some confidence and belief that he would adjust sufficiently, *"So, it was much easier to communicate for me"* (3:14). The following quotation illustrates Andrei's independence and self-assurance, *"I didn't necessarily need it. Like obviously I can't speak the best English, but I can still speak English [on receiving support]"* (11:5 - 11:7).

4.8 Theme 5: Identity in a new place

For three of the participants (Andrei, Agata and Ivan) this was a prevalent theme which emerged in various ways. The subordinate themes which were clustered together to form this overarching theme were *'holding onto one's identity'; 'making sense of one's identity'* and *'retaining one's identity'.*

4.8.1 First language and identity

Agata and Ivan both expressed a strong desire to speak their first language regularly and despite having little opportunity to speak it in school, it was something that they practiced regularly outside of school. Perhaps, this was their way of holding on to an important part of their past selves as they adapted to their new lives:

> *"Well, I speak to my Bulgarian friends every day. I speak it at home as well. Yes, I pretty much speak it every day"* (Ivan, 12:9 - 21:11).

> *"I read quite a lot of Polish literature. So, yes, that's what I do. And I think mainly because I still have... I'm still in touch with some of my friends in Poland. So when we message each other or something, or talk, then it's in Polish"* (Agata, 19:25 - 19:29).

On the other hand, Andrei felt he had forgotten much of the Romanian language during the short time he lived in the UK, but this was not something that overly concerned him, *"No I don't really mind it. It's just life, that's how it is"* (11:33 - 11:34) and *"Romanian I don't think it's a big language, like not a lot of people speak it, so it's obviously not that helpful"* (12:17 - 12:19).

Andrei's indifference towards his first language as well as his preference for speaking English is indicative of him wanting to distance himself from his previous life. This was further validated by him saying, *"I don't really have a desire to go back"* [to Romania] (12:2). Andrei's sense of independence is further evident by his decision to remain in the UK even when his parents leave, *"...they actually want to go back but I will definitely plan to stay here"* (2:5 - 2:7). There appears to be some detachment from his Romanian self. Conversely, Ivan spoke about how he plans to return to Bulgaria with his family as soon as he finishes school, implying that for him; the UK was a temporary home as opposed to a permanent one.

4.8.2 Being part of a diverse school community

A recurring theme for these three participants was their experience of being a member of an ethnically and culturally diverse school community as demonstrated by the following quotations:

> *"...in Poland I wasn't really exposed to different cultures and different religions, so when I came here it was a bit... it wasn't...I didn't find it difficult, but it was just different" (*Agata, 3:26 - 3:30).

> *"I guess it is quite nice as there is more variety here than in the schools in Bulgaria"* (Ivan, 17:18 - 17:20).

> *"It's a really wide community here; there are people from every single country. So, there's a lot of culture, a lot of stuff to learn"* (Andrei, 17:8 - 17:9).

This exposure to diversity was generally appreciated by participants and was something that they were inquisitive about. Agata was surprised to find she made friends with people from many different countries, something which before she moved to the UK she never thought possible, *"But I noticed that it was like a diverse group, so that interested me because I thought that, because I'm from Poland, I would stay friends with people who are like me".* (4:5 - 4:8). In spite of this, Agata did experience some uncertainty as to where she as a Polish girl fitted in, *"...and then different groups forming, basically, based on the culture. I was like, "Where am I supposed to go?"* (22:18 - 22:21).

Although an ethnically diverse school, the percentage of students from Eastern Europe attending is relatively small which meant that these young people had no choice but to branch out and make friends with students from different backgrounds to themselves. The ethnicity of Ivan's friends was not a priority for him, *"Not really, I wouldn't really care where they're from, because they're still good people"* (17:17 - 17:18) implying that he values a person's personality traits over where they are from. Andrei expressed a similar sentiment in relation to this:

> *"... being Romanian doesn't necessarily make me make them my friends. My friends are from everywhere, it does not matter if they are Romanian or from somewhere in Eastern Europe"* (18:1 - 18:5).

For Ivan, it initially appeared that being the only Bulgarian student in the school was not an issue for him as he felt he made a connection with other Eastern European students and could communicate with them due to some similarities in the languages. However, after further thought, Ivan reflected that it would have been helpful when he first arrived, if there had been other students similar to him:

> *"I would have preferred it if there were other Bulgarian people here. Or Russian, because I speak Russian as well. It would have been easier to settle in and just understand the whole thing" (*13:18 - 13:22).

Andrei showed that he was able to empathise with other new arrivals, *"Like people from like Asia and they feel like they belong here because there's lot of them, so it's like they can talk to each other and socialise. That's much easier for people. People from the same place stick together"* (13:15 - 13:17). Although he recognised that it may be easier for new arrivals to settle into a school in the presence of other students from the same country, this was not something he felt would have been particularly helpful for him, *"It wouldn't necessarily change my point of view; it would be the same thing. I'm my own person"* (17:33 -17:34).

Again, Andrei's strong sense of individuality is perceptible here and he seems to regard his migratory experience as being very unique in relation to the experiences of others. His feeling around being at an advantage due to his relatively privileged upbringing constantly resonates with him, *"So, I had a good start. The transition I suppose from there to here wasn't as hard as it is for some people, yes"* (19:13 - 19:15).

4.9 Theme 6: A need for support

For three of the participants (Jakub, Lukas and Andrei), this theme is representative of the support that they received or lacked from their parents, teachers and peers. The term 'support' in the context of this overarching theme encompasses various aspects ranging from practical support with learning English to being supported socially by peers. For Ivan, the subordinate theme of '*mixed feelings regarding support*' did not emerge as a superordinate theme due to it not being as predominant for him as other themes were. However, it will be referred to briefly in this section. Similarly, Agata referred to not receiving much support in school and although this did not emerge as an explicit theme for her, it will be mentioned here also.

4.9.1 Support from parents

The strong and meaningful relationship between Jakub and his father was referred to by Jakub numerous times. The perceived lack of support that he got at school was balanced out by the unconditional academic and emotional support he received from his father. For Jakub, his father was a provider of reassurance during difficult times at school, *"I felt lonely at the start. I was able to talk to my dad about it which made me feel a bit better. He said it would get better"* (10:26 - 10:28). Just as Jakub and his father shared the journey over to the UK together, it was as if they both were continuing to share Jakub's journey through secondary school. Jakub's father is portrayed as a teacher, *"My dad helped me to like learn English"* (10:14); *"He was able to help me with my homework and explain things to me"* (5:6 - 5:7) and a constant source of encouragement, *"...if I was sad because something happened in school, so he would support me like the next day I would go back to school.."* (10:15 - 10:18).

4.9.2 Support from teachers

Frequent contact time and attention from teachers as well as consistency in teaching staff were deemed to be supportive factors when joining a new school. Lukas found that when he started at the school, the teachers exceeded his expectations and he relished them keeping him in mind:

> *"People were a lot more friendly to me. The teachers checked on me to see was I ok so I felt people cared about me"* (3:27 - 3:29).

> *"... it was like different teachers, sometimes. We would have the same teacher for a few months and then another one would come and I wouldn't know them. That was hard as the teacher was always changing"* (7:21 - 7:24).

The above quote describes the disruption experienced by Lukas due to constant changes in teachers in contrast to the security which seeing a familiar face each day offered him, *"He's my Form Tutor now and he helps us all sometimes. I see him every day which is good as he knows me well now"* (7:15 - 7:17). The importance of ongoing support was emphasised by Lukas, *"They still help me with my English, even though I have been here a few years"* (9:28 - 9:29) indicating that his reputation of being the 'new boy who cannot speak English' is, perhaps, something that has remained.

Correspondingly, Andrei spoke about how he appreciated the teachers showing that they cared about him, *"...most likely I'd talk to the form tutor like if I had a problem or when I was unsure what classes to go to. The form tutor has a lot of free time, so they can talk to you. Knowing that was quite helpful"* (17:1 - 17:5). As previously mentioned, Andrei had a slightly contrasting experience to the other participants in that he had spent some time in another secondary school before starting at his current one. It was here that he felt he received the most valued support as he received specialised English classes which helped him to advance his skills. There is a sense that Andrei felt the

expectations in English classes can be overwhelming for newly arrived students and that

having access to more personalised interventions is advantageous:

> *"..if I am still in an English class where they expect me to start analysing metaphors, similes all that stuff and obviously if can barely speak the language then I won't be very good at it"* (7:6 - 7:10).

Some participants would have appreciated more specific, specialist support from the

school in relation to their English and other academic areas. However, Ivan and Andrei's

views were in conflict with this. Ivan did value the patience of the teachers in class, for

example how they repeatedly explained concepts so that he could understand and the

use of more modern teaching styles than he had previously experienced. However, any

additional support that had the potential to draw attention to him or to highlight that he

was different to the other students was unwanted even though he likely would have

benefited from it, *"Well, because in my opinion, stuff like that was a waste of time"* (9:15

- 9:16).

4.9.3 Support from peers

Being supported by peers was a recurring theme. Andrei and Lukas spoke of how their

peers were welcoming and helped orientate them with the school:

> *"I mean people are quite friendly so. People showed me around the school... who's who and what classrooms I have to go to and so on"* (Andrei, 10:11 - 10:14)

> *"They helped me – like I didn't know what classes I had and then they looked in my planner and they showed me what the class was and where I had to go"* (Lukas, 5:29 - 5:32).

Lukas saw his peers as being a reliable source of help that remained constant during a

time when his teachers were regularly changing, *"Because if you don't have friends, like*

you don't have anyone to ask for help. You would be on your own and that would be very

hard" (5:34 - 5:36). Support from peers who spoke the same language was mentioned

by Jakub, *"... my Polish friend that when I was, for example, outside of school, helped to*

translate to the other people" (6:36 - 6:38). Having someone who could help him to

communicate with and understand others was enormously valuable.

Within Agata's subordinate theme of 'connecting with peers', she draws upon the

usefulness of having a 'buddy' allocated to her when she arrived first:

> *"I think there was one person in my form who I would follow around, so when I*
> *didn't know where to go they would tell me, show me which classes I was in, so*
> *that was really helpful"* (9:2 - 9:6).

4.10 Summary of research findings

The findings have shown that although all five participants' experiences of starting at

secondary school in a new country have been distinctive, many of the worries and

challenges that they were confronted with, were similar to an extent. An abundance of

potent emotions were felt by the young people before, during and after migration.

These emotions were compounded by the changing family structures that they had to

grow accustomed to as well as the unfamiliar home and school environments that they

were suddenly faced with.

Throughout the interviews, the participants alluded to how they each developed a sense

of school belonging. It was referred to under various guises including the process of

fitting in and feeling more accepted at school. Although, the theory and literature views

school belonging as a concept which is linked to increased well-being and other positive

outcomes, some students regarded it with more significance than others. Feeling that

they belonged in their school was a goal that most of the young people aspired to when

they first arrived. However, this journey towards belonging was a tumultuous one that

involved overcoming numerous barriers. A sense of school belonging was generally seen as something important that was fostered through building strong peer and teacher relationships, being able to communicate with and understand others and feeling valued within the school.

Closely linked to the young people's personal experiences of developing a sense of belonging to the school was the idea of self-belief. All of the participants displayed some aspects of vulnerability on arrival at their new school, for example having little English, shyness or a preoccupation with their old lives. They had to draw on many internal resources in order to conquer the hardships that prevailed for most of their first year at school. The idea of regaining control of their lives in order to experience success in various ways was prominent.

Issues associated with identity were expressed by some of the young people especially in relation to self-concept and how they saw themselves in a foreign place. Some were adamant that they wanted to retain their ethnic identity and did all they could to do this. It was considered to be very much a part of who they were despite no longer living in that country. However, for one participant in particular, there was a focus on distancing himself from his ethnic identity. Perhaps, by distancing himself he found it easier to feel a sense of belonging to the school.

For over half of the participants, support was very much welcomed when they first arrived at the school. Some placed more emphasis on the support they received from their friends over adult support. By and large more specific, focused support would have been appreciated by the students. However, some students were adamant that they would not have welcomed this, perhaps for fear of being perceived as more different

than they already were. These findings will now be discussed in more detail in relation to relevant psychological theory and recent research in the forthcoming discussion chapter.

5. Discussion

5.1 Chapter overview

This chapter aims to discuss the six overarching themes that were described in the previous chapter: '*adjusting to change*'; '*a journey towards a sense of belonging*'; '*a time of vulnerability*'; '*the power of self-belief*'; '*identity in a new place*' and '*a need for support*'. Whilst these themes are interrelated, they will be considered individually in relation to existing literature and relevant psychological theory. The concept of 'a sense of school belonging' is a concept that prevails throughout. The chapter will then proceed to discuss the limitations of the research; implications of the research for EPs and schools and areas for future research. Finally, I will offer some personal reflections on the research process.

5.2 Adjusting to change

All five students spoke about experiencing momentous change upon moving from their home country to the UK. During this period, they had to cope with the emotional effect of altered family relationships as well as being launched into an unfamiliar school system with little or no ability to understand or communicate. Feelings of loneliness and isolation were also widespread, as they became accustomed to their new lives. Many of these changes happened simultaneously which meant they had to come to terms with their lives changing in a rapid and overwhelming manner.

For the majority of the students, a key reason for migrating was their parents' belief that their children would have increased educational and economic opportunities in the UK.

"Schools are better here than in Lithuania. My Mum wanted the best for me

and my brother" (Lukas, 2:6 - 2:7).

"My dad thought we're going to have a better future here than there"

(Andrei, 1:39 -1:40).

Research by Schnell, Fibbi, Crul and Montero-Sieburth (2015) has shown that migrant parents have high ambitions and aspirations for their children to excel educationally and attend university irrespective of their socioeconomic backgrounds, home environment and neighbourhood and school contexts. This was also apparent in the current research.

Participants in the current study viewed the language barrier as one of the most difficult aspects of adjustment, as it impeded their ability to form social relationships and to engage with classroom learning. Research by Moskal (2013) and Hamilton (2013) also found that a lack of proficiency in English was a major barrier to forming social relationships in a new environment. Migrant children's low level of English on arrival at a new school is probably seen as the most obvious difficulty by school staff. However, there are many other challenges that these students have to contend with, that may not be immediately evident to the adults around them as the current study has shown. Coping with loss, adapting to the new school and culture and dealing with anti-immigration responses were some of the additional issues outlined by Reynolds (2008).

Although the students in the current study were older on arrival to the UK, they shared some of the anxieties that were present for the primary aged migrants in Hamilton's (2013) study. Hamilton (2013) regarded staggered family migration as a factor that made it more difficult for migrant children to settle into school. Many migrant children have to cope with the emotional effects of separation which school staff may be unaware. Frequently, migrant children are not involved in the decision to move country and may not always be given much time to mentally process the impending changes.

In the current study, the participants had contrasting perceptions around what life in the UK would be like in advance of moving. Both, Lukas and Andrei had very idealised views regarding their new life. Andrei, in particular, was quite denigrating of his home country.

As a trainee EP, it is important for me to draw on a range of psychological models in my work. Psychodynamic psychology is a way of thinking that can offer an alternative perspective to a situation. It is recognised that discussing the findings in relation to psychodynamic theory offers a further interpretative step by the researcher, which is for the reader to appraise. In psychodynamic psychology, the term 'splitting' is often used. Splitting is when an individual holds two thoughts in the mind that are contradictory or uncomfortable. Hence, the person will cognitively separate them and avoid thinking of the separate thoughts at the same time. A common split is into good and bad (Klein, 1958). Perhaps, in Andrei's case, applying this defence mechanism may have been a way of managing unbearably painful feelings about leaving home and beginning a new life in an alien culture. It is hoped that through containment and good enough experiences in their new life, that young migrants such as Andrei, will be able, over time, to integrate their feelings about their home country and new life so they achieve a more depressive position about both. This of course, is dependent on many interacting factors.

Having such a polarised view may have influenced the ease with which these young people were able to adapt to their new school. For Andrei, it was especially apparent that his 'idealised' new school did not live up to his expectations. In contrast, Agata expressed how she had time to "*mentally prepare"* herself and process some difficult

emotions in advance of the daunting move. This mental preparation may have potentially made Agata's ability to adjust to her new life slightly easier.

Four of the five participants in the current study experienced significant changes in family circumstances. They had to manage separation from one or both parents for a prolonged period of time; changes in caregiver and parental divorce. Reuniting with parents after several years, while undeniably a time of happiness for many children, as in Agata's case, for some, this may come laden with challenges. One challenge being that reuniting often occurs during adolescence - a time when children are battling with developmental issues of identity and trying to figure out where they belong. Agata's response showed that she was in agreement with this ,*"...because the teenager years are difficult..."* (1:29 - 1:30)*.*

There is no doubt that adolescence is traditionally a difficult time. Adolescents have been described as "that happy/unhappy multitude caught betwixt the 'unsettling' of their latency period and their 'settling' into adult life" (Meltzer, 1973, p.51). Agata had to experience further migratory separation when she had to leave the stand-in parent and friends which she had adapted to over the years, *"I think the only thing that was difficult was just leaving my family behind"* [on leaving Poland] (Agata, 4:28 - 4:29). Upon arrival in their new host country, these young people may also face reconstituted families with step-parents, as was the case with Ivan, and need to formulate how to fit in with this new family. The current research has illustrated the prevalence of complex family contexts amongst the Eastern European migrant population.

Advocates of attachment theory argue that the resulting disruption to the parent-child attachment due to migration may put the child at risk, not only in the short term, but

also for poor long-term psychological adjustment (Bowlby, 1982). A preoccupation with the loss experienced can be influential on the transition process. Jones, Sharpe and Sogren (2004) demonstrated that children separated from parents because of migration were more than twice as likely as other children to encounter emotional difficulties despite their improved economic status. The psychological impact of cultural transition and adjustment was evident for the students in the current study as they expressed a multitude of emotions including feelings of longing for their past lives; sadness; regret; apprehension and yearning for the family and friends that they had been separated from. Some participants, for example Jakub experienced these difficult emotions for a prolonged period of time. Whilst, Eastern European migrant children may not be regarded with the same migrant status as refugee children, it is important that school pastoral staff and EPs have an awareness that they may also be battling with difficult and ambiguous feelings as they adapt to their new lives.

Having to comply with the expectations of a new teacher within a new learning environment was identified as a challenge by the participants in the current study. *"The educational system is really different"* (Agata, 2:33 - 2:34). Agata also spoke about having to choose exam subjects much earlier than in Poland and how this was a source of stress for her. The teachers' emphasis on the importance of making the right choices added to her anxiety around this. Transition was often made more difficult by students having to cope with unfamiliar academic expectations, *"... for English I didn't know how to write an essay because I wasn't really used to that"* (Agata, 13:36 - 13:39). Hamilton (2013) described similar challenges.

Some participants spoke about having to adjust to an environment with lower behavioural standards than they were accustomed to. This aspect of the transition experience did not appear to be highlighted in the previous research. Lower behavioural expectations were something that they had difficulty comprehending. *"Generally speaking, the behaviour's just bad. I think my first class was drama and there was no teacher there so everyone was just running around. This was on my first day and it was very surprising"* (Andrei, 8:34 - 8:38). Andrei's experience suggests that he was used to a much stricter behaviour system in his home country. Ivan expressed a similar sentiment, implying that although he had been attending the school for a few years, this was still something that bothered him, *"Because it's still happening today, like with the new punishment system, anyway. Most of the teachers don't really pay that much attention"* (10:9 - 10:13).

It is possible that these students have a heightened sense of awareness and are overly observant of what goes on around them. While it may be that non-migrant students are able to cope with this, it is possible that being in a school where behavioural expectations are lower, can have a negative impact on migrant students. There is a risk that they may feel they need to lower their own expectations of themselves in order to fit in with their peers. Additionally, there is likely to be a degree of inner conflict associated with this. Classrooms where there are unclear behavioural rules and expectations and where behavioural reinforcements and consequences are applied inconsistently have been associated with a negative school climate (Skiba, 2008).

5.3 A journey towards a sense of belonging

Sense of school belonging was seen as a relevant concept to explore with this migrant population as it is an important facet of adolescent development (Cooper & Cooper, 2008). Additionally, these students encountered massive upheaval during a crucial stage in their lives and were more susceptible to experiencing negativity as they transitioned to a new school in a strange country. It is very likely that their experiences of school belonging differed to those of other non-migrant students. Research has indicated that the feeling of belonging to a group can help adolescents to make transitions, cope with changing social groups, and separate from their parents (Barber, Eccles, & Stone, 2001).

The migrant students' journey towards a sense of school belonging was an individual one, influenced by a combination of factors, as the following quotations demonstrate. For example growing familiar with the school environment and culture, *"I got used to the way the school was"* (Jakub, 4:28); communicating with others, *"Communicate with everyone, I think"* (Lukas, 8:17) and making connections with more people, *"I think it's just the more time I spend here it's just you get to know more people"* (Agata, 16:28 - 16:30). Being respected by others, *"I mean I'm from a different country, so I think everyone is respectful of that"* (Andrei, 13:5 - 13:6) and being helped by peers, *"Well, just other students trying to help me sometimes with something"* (Ivan, 15:16) were also factors that contributed to their sense of school belonging. Cartmell and Bond (2015) found that similar factors contributed to the development of a sense of school belonging for a mixed group of newly-arrived migrants.

As outlined in the introduction, Bronfenbrenner's Ecological Model (1986) classifies family as the first unit to which a child belongs, followed by tiers of other groups that

affect his or her psychological and social development. As discussed previously, the majority of the students had experienced separation from their immediate family. Having experienced such disruption to the core family unit, it is perhaps even more crucial for them to experience a sense of belonging to the next layer in the system i.e. the school. It has long been maintained that schools are important for building social networks and offer distinctive opportunities for belonging (O'Brien & Bowles, 2012).

The idea of a journey towards a sense of belonging was apparent in the current study. This could be described as an unconscious process whereby each individual began their journey at a certain point and strived to reach their goal of 'belongingness' over a period of time. This is in line with the idea that humans are motivated by the need to belong and form attachments with others (Baumiester & Leary, 1995). Despite, the many positive outcomes that have been associated with having a sense of belonging to groups and networks, the students in the current study differed in the extent to which they felt belonging to the school was important.

Ivan's account illustrated that young people can experience belonging in different ways. Whilst he feels that he does belong to the school, he expressed that even if this was not the case, he would be able to tolerate it: *"To be honest, with time I've realised that even if I'm not accepted, I wouldn't really care that much. Because I've still got friends from Bulgaria, I've got my games, I've got music, I've got family"* (13:37 - 13:40). Some students may not have these other outlets or networks, therefore feeling a sense of belonging to the school may be more of a priority for them.

The participants had been in the school for between two and three years, so their sense of belonging had a chance to develop as they became more integrated into the school.

Although their attitudes towards belonging differed, they all felt that they had moved from a place of not belonging, to feeling like they did belong. Biggart et al. (2013) found that the Eastern European students had a lower sense of belonging and felt more excluded than their non-migrant peers. Perhaps, if the students in the current study had been interviewed shortly after they moved to the UK, the findings may have been similar to those of Biggart et al. (2013).

Fullilove (1996) demonstrated that secure relationships which help to promote familiarity, attachment and identity are the fundamental psychological conditions to forming a sense of belonging to a place. Some of the participants spoke of how the establishment of peer relationships was the most influential factor that contributed to them feeling like they belonged to the school, *"So since Year Eight, I have made some friends and in Year Nine I was definitely most confident"* (Ivan, 10:26 - 10:28). Agata mentioned that she felt she *"received a very warm welcome from the teachers"* (13:23 - 13:24) when starting at the school but this did not seem to be the main factor in her developing a sense of belonging, *"I don't really think teachers had an impact on that. It was mainly the people in the class"* (Agata, 20:22 - 20:24). Government guidance (DfCSF, 2007) outlined the importance of ensuring that new students were supported to feel part of the learning environment as soon as possible

The participants mentioned that they appreciated consistent and regular contact with teachers, yet nobody spoke of a relationship with a specific teacher that made them feel like they belonged more in the school. Hattie's (2009) research highlighted that student-teacher relationships can create positive changes in students' lives. However, as this study has shown, teachers may not always be attuned to their students needs.

Feeling a sense of belonging to his school was a priority for Jakub. He explained how he felt it took over a year for this to develop. Hulusi and Oland's (2010) case study of a refugee boy found something similar, whereby the narrative grew more positive as the boy connected more with other students and felt more like he belonged at school. Jakub spoke about how there were times during that first year when he did not want to attend school, due to it being such a confusing and overwhelming place for him. It was only with the reassurance and support of his father that he continued to attend. This shows that the quality of the support networks that exist around a migrant young person may have an influence on their experiences of belonging to school.

5.4 A time of vulnerability

The transition to a new school in a new country, as they were approaching adolescence, resulted in the participants experiencing vulnerability in a multitude of ways. They expressed this vulnerability through feelings of loneliness and isolation as well as through their struggle to build relationships with other students.

"No-one like really wanted to choose me to be in their group" (Jakub, 8:7 - 8:8)

"Because like other people maybe want to be friends, but I can't understand anything" (Lukas, 5:1 - 5:2).

The students gave the impression of regularly feeling 'lost' in the early days, both physically, *"I got lost many times"* (Lukas, 5:32) and emotionally, *"And now I'm just sitting there with no-one, it wasn't so great"* (Ivan, 3:9 - 3:10). Previous research by Gaulter and Green (2015) identified that feelings of vulnerability, such as isolation on arrival, were also experienced by Slovakian migrants attending a new primary school.

In the current study, Ivan emphasised some of the negative interactions that he had with staff, for example not feeling listened to when he complained about other students being unkind to him. He also spoke about being unfairly treated by teachers, possibly due to them not being sympathetic towards his needs as a newly arrived migrant student, *"But I didn't understand so then I got kicked out of the lesson and it was quite upsetting, because I didn't know what was happening"* (5:27 - 5:30). His perception was that the teacher did not know how to 'deal' with him or indeed lacked confidence in encountering difference. Teachers own anxiety about their competence can be experienced in relation to their ability to manage, to comprehend and therefore to adapt to individuals and their needs (French, 1997). This anxiety is possibly an unconscious communication that the teacher may not be aware of and which the student then picks up on. These findings are consistent with Gaulter and Green's (2015) research who found that teachers experienced anxiety around supporting Slovakian children due to seeing them as 'others'.

Although, the school in the current study has a very diverse student population, there are not many Eastern European students and it is possible that these students are seen as 'too different' by some teachers. Reynolds' (2008) working paper found that teachers tended to view migrant students as a challenge rather than a benefit to the school.

It is likely that the response of the teacher can make a huge difference to how the migrant student feels and belongs. Research has shown that students who had teachers that treated them fairly, expected high standards and ensured that each student was a valued member of the classroom engaged better academically and were more satisfied with school life (Baker, 2006).

Attachment theory (Bowlby, 1982) and the secure base model is a useful framework for teachers to be mindful of when working with newly-arrived, migrant students. It incorporates being available for the student; helping the student to manage difficult feelings through being sensitive; building the student's self-esteem through acceptance of them and helping the student to feel effective through collaboration and support. Containment is the 'capacity of a relationship to hold (tolerate/contain) tension (anxiety/frustration), rather than expelling it' (Bibby, 2011, p.118). Feelings of containment are very important for migrant students, however, if a teacher does not feel contained themselves as was implied by some participants in the current study, it may be difficult for them to offer a containing space for vulnerable others.

Lukas spoke about the upset that constantly having to get to know new teachers caused him, *"We would have the same teacher for a few months and then another one would come and I wouldn't know them. That was hard as the teacher was always changing"* (7:22 - 7:24). Andrei expressed similar feelings, *"So, we pretty much had like six or seven teachers for a subject last year, so each constantly changing"* (9:21- 9:23). The importance of consistency of teachers is associated with the idea of having access to a containing other or someone being there for them. Both Andrei and Lukas referred to their form tutor as someone who they saw regularly and who they could speak with if needed.

Tillery, Varjas, Roach, Kuperminc and Meyers (2013) stressed the importance of adult connections. Within the research on attachment theory, the impact of trusting and supportive student-teacher relationships in students' learning and psychological adjustment at school has been the focus of substantial attention (Hamre & Pianta,

2001). It has emphasised adult connections as having an important influence on school belonging by enhancing students' school experiences (Ozer et al., 2008).

Attachment theory's position is that the student-teacher relationship is an extension of the parent-child relationship, which provides a basis for students' social, emotional, and cognitive regulation at school (Myers & Pianta, 2008). The absence of a positive student-adult attachment means that students are increasingly likely to feel anonymous and lack self-determination which can lead to alienation (Eccles, 2004). The school can provide a secure base for these students, but this is only possible if school staff are aware of the vulnerability that these new students may be experiencing.

5.5 The power of self-belief

Despite the many difficulties faced by the students as they adjusted to their new environment, they were also able to communicate moments where they experienced success. They demonstrated how they moved from being in a vulnerable position to being in a position where they felt a greater sense of confidence and accomplishment, both socially and academically. They built up resilience through being exposed to a range of complex experiences which involved drawing on their inner-strength and internal coping mechanisms.

 In Agata's first year at the school, she felt that she was not in control of her learning, *"because when I came they put me in the bottom sets"* (7:30 - 7:31). She found that her pre-migratory educational experiences were disregarded and teachers did not have high expectations of her at this time, *"...in maths, we were doing things I already knew how to do because we did them in Poland and things"* (7:38 - 7:40). Internalisation of these lower expectations can have a detrimental effect on students' sense that they are

valued members of the school and also their sense of belonging. By having lower expectations of migrant students, teachers run the risk of creating a self-fulfilling prophecy. This is where teachers' assumptions of students formed early on, often according to the student's ethnicity or class are projected onto the student and they perform to their teachers' expectations (Foster, 1990). By disregarding the family language and cultural capital of the student, teachers may further reinforce disadvantage by having lower expectations regarding the ability of migrant students which, in turn, may impact on their educational success as shown by Moskal (2013). In a report by Tereshchenko and Archer (2014) prejudice relating to ethnic stereotyping was perceived by a minority of students in terms of their teachers' expectations of their performance. This finding is also reflected in Agata's account of her experience as she believed that she was put in a lower set because she was Polish.

Similarly, this finding is echoed by Hamilton (2013) who showed how some teachers stereotyped migrant children based on factors associated with ethnicity, nationality, gender and socio-economic status. There is a danger that teachers may treat all migrants the same. Strand (2011) affirmed that together with poverty, teacher stereotypes are the most noteworthy factors in explaining the achievement gaps in minority ethnic groups. Relevant to this overarching theme is Maslow's (1943) theory of self-actualisation, as it involves individuals striving towards becoming everything that they are capable of becoming. This need is motivated by a desire for personal growth which involves self-awareness and intrinsic motivation. Schools can play a significant role in developing self-actualisation in the lives of young people by focusing on their personal growth. However, it may be that it is necessary for students to feel a sense of belonging to the school before it is possible for them to reach their full potential.

Ivan's journey towards success involved him finding his voice both literally and metaphorically, which ultimately had a positive impact on his school experience, *"Well, it's just I can talk to anyone, because we understand each other now"* (14:39 - 14:40). His motivation to improve his English appeared to come from his desire to be able to stand up for himself when he was being treated badly by his peers, *"I would try to ignore it as well, except it gets to a certain point"* (10:39 - 10:40)*.* The voice that Ivan gained through being more proficient in English gave him more power and allowed him to integrate and engage more with his peers also, *"...some of my mates make fun of me and then I just start maybe making fun of them as well"* (10:36 - 10:39).

Strongly reflected in Agata and Ivan's accounts, but also alluded to by other participants, was a strong work ethic and a desire to prove their capabilities to others. This could be viewed as the opposite to the idea of a self-fulfilling prophecy described above. This is possibly because these students either consciously or unconsciously became aware that their teachers had lower expectations of them and therefore, were determined to prove otherwise. Black (2004) outlined the need to acknowledge and recognise the values of an institution and the power dynamics that exist within a classroom context; that is where the power between the teacher and the student is unequally distributed. To develop their long-term identity as learners, migrant students need to be challenged and be empowered. It is the responsibility of the adults in the school to ensure that this environment is provided. It was apparent that for some of the students in this study, this was lacking.

Migrant students often have to grow accustomed to new rules and values which may be quite different to the rules and values that they were previously familiar with (Black,

2004). Andrei found the differences in behavioural expectations at school especially hard to adapt to and he reflected on how he felt his learning was compromised due to the behaviour of some of his peers. Sharple's (2017) study also discussed how it can be difficult for migrant students to adapt to new classroom expectations. However, in the current study Andrei was apparently able to draw on his resilience and recognise his strengths, especially his proficiency in English, in order to succeed in the classroom, *"Definitely made things easier fortunately, because I already spoke the language. I didn't have to learn everything from the beginning, I already knew the basics"* (4:28 - 4:31). This aided their adaptation and feelings of belonging to secondary school. It was evident that Andrei saw himself as different from other migrant young people, further reinforcing the idea that each migrant young person should also be seen as an individual, by those in the system around them. The concept of being able to speak English being associated with success was echoed by the students in the research conducted by Thomas (2012) and Hastings (2012).

5.6 Identity in a new place

The contrasting ways that the students viewed their home countries and cultures was interesting, as well as being one of the more surprising aspects of the research findings. The suggestion that migrant students are individuals, and should be viewed as such, was further portrayed within this theme. Andrei's apparent disassociation with his native country and language was in line with the Eastern European students in Thomas' (2012) study. They were also found to distance themselves from their migrant status and 'other' label.

Acculturation, a process where a person or group from one culture adopts the practices, values, languages and mannerisms of a new and different culture, to a greater or lesser extent, can take on different forms (Mody, 2007). Andrei appeared to be the one participant who used the strategy of 'assimilation' as he did not place much importance on retaining his original culture, *"I feel I have definitely lost a lot of my Romanian language since I came here"* (11:27 - 11:29). For him, it was most important to fit into the new culture. Interestingly, during Andrei's interview, I was struck by how English his accent sounded considering he had only been in the UK a few years, further illustrating the extent to which he had assimilated into his new culture.

Agata appeared to have experienced acculturation in a different way using the strategy of 'integration', whereby maintaining her old culture and adapting to the new one, were both important. This is perceived as a common form of acculturation. It was noticeable that Agata was proud of her Polish culture and others showing an interest in this meant a lot to her: *"... because I didn't know that people would be interested in the Eastern European countries and culture and things. Because you see people are more focused on French and Spanish and things, so that made me happy"* (12:13 - 12:16). Unfortunately, this positive experience was not reflected in the experiences of some of the young people featured in Tereshchenko and Archer's (2014) report. They commented that some of the British people that they encountered had little knowledge or interest in the history and culture of their home countries, which sometimes led to stereotyping. The idea that identity is not a fixed construct and the possibility that it can shift with time was also portrayed by Agata, *"I mean I don't really see myself as British, maybe it will take more years for me to, I don't know, to identify as that"* (19:14 - 19:17).

Previous research has shown that migrant students achieve more positive outcomes when the school develops language policies and arranges its curriculum so that the cultural capital of the students is strongly asserted in all interactions that occur at the school (Sua´rez-Orozco & Qin 2006). Additionally, the cultural and language capital of the host society will increase when schools welcome the linguistic, cultural and intellectual resources which migrant young people bring from their own homes (Cummins, 2000).

The significance of being immersed in an ethnically diverse school community was reflected on by some of the students. In relation to school belonging and ethnic identity, the concept of being 'visible' or 'invisible' is central. It is possible that the development of a sense of belonging for the students in the current study was influenced by an awareness that they did not 'stick out'. They were able to be more invisible due to the already existing diversity within the school community. Tonkiss (2003) has shown that diversity facilitates migrants in feeling accepted 'in their otherness'. It may be easier to fit in to a social environment that is made up of a variety of different people (Wessendorf, 2014). Furthermore, Verma, ZEcand Skinner (1994) found that secondary schools made up of a range of ethnic groups, achieved greater integration and experienced less hostility than schools that had less diversity. Reynolds (2008) also outlined that the nature of the school's population was an important factor that influenced the extent to which migrant students felt included at school.

Generally, the students did not have much prior experience of living in a multi-cultural society or attending a school where there was much diversity:

> *"...in Poland I wasn't really exposed to different cultures and different*

religions..." (Agata, 3:26)

"I like living in London. There are people from many different countries here so

that is interesting. My town in Lithuania was very

small and sometimes boring" (Lukas, 11:4 - 11:6).

Despite this, they were very open to mixing with students who were from different backgrounds to them and diversity was seen to be something positive, *"My friends are from a lot of different countries"* (Andrei, 13:2 - 13:3) and *".. some of them are from Japan, some of them from Mongolia, UK, Eastern Europe"* (Ivan, 17:13 - 17:14).

The Bulgarian participants in Tereshchenko and Archer's (2015) study also showed positive views towards diversity in their schools, which assisted them in feeling included. In contrast, many of the Albanian students interviewed did not view their multi-cultural school as a welcoming place where they felt included. For the participants in the current study, at this point in their UK secondary school career, having friends from their home country, who spoke their first language, was not deemed that important. The personality characteristics of their friends were seen as more important than their country of origin. Only 30% of the migrant students in the less diverse school in Reynolds' (2008) paper thought that diversity was something positive, a view which is in contrast to the perceptions offered by the participants in the current study.

However, despite the seemingly positive effects of diversity in a school, some participants in the current study expressed their appreciation of the presence of others similar to them for example, peers who spoke the same or a similar language, during the initial stages at their new school. Ivan was the only Bulgarian student in the school and he found it particularly difficult to integrate with his peers. He expressed how he would

have favoured the presence of other students that he could communicate with when he first started as that would have made it easier to settle in:

"I would have preferred it if there were other Bulgarian people here. Or Russian, because I speak Russian as well" (13:19 - 13:20).

Quinn and Wakefield (2009) also found that newly arrived students felt more included if there were students from their home country already attending the school.

Eastern European students formed one of the smaller ethnic minority groups in this school. For some students this made it more difficult to fit in at the start, *"Where am I supposed to go?"* (Agata, 22:21). However, Vertovec (2007) has argued that in super diverse social situations, people can befriend people from a variety of backgrounds because there are numerous identities across which to form links.

5.7 A need for support

Hastings (2012) found that receiving help from others was essential for newly arrived refugees. In the current study, support from various sources was also deemed important, but greater significance was placed on this support by some participants than others. Three participants spoke of the interpersonal support that they received from teachers or other students. The other two participants' narratives around support were mainly to do with the lack of support they received. This is still thought to be relevant within this theme.

From Jakub's experience, it was apparent that the school was not a containing place for him. He placed great importance on the emotional and academic support that he received from his father when he first moved over, *"My dad helped me to like learn English and support me to ... He encouraged me"* (10:14 - 10:18) and *"I felt lonely at the*

start. I was able to talk to my dad about it which made me feel a bit better. He said it would get better" (10:26 - 10:28). These extracts show the strong relationship that Jakub had with his father. It was his father who offered him containment during this anxiety-provoking period of his life.

Previous research has found that migrant students perceived support from teachers as valuable when they first arrived at a school (Hastings, 2012; Hek, 2005; Madziva & Thondhlana, 2017). However, in the current study the participants described a range of experiences that were not always positive. Discussion around support varied from the tangible, practical support offered by some teachers to more intangible forms of support, for example students feeling noticed in class and knowing that their presence was valued. In the current study, support offered by teachers was predominantly within the classroom rather than in the form of a specialist English language intervention. Generally, teachers were reported to be patient and spent time explaining and repeating unfamiliar concepts in class, so the students had a clearer understanding, *"They check that I understand what they are talking about"* (Lukas, 10:15)*.* Lukas explained how the teachers still helped him with his English even though he had been attending the school for a few years, this implied that for some individuals, additional classroom support may need to be ongoing rather than short-term.

A key aim within psychoanalytic thinking is having an augmented understanding of 'beginnings' and 'endings'. Youell (2006, p.69) claimed that 'the task of managing the feelings that accompany beginnings and endings in school life is one that builds on early infantile experience of separation and change'. For migrant students, this concept is especially significant, as they transition to a new school in a new country and have to

navigate their way physically and socially around an unfamiliar environment. The change and loss experienced may be as a result of a change in culture, language, life-style, friends and family structure. At times the effects of loss on a young person may be immediate and at other times the effects may develop more gradually. As previously mentioned, inconsistency in class teachers was a source of worry for several of the students, "*That was hard as the teacher was always changing*" (Lukas, 7:24).

If school staff have an enhanced understanding of beginnings and endings and a greater awareness of how individual migrant students respond to change and acknowledge the extent to which change may provoke anxiety, then extra support can be implemented where necessary. Support may include allowing the young person or group some time to process and reflect on the change with the significant adult in question. School staff's understanding of this may have an influence on whole-school policies, for example the ways in which new arrivals in schools are managed, the way in which the beginning and ending of the school day is organised and how more vulnerable students are prepared for when teachers are absent or departing the school. In line with IPA research, it is up to the reader to appraise the value of the above discussion point.

Moskal (2013) found that schools did not always offer necessary social support to migrant students. This also seemed to be the case in the current study, as the participants spoke about their struggle to make friends. Ivan's account of this struggle in his first year at the school was particularly pertinent. However, when he reached out to teachers, he felt was not met with a particularly helpful response.

> "*Just that sometimes teachers, in my opinion, they don't really understand the punishment system, so they just make up their own rules*" (16:14 - 16:17).

Prior research has suggested that children's relationships with their teachers have an impact on children's self-concept (the way a student thinks about themselves). If teachers are emotionally available, involved and supportive, children are more likely to repeat and internalise these positive features of the relationship by developing positive self-evaluations (Harter, 1999). Conversely, if teachers are unresponsive or rejecting, children may be more likely to develop a negative self-concept (Harter, 1999). Ivan's experience of not feeling listened to by his teachers, *"It wasn't a very positive experience"* (6:1 - 6:2), meant that he was sometimes left feeling overlooked and confused.

Three of the participants recalled how they would have valued some more specific support to help them with learning English. Agata recollected how she had to use her initiative in order to keep up with the learning, "*I came into the school and had to manage everything on my own*" (10:38 - 10:39) and would have appreciated extra support and guidance. Sales, Ryan, Rodriguez and D'Angelo (2008) highlighted the necessity of explicit teaching of subject specific vocabulary for primary school children. This is, perhaps, even more important for secondary school students as the standard of English required increases rapidly.

Conversely, Ivan did not view extra support as something of value. He regarded it as a *'waste of time'.* His pessimistic attitude possibly stems from the negative interactions he had with peers and teachers when he first started at the school. Ivan appeared reluctant to draw unnecessary attention to himself preferring to keep his head down as illustrated by the following quote, "*Just do my work when I have to, stay quiet, be nice to people*" (16:6 - 16:8). Perhaps, Ivan perceived that receiving extra support would have impeded

his efforts to fit in with his peers. Similarly, extra support was unwelcomed by Andrei, *"I don't necessarily need help"* (13:32). It is likely that he saw needing help as a sign of weakness and this was, perhaps, a further example of him not wanting to be seen as different, thus, feeling the need to distance himself from his identity as a migrant student.

Peer support was welcomed and appreciated by the participants, with peer relationships appearing to be given precedence over relationships with teachers. This support included help in terms of learning as well as at a social level. For Lukas, the positive impact of peer support facilitated his sense of belonging to school *"Because some people are like helping me. So to make me understand and know more"* (8:1 - 8:3).

Formal peer support in schools can be divided into two main categories: those that focus on academics and information giving and those that have emotional support at their centre (Cowie & Wallace, 2000). The participants' experiences of peer support appeared to be informal and initiated by peers rather than school staff. Agata was the only participant to receive something more formal; she mentioned that she was allocated a 'buddy' when she arrived, who showed her around the school. A study by Messiou and Azaola (2017) found that individual approaches such as peer-mentoring schemes might facilitate a stronger sense of belonging for migrant secondary school students. Structured approaches such as this may lead to a more positive outlook towards migrant students but to really promote an inclusive culture for migrant students, there is a need for a more systemic approach so that positivity towards migrant students becomes entrenched in the whole-school culture.

5.8 Limitations of the research

This study presented the in-depth views of five Eastern European, migrant, secondary school students. The small sample size, as well as the research being in the context of a particular secondary school, in a specific local authority, meant that the findings may not be generalisable to the broader migrant population. However, exploring the views of these young people in this way meant that it was possible to provide a rich, detailed analysis of their lived experience. It has been claimed by phenomenologists that, within psychology, it is necessary to explore experiences in this way and understand phenomena by building a richer, more meaningful picture through case by case analysis (Smith et al., 2009).

One of the requirements of IPA is that the sample is homogenous. This is a further limiting factor regarding the generalisation of the research findings. In the current study, the participants were all aged between 15 and 16 years and attended a secondary school within an inner London local authority. They had all moved to the UK from a country in Eastern Europe in the last two and a half to three years. However, there were also some differences in the sample. The participants came from four different countries in Eastern Europe so it cannot be presumed that their pre-migratory, educational experiences were the same. They all had different experiences of migration also, for example some had never been to the UK before. Furthermore, some of the participants had a higher level of English than others on arrival, which may have influenced their experiences of starting at a new school. The sample consisted of four males and one female. Therefore, it is possible that the overarching themes generated may have been different if the gender ratio had been different.

I firmly agree with the view that to understand children's lives it is essential to talk to children themselves. However, conducting research with children, especially migrant children, involves more complexities as they are a vulnerable research group. It is essential that the researcher adapts to the augmented power difference between themselves and the participants. I was mindful of how the power imbalance between myself and the participants may have influenced their responses. I endeavoured to balance the power by taking up the position of a non-expert. I did not want them to see me as a figure of authority, so I introduced myself using my first name. I also reiterated that I was not associated with the school.

On reflection, it could be argued that one research question may have been sufficient in this study. The concept of 'school belonging' could have been left to 'emerge' from the data rather than being the subject of a specific research question. Specifically introducing the concept of belonging might be seen to have influenced the analysis i.e. by having belonging as a focus, I may have been looking for anything that related to this or could be seen to represent this, more than I otherwise might have done. However, as this was a concept that I was specifically interested in, and which I thought was of particular relevance to this population, I felt it was appropriate to explore it in a more explicit manner.

5.8.1 Using IPA with EAL participants

Although the participants in the current study had been learning English for at least two and a half years at the time of interview, it was necessary to make some adjustments to ensure that they were adequately facilitated to share their experiences. As a result of these adjustments, the interviews took on a more structured form than is typical in IPA.

As reported by Smith (2004), these modifications included rewording questions when a participant was unsure; using an increased number of prompts to encourage the participants to elaborate on their answers and repeating back what the participants' said, to clarify the meaning behind it. The semi-structured interview schedule was used as a guide to ensure that the research questions were addressed, but also remained flexible enough so that participants were able to broach topics that were pertinent to them. There is an awareness that some leading questions were asked during the interviews and that it was sometimes difficult to consistently set aside my own assumptions of the participants.

5.9 Implications of the research for EPs, teachers and schools

The shared experiences of the students in this study were demonstrated in the overarching themes presented in the findings and discussion chapters. Numerous implications for practice, in regard to the role of EPs and school staff, were illuminated as a result of considering these themes in relation to previous literature and psychological theory.

Often Eastern European migrant students might present as 'together' in the first few months of being at a school. However, as mentioned previously, the effects of migration on a young person may take some time to manifest. It is important for school staff to be aware of the complex set of circumstances that may be surrounding the young person. This information may not always be disclosed to schools. The impact of separation from parents or close family and the conflicting emotions associated with this, may be profound. Internalised feelings of loss, alienation and non-belonging could have a negative effect on the young person, making them more vulnerable and less emotionally

available for learning. Previous Government guidance (DfCSF, 2007) has recommended that migrant students are helped to feel part of the learning environment immediately. Whilst this is obviously essential, school staff may lack the expertise or confidence necessary to do this effectively. The current research has illuminated how culturally aware school staff and EPs need to be when working with this population. EPs have a role in developing school staff's awareness of these complexities and supporting the development of knowledge and skills in this area through consultation and training.

Previous research has shown that some teachers experienced feelings of anxiety and uncertainty regarding catering for the needs of a migrant child in the classroom. In the current study, some participants also perceived this, through observation and through specific interactions with some of their teachers. It is apparent that teaching and particularly the teaching of vulnerable students such as migrants, can have a profound emotional impact on staff. Teachers do not often have the opportunity to feel listened to, thought about, and contained in their work with their students. There is a role for EPs to support teachers with this by offering a containing supervisory space where they can reflect on their practice as well as their perceptions of and interactions with the migrant students that they work with. This support could be offered on an individual basis or in the form of a work-discussion group as described by Jackson (2008).

The school can offer a secure-base, a place of attachment and security, through actively promoting the establishment of relationships with trusted adults. The regular availability of a consistent adult who has an awareness of the students' needs and who will be able to monitor their academic progress and emotional well-being is recommended. Ideally, matching a student to a member of staff who speaks the student's home language is

advised, although it is likely that this may not always be possible. Furthermore, the effect of inconsistencies and changes in teachers should also be thought about and efforts made to mitigate this where possible.

This study has highlighted that there is a need for schools to take a more pro-active role in ensuring the accurate and thorough assessment of newly arrived migrant students. Information from the students' previous school is frequently unavailable and there is a risk of grouping EAL students in lower sets as found in the current study. If teachers have lower expectations of migrant children, this can have a negative impact on their self-concept and sense of belonging to the school. Whilst none of the participants in this study had a known special educational need (SEN), it is necessary for EPs to be aware of the added complexities that having SEN brings to migrant students. Planning meetings between the EP and the SENCo (Special Educational Needs Co-ordinator) provide a useful opportunity for the EP to explicitly ask about the migrant students who may have recently joined the school.

This study found that it was common for the students to feel lost and confused during the first few months at their new school. The implementation of a more formal induction programme is something they would have likely benefitted from. For students who are more proficient in English, this may incorporate learning necessary skills which may not have been required at the school they attended in their home countries, for example essay writing techniques, how to revise efficiently etc. EPs are in a good position to support schools with implementing this due to their knowledge of factors which affect the achievement of students learning English as an additional language.

Making friends was difficult for the majority of the participants in the study due to a lack of English language skills as well as them lacking the confidence necessary to seek out and form social relationships. A small number of Eastern European migrant students from a variety of countries attended the school, with some students finding they were the only person in their year group from their specific home country. There is a real risk of these students falling under the radar of school staff. Some students expressed that they felt lonely and isolated for much of their first year at the school which had a negative impact on their sense of school belonging. Even students who could speak some English spoke about the challenges associated with making friends. It is fundamental that migrant students, regardless of their level of English, are supported to build social relationships when they first arrive. Having an older student mentor who speaks the same language as them could be a valuable source of support at this time. The school can seek the support of the EP in implementing an intervention of this kind.

5.9.1 Dissemination of findings

By carrying out this research, my intention was to give this vulnerable group of young people a voice. To ensure that this voice is heard and that change, where needed, can be encouraged and implemented, it is necessary to disseminate the findings in various ways. It is proposed that the research findings will be disseminated to fellow EP colleagues during a Continued Professional Development day at the Educational Psychology service in which the research took place. It will also be presented to course tutors and trainee EPs at the Tavistock in July 2018. It is hoped that the research findings will be further disseminated throughout the local authority via the SENCo forum that takes place once a term. Additionally, I hope to publish this research in a relevant Educational Psychology journal in due course.

A summary of the main research findings and their implications will be presented to the Senior Leadership Team at the secondary school where the research was carried out. Additionally, a clear and meaningful synopsis of the research findings will be produced for the research participants that expressed an interest in this. Participants will also have the opportunity to make contact with me if they wish to reflect on the findings or discuss anything further.

5.10 Potential areas for future research

The current research study deliberately privileges the voice of young people. Having briefly spoken to some of the parents prior to beginning the research, I think it would be useful to explore the parents' perspectives regarding the move to the UK and the process of their child starting secondary school. Interpretative Phenomenological Analysis requires a homogenous group, so it would not have been possible to include both the parent and the young person in the same analysis. However, it would be interesting if further research could involve both the parents and the young person.

There is a need for more longitudinal studies of first-generation migrants like those that participated in this research. It would be interesting to follow them as they complete their secondary school education and make the transition to adulthood. Research such as this is particularly significant, as many young Eastern European young people are likely to be impacted by Britain's decision to leave the European Union. Further exploration of feelings of belonging and identity amongst this group would be relevant and insightful.

IPA proved to be time consuming and a challenge as I was required to focus on the particular experience of each individual as well as identify the commonalities across the

sample. Collins and Nicolson (2002, p. 627) highlighted some of the limitations of this possibly contradictory process:

"It is questionable whether IPA in its search for connections, similarities or divergences across cases misses a potentially richer seam of data, that of a contextualized, unfolding and sequential account within a single interview which … might lead to a more informed understanding".

It was a fine balance between the need to explore individual accounts in depth, yet concurrently compare and contrast across several accounts. As an alternative, future research in this area might include a case study type approach where a holistic, in-depth exploration of a an individual is carried out, involving the gathering of data from a range of sources, for example student, parents, teachers and peers.

5.11 Reflections on the research process

My research journey has been fraught with a range of difficult emotions including anxiety, uncertainty and apprehension. There were times when the task seemed too enormous and my resilience was pushed to the limit. I sometimes questioned my choice to interview teenagers with EAL and believed it would have been much more straight-forward to interview adults. However, despite the difficult moments, the process of completing this research has been extremely rewarding. The voice of the young person has not been very present in relation to research on this specific migrant population. Although I had to overcome many challenges during the research process, for example recruiting participants, obtaining consent, setting up interviews etc., I am very glad I was able to give this group the opportunity to be listened to and to share their experiences. It took until the analysis stage for me to feel the research was coming to life, resulting in the illumination of the participants' individual stories.

Although, I met each of the participants on at least one occasion before conducting the interviews, I was nervous in advance of the first interview and felt I struggled to get the first participant to open up to me. However, I found that my confidence grew and my interviewing techniques improved over the course of the interviews. Additionally, by being more reflexive, I believe I developed a better rapport with the participants, held fewer assumptions and was able to remain curious.

6. Conclusion

The aim of this research study was to increase our understanding of Eastern European migrant students' experience of transition from their home country to the UK and their experiences of starting secondary school here. Furthermore, it aimed to examine how these students' experienced a sense of belonging at secondary school. The research managed to capture a range of lived experiences from the participants' accounts. Six overarching themes emerged from the Interpretative Phenomenological Analysis that was carried out: *'adjusting to change'; 'a journey towards a sense of belonging'; 'a time of vulnerability'; 'the power of self-belief'; 'identity in a new place'* and *'a need for support'*.

All of the participants spoke about the numerous changes they had to cope with as they embarked on their new lives. Moving to the UK was an emotive time as they dealt with separation from close family and friends. Having to become accustomed to a new school, learn a new language and form new relationships also presented as extremely challenging. The majority of the participants expressed feelings of vulnerability during the transition process and for some time afterwards. It is imperative that school staff and other professionals have an awareness of these feelings, so they are able to appropriately support these students.

It was apparent that there were many facets that influenced the participants' experiences of belonging. Belonging was something that developed over time and at different rates for the participants, with some students attaching more importance to it than others. Establishing numerous peer-relationships appeared to be crucial in relation

to this. The power of self-belief was identified as a further overarching theme. The students spoke of how they managed to overcome the adversity they faced during their transition to the UK and how this led to increased feelings of belonging to the school. Having to make sense of their identity in a new place was another complexity which the participants had to cope with. This theme highlighted the need for EPs and school staff to be aware of their preconceived notions of this group and the importance of viewing these young people as individuals. Receiving support from various sources was also deemed important, but the students experiences of this were rather mixed. This has implications for how migrant students are welcomed into a school and also highlighted how it is necessary to implement an appropriate and thorough induction for these students.

A range of implications for the research findings were discussed and the role of the EP in supporting these implications was regarded. Potential areas for future research were also highlighted, so we can continue to expand our knowledge and understanding of the experiences of these young people. It was important for me, as a researcher, to conduct a piece of research that facilitated a group of young people to have their voices heard. I hope that through the use of IPA and the discussion of the themes that emerged in the context of previous literature and theory, that I have been able to illuminate some of the lived experiences of this group, that we might otherwise be unaware of.

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Appendices

Appendix A: CASP Checklist for Evaluating Qualitative Research

1. Was there a clear statement of the aims of the research?

2. Is a qualitative methodology appropriate?

3. Was the research design appropriate to the aims of the research?

4. Was the recruitment strategy appropriate to the aims of the research?

5. Was the data collected in a way that addressed the research issue?

6. Has the relationship been researcher and participants been adequately considered?

7. Have ethical issues been taken into consideration?

8. Was the data analysis sufficiently rigorous?

9. Is there a clear statement of findings?

10. How valuable is the research?

Appendix B: Details of literature searches

PSYCH INFO - SEARCH 1

Database	Search Terms Used	Date of Search	Number of Results
Psych Info (Abstract)	'Eastern European', 'Migrants', 'Children', 'Transition', 'School', 'School belonging', 'United Kingdom'	1st November 2017	2
Articles excluded after reading title and abstract (1 article)			
Not UK based 1			

Authors	Date	Title and Journal	Y/N	Reasons for inclusion/exclusion
Gaulter & Green	2015	Promoting the inclusion of migrant children in a UK school. *Educational and Child Psychology 32*(4)	Y	Focus on experience of being an Eastern European migrant child in a UK school

PSYCH INFO - SEARCH 2

Database	Search terms used	Date of Search	Number of Results
Psych Info (Abstract)	'Migrants', 'Children', 'School', 'School belonging' and 'United Kingdom'	Ist November 2017	19
Articles excluded after reading title and abstract (5 articles)			
Duplicate articles 2 Not UK based 2 Editorial 1			

Authors	Date	Title and Journal	Y/N	Reasons for inclusion/exclusion
Benn & Pfister	2013	Meeting needs of Muslim girls in school sport: Case studies exploring cultural and religious diversity. *European Journal of Sport Science 13*(5)	N	Focus not on migrant children's school experience/school belonging
Deveci	2012	Trying to understand: Promoting the psychosocial well-being of separated refugee children. *Journal of Social Work Practice 26*(3)	N	Focus not on migrant children's school experience/school belonging
Quinn & Wakefield	2009	Experiencing inclusion within a Northern Ireland secondary school: The perspectives of migrant students from four European countries. *Support for Learning 24*(3)	Y	Focus on perspectives of European migrant children in a UK school

Chen	2009	Language support for emergent bilinguals in English mainstream schools: An observational study. *Language, Culture and Curriculum 22*(1)	N	Focus on the language support that EAL children receive in a primary school.
Bracey, Gove-Humphries & Jackson	2006	Refugees and evacuees: Enhancing historical understanding through Irish historical fiction with Key Stage 2 and early Key Stage 3 pupils. *Education 3 - 13 34*(2)	N	Non-UK context; focus not on migrant children's school experience/school belonging
Cartmell & Bond	2015	What does belonging mean for young people who are International New Arrivals? *Educational and Child Psychology 32*(2)	Y	Focus is on newly arrived children's perceptions of school belonging.
Allan & Catts	2014	Schools, social capital and space. *Cambridge Journal of Education 44*(2)	N	Focus on significance of social capital to teachers and professionals.
Tyrer & Fazil	2014	School and community-based interventions for refugee and asylum seeking children: A systematic review. *PloS One*	N	Review of literature on psychological interventions for refugees.
Dutton	2012	Creating a safe haven in schools: Refugee and asylum-seeking children's and young people's mental health. *Child Abuse Review 21*(3)	N	Focus on school-based intervention service for refugees.
Newbigging & Thomas	2011	Good practice in social care for refugee and asylum-seeking children. *Child Abuse Review20*(5)	N	Focus on social care rather than education.
Cajkler& Hall	2009	*'When they first come in what do you do?*' English as an additional language and newly qualified teachers. *Language and Education 23*(2)	N	Focus is on training needs of newly qualified teachers in relation to children with English as an additional language.
Hastings	2012	The experience of male adolescent refugees during their transfer and adaptation to a UK secondary school. *Educational Psychology in Practice 28*(4)	Y	Focus is on migrants' transfer to secondary school.
Rose & Shevlin	2004	Encouraging voices: listening to young people who have been marginalized. *Support for Learning 19(4).*	N	Focus mainly on traveller and disabled population
Clarke	2003	Support for asylum seekers in schools*. Support for Learning 18(4)*	N	Focus is on authors work as an Inclusion project worker

PSYCH INFO - SEARCH 3

Database	Search terms used		Date of Search	Number of Results
Psych Info (Abstract)	'Eastern European' 'Migrants' 'Children' 'Transition' 'School' 'United Kingdom'		1st November 2017	4
Articles excluded after reading title and abstract (2 articles)				
Duplicate articles 1 Book 1				
Authors	Date	Title and Journal	Y/N	Reasons
Hamilton	2013	Including migrant worker children in the learning and social context of the rural primary school. *Education 3 - 13* 41(2)	Y	Focus is on experience of being an Eastern European migrant child in a UK school
White	2010	Young people and migration from contemporary Poland. *Journal of Youth Studies 13*(5)	N	Focus is on young adult migrants

PSYCH INFO – SEARCH 4

Database	Search terms used		Date of Search	Number of Results
Psych Info (Abstract)	'Migrants' 'Children' 'Transition' 'School' 'United Kingdom'		1st November 2017	9
Articles excluded after reading title and abstract (8 articles)				
Previously excluded articles 4 Focus on alcohol use 1 Focus on foster care 1 Book review 2				
Authors	Date	Title and Journal	Y/N	Reasons
Tanyas	2012	Making sense of migration: young Turks' experiences in the United Kingdom. *Journal of Youth Studies, 15*(16)	N	Study is not school-based/Participants are between the ages of 16 and 21.

PSYCH INFO – SEARCH 5

Database	Search terms used		Date of Search	Number of Results
Psych Info (Abstract)	'Migrants' 'Children' 'Experience' 'School' 'United Kingdom'		1st November 2017	34
Articles excluded after reading title and abstract (23 articles)				
Duplicate articles that had been excluded in previous searches 7 Not UK based 2 Book review/editorial 6 Main topic medical issues 4 Main topic sexual abuse 2 Main topic disability 1 Not in English language 1				
Authors	**Date**	**Title and Journal**	**Y/N**	**Reasons**
Sharples	2017	Local practice, translocal people: Conflicting identities in the multilingual classroom. *Language and Education 31*(2)	Y	Focus is on migrant child's transition to secondary school.
Eames	2016	The Team of Life: A narrative approach to building resilience in UK school children. *Educational and Child Psychology 33*(2)	N	Focus is on impact of a resilience intervention in secondary schools.
Faris & de Jong	2014	Discontinuous intersections: Second-generation immigrant girls in transition from school to work. *Ethnic and Racial Studies 37*(9)	N	Focus is on second generation immigrants' transition from school to work.
Groark	2011	Understanding the experiences and emotional needs of unaccompanied asylum-seeking adolescents in the UK. *Clinical Child Psychology and Psychiatry 16*(3)	N	Focus on 16 – 18 year old refugees attending college.
Hulusi & Oland	2010	Using narrative to make sense of transitions: Supporting newly arrived children and young people. *Emotional & Behavioural Difficulties 15*(4)	Y	Focus on migrant children's transition to school in the UK.
Simpson & Cook	2010	Movement and loss: Progression in tertiary education for migrant students. *Language and Education 24*(1)	N	Focus is on progression in further and higher education for migrants to the United Kingdom who are users of non-standard varieties of English.
Cumming & Visser	2009	Using art with vulnerable children. *Support for Learning 24*(4)	N	Focus on the impact of an Art Workshop on refugee children
Whiteman	2005	Welcoming the stranger: A qualitative analysis of teachers' views regarding the integration of refugee pupils into schools in Newcastle upon Tyne. *Educational Studies, 31*(4)	Y	Focus on teachers views on integration of migrant pupils to school.
Closs et al.	2001	School peer relationships of 'minority' children in Scotland. *Care, Health*	N	Focus on peer relationships of children with medical

		and Development 27(2)		needs and refugees.
Day	2002	Putting yourself in other people's shoes': The use of Forum theatre to explore refugee and homeless issues in schools. *Journal of Moral Education 31*(1)	N	Focus on use of drama in schools to explore homelessness and refugees.

EDUCATION SOURCE – SEARCH 1

Database	Search terms used	Date of Search	Number of Results
Education Source Abstract/Full-text	Eastern European, migrants, Children, transition, school, school belonging, United Kingdom	3rd November 2017	0

EDUCATION SOURCE – SEARCH 2

Database	Search terms used	Date of Search	Number of Results
Education Source Abstract	Migrants, Children, experience, school, school belonging, United Kingdom	3rd November 2017	24
Articles excluded after reading title and abstract (16 articles)			
Duplicate articles that had been excluded after previous searches 4 Duplicate articles that had been included after previous searches 3 Not UK based 2 Main focus technology 2 Main focus health 1 Main focus work-place 1 Editorial 2 Conference paper 1			

Authors	Date	Title and Journal	Y/N	Reasons
Oliver & Singal	2017	Migration, disability and education: reflections from a special school in	N	Focus on special school.

		the east of England. *British Journal of Sociology of Education 38*(8)		
Hamilton	2013	Fostering effective and sustainable home–school relations with migrant worker parents: a new story to tell? International Studies in Sociology of Education 23(4)	Y	Focus is on experience of being an Eastern European migrant child in a UK school
Madziva & Thondhlana	2017	Provision of quality education in the context of Syrian refugee children in the UK: opportunities and challenges. Compare: A Journal of Comparative and International Education 47(6)	Y	There is a focus on migrant children's trans-migration educational experiences.
Thomas	2012	Beyond the culture of exclusion: using Critical Race Theory to examine the perceptions of British 'minority ethnic' and Eastern European 'immigrant' young people in English schools. *Intercultural Education 23*(6)	Y	There is a focus on the perceptions of Eastern European migrant young people in UK schools.
Grieve & Hainni	2011	Inclusive practice? Supporting isolated bilingual learners in a mainstream school. *International Journal of Inclusive Education 15*(7)	N	Focus is on English language acquisition within the early years of primary school.
Warr	2010	Counselling refugee young people: an exploration of therapeutic approaches. *Pastoral Care in Education 28*(4)	N	Focus on therapeutic counsellors use when working with young refugees.
Tang & Fengling	2010	'I Have F-rien-d Now': How Play Helped Two Minority Children Transition Into an English Nursery School. *Diaspora, Indigenous Minority Education 4*(2)	N	Focus on use of play to support migrant children's transition to Nursery.
Stevenson & Willot	2007	The aspiration and access to higher education of teenage refugees in the UK. *A Journal of Comparative Education 37*(5)	N	Focus on refugees access to higher education

EDUCATION SOURCE – SEARCH 3

Database	Search terms used		Date of Search	Number of Results
Education Source Abstract	Eastern European, migrants, Children, transition, school, United Kingdom		3rd November 2017	4
Articles excluded after reading title and abstract (16 articles)				
Duplicate articles that had been excluded after previous searches 2 Book 1				
Authors	**Date**	**Title and Journal**	**Y/N**	**Reasons**
Moskal	2016	Language and cultural capital in school experience of Polish children in Scotland**.** *Race, Ethnicity and Education 19*(1)	Y	Focus on experiences of Polish migrants in UK school.

EDUCATION SOURCE – SEARCH 4

Database	Search terms used		Date of Search	Number of Results
Education Source Abstract	'Migrants' 'Children' 'Transition' 'School' 'United Kingdom'		3rd November 2017	39
Articles excluded after reading title and abstract (31 articles)				
Duplicate articles that had been excluded after previous searches 2				
Magazine 7				
Not UK based 7				
Opinion piece/editorial 6				
Policy 1				
Main focus adult migrants 5				
Main focus religious education 1				
Review Essay 1				
Conference paper 1				
Authors	**Date**	**Title and Journal**	**Y/N**	**Reasons**
Biggart, O'Hare & Connolly	2013	A need to belong? The prevalence of experiences of belonging and exclusion in school among minority ethnic children living in the 'White hinterlands'. *Irish Educational Studies 32*(2)	Y	Focus on experiences of belonging and exclusion in relation to school among 3 minority ethnic groups including European migrants.
Tomlinson	2016	Special education and minority ethnic young people in England: continuing issues. *Discourse: Studies in the Cultural Politics of Education 37*(4)	N	Focus on disproportionate representation of minority ethnic young people in special education.
Minguez	2013	The Early School Leaving in Europe: Approaching the Explanatory Factors. *New Horizons in Education 61*(2)	N	Focus on early school leaving in different European countries
Smyth et al.	2010	Social Capital and Refugee Children: Does it Help Their Integration and Education in Scottish Schools? *DiskursKindheits- und Jugendforschung* 5(2)	N	Focus on importance of social capital for refugees.
Strand & Demie	2006	Pupil mobility, attainment and progress in primary school. *British Educational Research Journal 32*(4)	N	Focus on pupil mobility and educational attainment

Bash & Zezlina-Philips	2006	Identity, boundary and schooling: perspectives on the experiences and perceptions of refugee children. *Intercultural Education 17*(1)		The main focus is not on migrant experience of school or transition.
Windrass & Nunes	2003	Montserratian mothers' and English teachers' perceptions of teaching and learning *Cognitive Development 18*(4)	N	Comparison between teaching and learning in Montserrat and UK
Wei	2006	Complementary Schools, Past, Present and Future. *Language and Education: An International Journal 20*(1)	N	Focus is on complementary schools

EDUCATION SOURCE - SEARCH 5

Database	Search terms used		Date of Search	Number of Results
Education Source Abstract	'Migrants' 'Children' 'Experience' 'School' 'United Kingdom'		1st November 2017	57
Articles excluded after reading title and abstract (55 articles)				
Duplicate articles that had been included/excluded after previous searches 55				
Authors	Date	Title and Journal	Y/N	Reasons
Hamilton	2013	It's not all about academic achievement: supporting the social and emotional needs of migrant worker children. Pastoral Care in Education 31(2)	Y	Focus is on experience of being an Eastern European migrant child in a UK school
Tereshchenko & Archer	2015	Identity projects in complementary and mainstream schools: the views of Albanian and Bulgarian students in England. Research Papers in Education 30(3)	Y	Focus is on Eastern European young people's experience of a mainstream school.

ERIC – SEARCH 1

Database	Search terms used	Date of Search	Number of Results
ERIC Abstract/Full-text	Eastern European, migrants, Children, transition, school, school belonging, United Kingdom	3rd November 2017	3
Articles excluded after reading title and abstract (3 articles)			
Books 3			

ERIC – SEARCH 2

Database	Search terms used	Date of Search	Number of Results
ERIC Abstract	'Migrants', 'Children', 'Experience', 'School', 'School belonging' and 'United Kingdom'	3rd November 2017	11
Articles excluded after reading title and abstract (10 articles)			
Duplicates which were already included/excluded in previous searches 10			

Authors	Date	Title and Journal	Y/N	Reasons
Manik	2007	To Greener Pastures: Transnational Teacher Migration from South Africa *Perspectives in Education 25*(2)	N	Article is about teacher migration

ERIC – SEARCH 3

Database	Search terms used	Date of Search	Number of Results
ERIC Abstract	'Eastern European' 'Migrants' 'Children' 'Transition' 'School' 'United Kingdom'	15th November 2017	5
Articles excluded after reading title and abstract (5 articles)			
Duplicates which were already included/excluded in previous searches 2 Books 3			

ERIC – SEARCH 4

Database	Search terms used	Date of Search	Number of Results
ERIC Abstract	Migrants' 'Children' 'Transition' 'School' 'United Kingdom'	15th November 2017	31
Articles excluded after reading title and abstract (31 articles)			
Duplicates which were already included in previous searches 2 Duplicates which were already excluded in previous searches 4 Books 6 Magazines 2 2 ERIC documents 13 Not UK based 4			

ERIC – SEARCH 5

Database	Search terms used	Date of Search	Number of Results
ERIC Abstract	'Migrants' 'Children' 'Experience' 'School' 'United Kingdom'	15th November 2017	55
Articles excluded after reading title and abstract (31 articles)			
Duplicates which were already included in previous searches 12 Duplicates which were already excluded in previous searches 15 Books 11 Magazines 2 6 Not UK based 7			
Authors	Date	Title and Journal	Y/N	Reasons
McKenley	2002	The Way We Were: Conspiracies of Silence in the Wake of the Empire Windrush. *Race, Ethnicity & Education 4*(4)	N	Focus on Black Caribbean immigrant pupils experience of post-war secondary schooling
Phoenix	2009	De-Colonising Practices: Negotiating Narratives from Racialised and Gendered Experiences of Education *Race. Ethnicity & Education 12*(1)	N	Narrative accounts of women serial migrants from the Caribbean.
Sadownik	2016	Polish Immigrant Children in the UK: Catholic Education and Other Aspects of "Migration Luck". *Universal Journal of Educational Research 4*(8)	N	Focus is on the educational advantage that being Catholic gives to Polish immigrant children
Pustulka	2016	Understanding Foreign Future and Deconstructing Polish Past: The Experiences of Schooling under a Communist Rule Recollected by Contemporary Polish Migrants. *European Education 48*(3)	N	Focus is on Polish adult migrants recollections of schooling in Poland

The following articles are included in the systematic literature review:

Author	Date	Title and Journal
Quin & Wakefield	2009	Experiencing inclusion within a Northern Ireland secondary school: The perspectives of migrant students from four European countries. *Support for Learning, 24*(3)
Cartmell & Bond	2015	What does belonging mean for young people who are International New Arrivals? *Educational and Child Psychology, 32*(2)
Hastings	2012	The experience of male adolescent refugees during their transfer and adaptation to a UK secondary school. *Educational Psychology in Practice, 28*(4)
Hamilton	2013	Including migrant worker children in the learning and social context of the rural primary school. *Education 3 - 13, 41*(2)
Halusi & Oland	2010	Using narrative to make sense of transitions: Supporting newly arrived children and young people. *Emotional & Behavioural Difficulties, 15*(4)
Whiteman	2005	Welcoming the stranger: A qualitative analysis of teachers' views regarding the integration of refugee pupils into schools in Newcastle upon Tyne. *Educational Studies, 31*(4)
Hamilton	2013	Fostering effective and sustainable home–school relations with migrant worker parents: a new story to tell? *International Studies in Sociology of Education, 23*(4)
Moskal	2016	Language and cultural capital in school experience of Polish children in Scotland**.** *Race, Ethnicity and Education, 19*(1)
Biggart, O'Hare &Connolly	2013	A need to belong? The prevalence of experiences of belonging and exclusion in school among minority ethnic children living in the 'White hinterlands'. *Irish Educational Studies, 32*(2)
Hamilton	2013	It's not all about academic achievement: supporting the social and emotional needs of migrant worker children. *Pastoral Care in Education, 31*(2)
Tereshchenko & Archer	2015	Identity projects in complementary and mainstream schools: the views of Albanian and Bulgarian students in England. *Research Papers in Education, 30*(3)
Thomas	2012	Beyond the culture of exclusion: using Critical Race Theory to examine the perceptions of British 'minority ethnic' and Eastern European 'immigrant' young people in English schools. *Intercultural Education, 23*(6)
Madziva & Thondhlana	2017	Provision of quality education in the context of Syrian refugee children in the UK: opportunities and challenges. *Compare: A Journal of Comparative and International Education, 47*(6)

The following two articles were identified through snowballing and are also included in the systematic literature review:

Authors	Date	Title and Journal	Y/N	Reason
Hek	2005	The role of education in the settlement of young refugees in the UK: The experiences of young refugees. *Practice 17*(3)	Y	Focus is on the perspectives of young refugees on factors that they identified as facilitating them settle in at school.
Sharples	2017	Local practice, trans-local people: conflicting identities in the multi-lingual classroom. *Language and Education 31*(2)	Y	Focus is on how a migrant student adapts his experience of learning in his home country to his school in the UK.

Appendix C: Analysis of key studies examined in the literature review

STUDY	DESIGN	PARTICIPANTS	DATA COLLECTION METHODS/ANALYSIS	FINDINGS	CRITIQUE
Biggart, O'Hare & Connolly (2013) A need to belong? The prevalence of experiences of belonging and exclusion in school among minority ethnic children living in the 'White hinterlands'.	Quantitative study which explores various aspects of experiences of belonging and exclusion among three main minority ethnic groups: Irish Traveller, Chinese/Asian and European migrant children.	Minority ethnic children (7 - 12 years) Irish traveller, Chinese/Asian and European migrant children and White settled Northern Irish children. n = 711	Survey which included a range of previously validated measures that aimed to assess a range of experiences of belonging and exclusion in relation to school. Data analysed using SPSS Exploratory factor analysis	- On average, European migrant pupils had a lower sense of belonging to school, felt more excluded and were less likely to participate in extra-curricular school life when compared to settled Northern Irish peers.	**Strengths:** large sample size First survey in the UK to investigate a broad range of outcomes that relate to young ethnic minority children's sense of belonging within the school context Variables that would benefit from further research are suggested (English language competencies; whether a child is a first or second generation ethnic minority). Clear links to previous research in the discussion. **Limitations:** Any generalisations of findings made beyond the immediate context should be made with caution due to the purposive sampling that was carried out. It was necessary to combine certain ethnic groups for statistical analysis which may have hidden further variations in ethnicity.
Cartmell & Bond (2015) What does belonging mean for young people who are international new arrivals?	Qualitative study which aimed to understand the development of belonging from the perspectives of International New Arrival (INA) young people.	Pupils (who had been living in the UK for less than 12 months) from 2 different high schools. n = 5	Semi-structured interviews using interpreters. Thematic analysis was used to analyse the data.	- Schools play an important role in the promotion of school belonging for INA. - Belonging is a complex and multi-dimensional concept for INA which involves identity, acculturation and enculturation processes. - Holistic needs of INA	**Strengths:** The use of interpreters, where needed, ensured that the voices of the INA with little or no English were heard. Details of the process of analysis were given. A copy of the interview schedule was provided. **Limitations**: Researcher did not refer to or reflect on any researcher bias or cultural bias that may have been present during the research process.

				must be considered. - An important aspect of promoting belonging highlighted the need to help INA with their English alongside support in their home language. - Positive peer relationships and receiving support from others (peers and teachers) are important in promoting a sense of belonging.	Researcher was mindful of INA who may have experienced trauma or have a special educational need, ensuring that strict inclusion and exclusion criteria were adhered to during the sampling procedure so that these pupils were not included for ethical reasons. Therefore the participants may not be representative of the full range of INA pupils.
Gaulter & Green (2015) Promoting the inclusion of migrant children in a UK school.	Qualitative (Action Research) explorative study of how a primary school promoted the inclusion of migrant pupils.	Primary school staff (n=8) 3 teachers, 4 TAs and 1 SENCO Children (n=5) (Slovakian children aged between 7 and 11 who have been in UK between 1 and 4 years)	Information was gathered from core staff group through collaborative reflection during staff meetings which were recorded, transcribed and analysed. There were 3 cycles of data collection. Data from children was collected using visual methods such as drawing and poster-making and conversations that occurred whilst doing this were also analysed. There were 3 cycles of data collection.	-Staff's perceptions of Slovakian culture, how they viewed segregation and their self-efficacy in promoting the inclusion of migrant children changed/improved throughout the course of the research. -Migrant children were found to value coming to school and viewed it as somewhere they could achieve success but also experienced vulnerability.	**Strengths:** Child friendly data collection methods were used which enabled primary aged, EAL children to express their identities and have their voices heard. Participants included range of staff (teachers, TAs, Senco) Respondent validation took place where the Senco took part in a semi-structured interview to explore her perception of the research findings and other staff were given a questionnaire in order to explore the value of the research. **Limitations:** The researcher does not explicitly specify areas for further research. No information given on how the research was explained to the child participants and how these specific children were chosen. Long-term impact of the study was not considered due to restricted timeframes.

			Thematic analysis was used to analyse the data.		
Hamilton (2013)* Including migrant worker children in the learning and social context of the rural primary school.	3 year Qualitative study which focused on identifying the experiences of children and parents of Eastern European heritage and their teachers in primary schools in a rural area.	14 primary schools within a local authority took part (n=100) (30 children and 14 teachers from school M; 10 children and 23 teachers from numerous other schools; 8 EAL teachers; 9 Eastern European parents; 6 community practitioners) Age of children was 3 - 11 years (22 males and 18 females) Children represented were Polish (28), Lithuanian (5), Slovakian (3), Latvian (1), Estonian (1), Romanian (1)	Interviews Observations Analysis of key documents supplied by the local authority Postal-questionnaire (open-ended questions) Data was analysed using a Grounded Theory approach.	- Migrant children can become so integrated into UK school that individual learning needs, well-being and heritage are at risk. - If significant numbers of migrant students exist in one school, they are at risk of becoming segregated from the rest of the school community. - Initial language barrier along with a lack of information on prior education of migrant children made it difficult for teachers to implement personalised learning plans. - Teachers sometimes fail to recognise individual needs and abilities of migrant children and ended up grouping them with children with SEN which can be demeaning for migrant children. - Migrant children in schools where there was a low intake of migrants tended to be better	**Strengths:** large sample across several schools. The researcher emphasises the cross-cultural nature of the research and how she as a White, British, mono-lingual, English speaking, female educationalist is likely to have resulted in assumptions that may have influenced the research process. Based on the findings, recommendations, which local authorities could implement, are made that may enhance educational experiences of migrant children. Researcher details some of the strategies used in order to combat some of the challenges of cross-cultural research. **Limitations:** Interviews with the stakeholders was the main data collection method. However, it is not clear how these were conducted. A questionnaire was also used to gather data but no examples of questions were given.

		and Bulgarian (1)		supported by teachers than in those with a greater migrant population.	
Hamilton (2013) Fostering effective and sustainable home-school relations with migrant worker parents: a new story to tell.	As above	As above	As above	-Specific challenges and exclusionary barriers for parents in fostering home-school relationships were highlighted including issues related to language and cultural differences, diverse educational systems, changing family structures and community cohesions.	As above
Hamilton (2013) It's not all about academic achievement: supporting the social and emotional needs of migrant worker children.	As above	As above	As above	- 35 out of 40 children felt 'happy' at their school and settled in well despite differing cultural and linguistic backgrounds. - These children also identified things they missed about their home country and half of responses related to the loss of meaningful relationships. - 28 out of 40 children had felt 'scared' about starting school in the UK. Anxiety around starting new friendships friends and not being able to speak English were main factors.	As above

				- Majority of older children who had attended school in their home country preferred school in Wales for various reasons. -Disrupted social and family structures was a common theme with children who experienced 'staggered' migration having encountered the most significant change.	
Hastings (2012) The experience of male adolescent refugees during their transfer and adaptation to a UK secondary school.	Qualitative study which aims to gain an in-depth understanding of the experience of male adolescent refugees' transfer and adaptation to a UK secondary school.	Male adolescent refugees aged between 12 and 16 from 3 different countries of origin (Afghanistan, Somalia, Turkey). n = 6	Semi-structured interviews Interpretative Phenomenological Analysis	3 main themes emerged: - Needing help and the various ways that help was given (help from family members, teachers, peers). All participants spoke about the negative effects that some peers had on their experience of secondary school). - Feeling safe and secure (feelings of fear and loneliness prevalent during early days of secondary school). -Adaptation and belonging (motivation to learn English was present for all participants).	**Strengths**: Good rationale given for using IPA and an outline of the necessary modifications made to interview process (due to participants having EAL) were explained. Thorough detail provided re analysis. Detailed implications for practice for schools and Educational Psychologist's are given. **Limitations**: due to small sample size used in IPA studies, results may not be generalisable to broader refugee population.

| Hek (2005)

The role of education in the settlement of young refugees in the UK: The experiences of young refugees | Qualitative study which aims to explore the perspectives of young refugees on factors that they identified as facilitating them settle in and achieve in school. | Refugees in 2 London secondary schools

n = 15 (9 males and 6 females) Age of arrival in UK varied from 8 to 16 years. Interviewees had been in the UK for between a year and 7 years). Students were from a range of national and ethnic backgrounds. | In-depth semi-structured interviews

It is presumed that Thematic Analysis was used to analyse the data as the author states that 3 key themes were identified. However, no further information is given in relation to data analysis. | 3 key themes were identified by students as being important:
- the presence of specialist teachers; support from friends and the whole-school attitude to refugee children allowing them to feel confident to identify themselves as refugees. | **Strengths**: clear aims and rationale provided for why this research was important.
Detailed description of participant recruitment process provided.
Ethics around interviewing vulnerable populations were emphasised and procedures around how informed consent was obtained were clearly outlined.
Means of data collection was explicit.
The same researcher interviewed all participants in order to ensure consistency.
There is a clear statement of findings
Limitations:
It was unclear how the themes were derived from the data - there is no in-depth description of the analysis process.
Presentation of findings included few quotes so the young person voice did not come across as strongly as it could have. |
|---|---|---|---|---|---|
| **Hulusi & Oland (2010)**

Using narrative to make sense of transitions: Supporting newly arrived children and young people. | Qualitative case study exploring the Talking Stones approach and how it can be used to support newly arrived young people to develop a coherent narrative for their experiences. | Case study n = 1 (16 year old male newly arrived from Afghanistan) | Narrative interview using Talking Stones

No details given regarding the analysis of data. | - Young person felt he had lost his identity and sense of self due to difficulty forming relationships when he first arrived at school.
- The narrative provided an example of the changes which newly arrived young people go through when moving to a new country.
- The young person's narrative became more positive as he developed a greater sense of belonging | **Strengths**: clear outline of why a narrative approach was chosen.
Strong argument made for the role that educators and EPs have in supporting newly arrived children and young people.
The ethical guidelines that were followed were clearly outlined i.e. participants could choose to be accompanied by a familiar adult during the interview and could avail of further EP work afterwards.
Limitations: unclear how the participants were recruited. |

				through creating friendships. - Use of Talking Stones can act as a scaffold that allow newly arrived young people to articulate a coherent narrative of their migration experience. - The approach allowed the young person to tell a story that enabled them to see progression and change that was mainly positive.	
Madziva & Thondhlana (2017) Provision of quality education in the context of Syrian refugee children in the UK: opportunities and challenges.	Qualitative study which aims to develop an understanding of the processes that are key to the development of quality education for migrant/refugee children	8 Syrian families (16 adults and 15 children (7 - 21) 26 other participants including teachers, council authorities, representatives of migrant support agencies. n = 57	Interviews in home of each family 5 high school age children were interviewed further as part of a focus group in 2 different secondary schools. Thematic analysis	The following findings were seen as important: - Schools' ability to promote inclusivity; address specific needs (e.g. in relation to disabled children); meet psychosocial needs (especially on arrival); provide adequate training for teachers (e.g. EAL); develop peer relationships (as a way of facilitating effective learning); promote multi-agency support (key stakeholders and community agencies working together to support refugee integration including	**Strengths:** diverse group of participants helped gain insight into how Syrian refugees were being supported to integrate into the community; two researchers analysed the data both separately and together to derive the key themes therefore increasing the credibility of the findings. Large sample of 57 participants. **Limitations:** it is not stated how the researchers dealt with any sensitive issues that may have been raised during the study. Using an interpreter meant that some meaning may have been lost.

				language learning) and reciprocal home-school interactions.	
Moskal (2013) Polish migrant youth in Scottish schools: conflicted identity and family capital.	Qualitative study which explores first-generation Polish migrants' experiences of school transition, new language learning and the changing family relationship in a new social environment	Polish young people between the ages of 12 and 17 (n = 17: 8 males and 9 females) and their parents.	Narrative interviews Observations in school and at home	- future educational and job opportunities were given as key reasons for families migration. - young migrants often show varying degrees of adjustment to their new country. - majority of the young people tried to build friendships that were ethnically diverse. -some young people saw migration as something that distanced them from their friends and some family members, leaving them isolated and lonely. - lack of English proficiency was found to be a significant obstacle to socialising with peers in a new environment. - for some of the young people, socialisation into a new society such as school was a way of rebelling against the culture and values of their parents.	**Strengths:** Interviews of family members were conducted in Polish allowing those who were not very proficient in English to participate and give their views. However, it is possible that some meaning may have been lost in the translation process. Research has been carried out on a growing population which had not previously received a lot of attention. **Limitations:** It does not state how the research was explained to the young people. Although there are some details of the topics asked about in the interviews, there are no specific details given of the structure which the interviews followed. Findings and discussion sections were combined which made it difficult to distinguish between the participants' views and the researcher's interpretations. There are no details given regarding the process of analysis.

Quinn & Wakefield (2009) Experiencing inclusion within a Northern Ireland secondary school: the perspectives of migrant students from four European countries.	Quantitative study which sought to ascertain the perceptions of young people from 4 European countries in respect of how and to what extent a secondary school made effective inclusive provision to meet their needs.	37 students (aged 11 -18) from a cross-section of 72 migrant students across the school n = 37 Polish (7) Portuguese (11) Lithuanian (18) Latvian (1)	Questionnaire (closed-questions - adapted from Index for Inclusion; 35 statements divided into 8 areas (learning, fairness, feelings, family, inclusion, friendships, behaviour policy, bullying) Details of data analysis not supplied.	91.9 % of pupils felt comfortable asking teachers for help. 97.3% stated that extra English lessons were helpful. 73% of pupils felt accepted as part of the school showing the presence of excellent-staff pupil relationships. 83.8% felt it was good to have students from different cultures in the school suggesting that cultural tension between different groups of students is not a major issue. 94.6% said they had good friends at the school. 24.3% claimed to have been bullied at school.	**Strengths:** Questionnaire was adapted in order to make it more accessible for the pupils at the earlier stages of learning English (EAL teacher assisted those pupils whose English was poor to answer the questions). Comparison made between younger (aged 11 - 14) and older (aged 15 - 18) students. Clear links are made between the findings and existing research. **Limitations:** Small sample for a quantitative study meaning that results are probably not generalisable beyond the context of the school in question. The closed question design of the questionnaire does not allow for more detailed exploration or follow-up.
Sharples (2017) Local practice, trans-local people: conflicting identities in the multilingual classroom	Qualitative study which focuses on how a migrant student adapts his previous learning experience to his new school in the UK.	Case-study of one learner, 'George' from Ethiopia (data drawn from a broader longitudinal, ethnographic study of young migrants in a London secondary	Participant observation and interviews Teacher interview Thematic analysis	- George struggled to adapt to the behavioural norms of the UK classroom. - Differing interpretations between the teacher and student of how the student acts in the classroom, for example what is regarded as a relevant contribution in the classroom.	**Strengths**: Some respondent validation took place Findings are explicit in that they are presented in terms of 'classroom norms' and 'George's narrative of his own education' **Limitations**: Although it is stated that thematic analysis was used to analyse the data, an in-depth description of the analysis process is not provided.

		school)		- Student found he was unable to get the recognition for his work that he was used to. - Relevance of young migrants' prior learning is often underestimated.	
Tereshchenko & Archer (2015) Identity projects in complementary and mainstream school: the views of Albanian and Bulgarian students in England.	A qualitative study which aimed to explore first-generation Eastern European migrant students' interrelated learning and social experiences in both complementary and mainstream schools.	12 Albanian students (14 - 17 years) and 8 Bulgarian students (10 -12 years) n = 20 2 headteachers and a Bulgarian teacher were also interviewed	2 focus groups (40 minutes each) Photo-elicitation interview technique (participants given a camera for 3 weeks and asked to take photos of their daily experiences in London). 8 participants were then asked to discuss their 5 favourite photos. Interview data was thematically coded using Nvivo qualitative software package.	- Bulgarian girls viewed their mainstream schools as being culturally diverse environments which helped them feel a sense of belonging as well as being interesting and exciting environments. - Contrast between educational experiences in English and Bulgarian schools (less homework, easier, more creative). - Albanian students used their Albanian identity to 'stand out' and educate peers about Albania in their mainstream school.	**Strengths:** large sample for a qualitative study; use of multiple data collection methods to elicit the voices of the young people involved. Strong justification given for why these methods were chosen; researcher spent time observing students in class/doing activities in order to contextualise their responses; central themes were triangulated between data sources increasing validity. **Limitations:** only 8 participants were involved in the photo-elicitation interviews due to non-return of cameras and time constraints.
Thomas (2012) Beyond the culture of exclusion: using Critical Race Theory to examine the perceptions of British 'minority ethnic' and Eastern European 'immigrant' young people in	Qualitative study which examined and compared the experiences and perceptions of British minority ethnic and recently migrated Eastern European immigrant youth	Secondary school students (aged 12 - 16) in 2 different schools. 11 Eastern European students	Focus groups Extended field observations Descriptive student diaries Photo-elicitation Open-ended interviews	- Many Eastern European students saw speaking English as a way of fitting in and moving forward in life and escaping their immigrant status. - The idea that individual groups have diverse needs and challenges was highlighted and that	**Strengths:** researcher critically examines her own position as a British ethnic minority, who has extensive experience working with young people in the area and reflects on how this might be perceived by participants and other stakeholders. Quotes from the participants are included so voices of young people interviewed are made apparent.

English schools		19 British ethnic minority students n = 30		treating all groups the same fails to consider this.	**Limitations:** unclear how participants were selected. Unclear how the data was analysed. The findings are not made explicit.
Whiteman (2005) Welcoming the stranger: a qualitative analysis of teachers' views regarding the integration of refugee pupils into schools in Newcastle upon Tyne.	Mixed methods study which aimed to record and analyse the views of teaching staff regarding their experiences of integrating refugee pupils into schools.	School staff n = 24 (2 nursery schools, 13 primary schools, 7 secondary schools, 1 special school, this information withheld from one school)	Questionnaire (open and closed questions) 2 participants participated in a more in-depth interview (presented as case-studies). Descriptive frequencies used to analyse statistical data	-School staff identified a number of areas in which they lacked information prior to arrival of new pupils (language needs, SEN, current family situation, previous schooling, immigration status) - staff training was seen to be an area for improvement with 10 of the responding schools providing no staff training.	**Strengths**: Questions for questionnaire based on specifically desired information from the Education for Asylum Seekers local authority working group; Questionnaire provided **Limitations:** Small sample due to low response rate.

* The three articles by Hamilton (2013) are all based on the same 3-year qualitative-interpretive study (January 2008 - January 2011) with each article presenting a

different aspect of the research findings.

Appendix D: Interview Schedule

1. **Can you tell me about what it was like moving here from [insert country here]?**
   Prompts
   - family (who moved with him/her)
   - reasons for moving
   - differences between here and there. Differences in schools.
   - thoughts and feelings about moving (Was there anything that made the move harder or easier than expected?)

2. **Can you tell me about your experience of starting at this school?**

   Prompts
   - What was good about starting in this school?
   - What was not so good about this school?
   - What were some of your thoughts and feelings about starting at this school?
   - What helped you when you first came to this school?
   - What made it hard for you when you first started at this school? How did you manage to cope with this? Have things got easier (if they have) How?
   - What type of support did you receive?
   - Experience of making friends? Relationships with school staff?

   Explain about belonging here

3. **How much do you feel that you belong at this school? What is that like?**

   Prompts

   - Is it important to you to belong at this school? Why is that?
   - What do you have to do to feel like you belong at this school?
   - What do others do to help you to feel like you belong?
     (Classroom, Teachers, Peers, Whole School)
   - What has made things more difficult?
   - Do you feel that it has been harder for you to belong as a young person from [insert country here]? Why has that been?

Ending

- Is there anything else you would like to talk about?

- How have you found this interview?

Give a summary of the discussion and allow participants to ask any questions.

Remind the participants what will happen next and that they are welcome to contact me in the coming days or weeks if they have any further questions.

Thank participants for their participation

Appendix E: Exploratory comments and emergent themes for Agata

Emergent Themes	Conceptual Comments	Linguistic Features	Descriptive Comments	Line		Transcript
				1:1	I:	**Can you tell me a little bit about what it was**
				1:2		**like moving from Poland to the UK?**
1. Being reunited with parents	Long period of separation from her parents			1:3	R:	*I moved because my parents, they worked here*
				1:4		*for quite a long time, I think five years and I used*
		Use of 'basically' for emphasis that this is an important statement (easier to summarise rather than to provide details)		1:5		*to live with my grandparents in Poland. So I*
2. Migrating was a difficult process	Sense of loss		Moved to be with parents	1:6		*moved to basically be with my parents. And I*
				1:7		*think it was quite a difficult process at first,*
	Uncertainty and mixed feelings about the move to the UK		Leaving what was familiar, friends, family	1:8		*because I was leaving my friends and my family*
3. Not knowing what to expect				1:9		*and my environment I knew and I was going into*
				1:10		*a new school, new country, so that was quite a*
				1:11		*difficult time I think.* But I didn't really
4. The vulnerable self	Feeling vulnerable due to impending changes	Experience seen as a 'process'		1:12		experience any negatives, it was just the fact
			Fear of change	1:13		that *it was the change that scared me.*
5.Scared of change				1:14	I:	**Okay. So your parents have been living here for**
	Newness			1:15		**five years, as you said. Who were you living**
6. Starting afresh				1:16		**with again?**
				1:17	R:	My grandparents.
8. Adjusting to unfamiliarity				1:18	I:	**Your grandparents, and your brothers and**
				1:19		**sisters?**
				1:20	R:	I only have a half-brother and he doesn't live
		Basically repeated (challenging to provide details - has the effect of keeping details hidden)		1:21		with me.
				1:22	I:	**Okay, so you were coming on your own then?**
				1:23	R:	*Yes, basically.*
				1:24	I:	**That's really interesting. And what made your**
				1:25		**parents decide that, okay it's time to bring you**
				1:26		**over?**
9. Growing-up - moving from childhood to adulthood				1:27	R:	I'm not really sure, I think it was the fact that
				1:28		they thought that, because *I'm not a child any*
			Parents felt teenage years are difficult and better to be together	1:29		*more, they thought that, because the teenagers*
	Relationship with parents	Uncertain - 'I'm not really sure... I guess.. I don't know.... I don't really know'		1:30		*are difficult years or something, they just*
10. Adolescence can be difficult				1:31		*thought that it was better for me to be with*
	Adolescence can be a difficult period for young people			1:32		*them.* I guess, I don't know, I don't really know.
				1:33	I:	**And did you see them much when you still lived**
11. Relationship with	people			1:34		**in Poland?**

parents				1:35	R:	Yes, they used to visit every Christmas, every
				1:36		summer break, every little break that they had
				1:37		they would come.
				1:38	I:	**And did you have the opportunity to come here**
				1:39		**before you actually moved here?**
				1:40	R:	Yes, I went on holiday when I was I think, seven
				2:1		or five, with my half-brother as well. And we
				2:2		came to London and we stayed with my parents.
12. Reluctant to embrace change	Reluctant to leave her home country and having to face an unknown school and environment.		Not wanting to leave family and friends in Poland	2:3	I:	**How did you feel about that at the time?**
				2:4	R:	I didn't really like the idea. I just wanted -- *I*
14. Coping with difficult emotions such as fear				2:5		*wanted to stay in Poland* because --- I think it's
				2:6		just because of my parents --- not my parents,
			Scared about not integrating into new school	2:7		*my family and my friends. I was a bit scared I'm*
				2:8		*not going to be able to integrate into a new*
				2:9		*school and a new environment.*
15. Fear of the unknown		Difficult memory to recall		2:10	I:	**You were a little bit worried. What did you**
				2:11		**think might make it difficult?**
				2:12	R:	*I don't know, I think it's mainly because, I don't*
				2:13		*know,* I don't think it's because of people here, I
16. Making friends was difficult due to being shy	Intrinsic factors e.g. shyness having an impact on ability to make friends		Difficulty making friends	2:14		think it just because *I found it quite difficult to*
				2:15		*actually make friends because I was shy, I don't*
			Feeling scared	2:16		*know, it's all so scary.* If I'd been here I would -
17. Fear of being an outsider	Fear of being an outsider			2:17	I:	**Okay. And so your parents obviously wanted**
				2:18		**you to be with them. so you were quite young**
		Difficulty expressing herself - painful memory? Loses her train of thought		2:19		**when they moved over originally.**
18. Difficulty making friends in the beginning - somewhat painful experience				2:20	R:	No, I was -Maybe five, something like that.
				2:21	I:	**And what was their reason for coming over**
				2:22		**here?**
			More opportunity in the UK	2:23	R:	*They came over mainly because of the fact that*
				2:24		*they would earn more money here compared to*
19. UK seen as having greater prospects	Better standard of living in the UK			2:25		*the minimum wage in Poland.* So they used to ---
				2:26		I'm pretty sure they worked here and they sent
				2:27		some of the money back.
20. Contrasting education systems in Poland and UK				2:28	I:	**Okay. It must have been hard for them, I think**
				2:29		**probably, leaving their daughter as well, I'm**
				2:30		**sure. What maybe was some of the differences**
				2:31		**between here and back in Poland regarding**
				2:32		**school?**
21. Difficulty adjusting to UK education system			Different education systems	2:33	R:	So first of all I think the school system. *The*
	The UK education system is			2:34		*educational system is really different.* For

	very different to the Polish one and this was difficult to adjust to.		Difficulty studying (confusion)	2:35		example here, you know how *you have*
				2:36		*notebooks, not really textbooks?*
				2:37	I:	**Yes.**
22. Confusion around knowing what to study	Initial period in new school was one of confusion	'What's happening?' - confusion		2:38	R:	*So I found it quite hard to actually study because*
				2:39		*I didn't know where to study from. And I was like,*
				2:40		*"What's happening?"*
				3:1	I:	**So the information?**
				3:2	R:	Yes.
23. Making subject choices earlier				3:3	I:	**Okay.**
	Pressure from teachers regarding subject choice led to a period of stress.		Make subject choices earlier than in Poland	3:4	R:	And also the fact that *we pick our subjects in*
				3:5		*year nine, that was a new thing as well.*
24. Stressful decisions about subject choice				3:6		Whereas in Poland you just --- I think you study
				3:7		mostly everything, like sciences and maths and
	Agata comes across as a conscientious student who takes her learning seriously			3:8		everything until you're 16 I think. And then you
				3:9		go to high school.
25. Wanting to make the right choice				3:10	I:	**So you had to pick them earlier?**
				3:11	R:	Yes.
				3:12	I:	**And was that a difficult thing for you to do?**
26. Conscientious about her work				3:13		**Because maybe at that age you're not quite**
		Use of basically		3:14		**sure?**
			Feeling stressed about subject choice	3:15	R:	*I was a bit stressed about what to pick.* Because
				3:16		--- it wasn't that stressful, *but it was just basically*
				3:17		*I wanted to choose the right subjects that would*
				3:18		*help me in my future career.* I thought because
				3:19		every teacher was telling us that that's like the
				3:20		most important thing and that kind of stressed
				3:21		me out. But in the end it wasn't that bad.
27. Being exposed to difference for the first time	Had not previously been exposed to such a multi-cultural environment			3:22	I:	**Okay. Were there any other differences in the**
				3:23		**school system?**
				3:24	R:	Not really, I don't really think so.
				3:25	I:	**No?**
		Thinks about her choice of words		3:26	R:	Maybe the people here *because in Poland I*
	Sense of having to cope with difference rather than difficulties in new school			3:27		*wasn't really exposed to different cultures and*
			Exposure to new cultures and religions	3:28		*different religions, so when I came here it was a*
			Different rather than difficult	3:29		*bit --- it wasn't --- I didn't find it difficult, but it*
				3:30		*was just different.*
	Sense of Agata being accepting of and curious about others' differences			3:31	I:	**Right. So more diverse maybe?**
				3:32	R:	Yes, more diverse.
28. Inquisitiveness about difference				3:33	I:	**You noticed that. And how did you feel about**
			Curiosity about different	3:34		**that, was it ?**

	How does Agata see herself? - White, Polish, student, female...		cultures/religions	3:35 3:36 3:37 3:38 3:39 3:40 4:1	R:	*I found it interesting. I wanted to know about the different cultures that people came from and different backgrounds.* Because back in Poland that was just --- it was *mainly people just like me, quite similar,* so here I find it interesting to find out about different religions and beliefs and cultures.
		'People who are like me'	Poland had less diversity			
29. Having a strong sense of self	Having to find a place for herself within the school		Making diverse group of friends	4:2 4:3	I:	**And did you find that you made friends with people from different backgrounds?**
30. Surprised to find herself part of a diverse peer group			Branching out	4:4 4:5 4:6 4:7 4:8	R:	Yes. I think at first *I only had a few friends who were in my classes. But I noticed that it was like a diverse group, so that interested me because I thought that, because I'm from Poland, I would stay friends with people who are like me,* but -
31. Appreciating difference				4:9	I:	**Was there many Polish people in the school?**
				4:10	R:	No, not really.
		Reach out - make an effort		4:11	I:	So you had to....
32. Reaching out to others				4:12	R:	*Reach out -*
				4:13	I:	**Reach out.**
	Transition was made easier due to prior knowledge of English, having a positive impact on academic and social elements of school life.			4:14	R:	That was good though, because -
				4:15 4:16 4:17	I:	**Was there anything that made the move over maybe more difficult than you thought or easier?**
			Already spoke some English Being able to communicate made it easier to make friends	4:18 4:19 4:20 4:21 4:22	R:	I think the *fact that I already spoke English, a little English, made it easier because I could find friends easier because I could communicate with them. And also in lessons it was much more easy to understand the topics and the subjects.*
33. English proficiency facilitates social and academic progress			Lessons were easier to understand.			
			No language barriers	4:23	I:	**So having quite a good level of English -**
	Separation from her family was seen as the most difficult aspect of the move.			4:24	R:	Yes, there was *no language barriers.*
				4:25 4:26 4:27	I:	**Okay, that's really good. And is there anything that made it may be more difficult than you thought?**
			Leaving family behind	4:28 4:29	R:	I don't really think so. *I think the only thing that was difficult was just leaving my family behind.*
34. Missing those closest to her	Gives the impression of being mature for her age			4:30		But I already knew that was going to be difficult.
				4:31 4:32 4:33 4:34	I:	**Were you able to --- did you prepare yourself for in any way or did your parents --- did they come and collect you and bring you over or did you have to fly over on your own?**
35. Mature for her age	Having sufficient time to mentally process the move over and comprehend what					
36. Time to process						

upcoming change/upheaval (mental preparation) 37. Parental support	her new home might be like.	'Mentally preparing myself' suggests getting the mind ready to cope with a potentially stressful situation	Mental preparation for the move to UK Mum collected her	4:35 4:36 4:37 4:38 4:39	R:	They told me at start of year seven, I think, that we're going to move. _And I was mentally preparing myself_, I guess, for the fly-out date. And I didn't fly over by myself, _my mum came over and collected me and we went -_
38. Leaving everything behind	Evocative and suggests a degree of uncertainty			4:40 5:1	I:	**It must have been --- was that exciting in any way?**
39. Internal conflict		'thought in the back of my mind' - trying to ignore it because she doesn't want it to be true?	Leaving everything behind	5:2 5:3 5:4 5:5	R:	_It was a bit exciting because I wanted to see how it would be like, but at leaving time it was just like this thought in my mind, in the back in my mind that I'm leaving everything behind._
				5:6 5:7 5:8 5:9	I:	**And did you think that there'd be better opportunities here for you? Is that something you were thinking about? Or maybe not at the time?**
40. Thinking about the future	A future outside of Poland was always potentially on the horizon		Ambition to go to university	5:10 5:11 5:12 5:13 5:14	R:	I wasn't really thinking that at the time. I think I wasn't really thinking about university or anything. _But I know that even before that I was thinking of moving out of Poland to go to university._
				5:15	I:	**So it's just you moved a little bit sooner?**
				5:16	R:	Yes.
				5:17 5:18 5:19	I:	**Okay. Is there anything else you want to say about the move over that I haven't asked, or that you think might be important?**
41. Starting school mid term				5:20	R:	I don't think I have anything to say.
				5:21 5:22 5:23	I:	**Okay. So starting in this school, so you would have been in year nine, was it the start of year nine?**
			Starting school late in the term in Year 9	5:24	R:	_It was in November,_ so -
				5:25	I:	**Okay, so a couple of months in.**
				5:26	R:	Yes.
	A positive experience on her first day led her to be feeling accepted from the outset		Shown around school	5:27 5:28	I:	**And can you tell me a bit about what it was like when you first started here?**
				5:29 5:30 5:31	R:	_On my first day I think someone came to collect me, a teacher, and then showed me around the school._ And then after we had PE and it was
42. Feeling accepted early on			Other pupils showing interest and being friendly on the first day.	5:32 5:33 5:34		swimming, so I just sat there with all the girls who weren't doing swimming at the time and _they just came up to me and started talking to_

				Line		Transcript
			Feeling accepted	5:35		*me, so it was nice. And, yes, they would ask me*
				5:36		*what classes I am in and what form I'm in, what's*
				5:37		*my name, where I'm from and things like that. So*
				5:38		*I felt that, I don't know, it just felt like they were*
				5:39		*accepting me already, so that was good.*
				5:40	I:	**Okay, on your first day, so that was good, a**
				6:1		**good start. And what were you before ---**
				6:2		**maybe before your first day, I'm sure you**
	Starting at a new school in a new country evoked feelings of terror			6:3		**arrived in the country just before --- you didn't**
				6:4		**start the very next day, I'm sure you had a few**
				6:5		**days to adapt. But thinking about starting**
43. Feeling terrified of being on her own			Terrified of not knowing anyone in advance of first day	6:6		**school, what were some of your thoughts and**
				6:7		**feelings about it?**
	Imagining the worst-case scenario of being ignored	Terrified repeated twice - evocative	Worried about being ignored	6:8	R:	*I was terrified. I think I was mainly terrified of*
				6:9		*the fact that I didn't know anyone, that was a*
				6:10		*huge factor, I think. I thought no one was going*
		'Huge factor'		6:11		*to talk to me or no one was going to approach*
44. Having negative expectations of others				6:12		*me, which didn't turn out to be the case, but yes -*
				6:13	I:	**Okay, so you were --- so quite some strong**
				6:14		**feelings about that.**
				6:15	R:	Yes.
				6:16	I:	**And I guess you mentioned one thing about**
				6:17		**people coming up and talking to you on the first**
	Initial friendships made had a lasting positive impact			6:18		**day. Was there any good things about starting**
			Making new friends	6:19		**in this school that you -**
				6:20	R:	*I think the new friendships that I made on the*
45. Friendships formed early on helped with settling in	A picture is painted of friendly and approachable staff which made the transition easier.			6:21		*first day and the teachers as well. Because I was*
				6:22		*quite used to teachers that were really strict, but*
			Friendly and polite teachers	6:23		*here --- I mean they are strict but they're also*
		Juxtaposition - strict and friendly/polite		6:24		*friendly and polite.*
46. Friendly/polite teachers				6:25	I:	**So they're a little bit different.**
				6:26	R:	Yes.
				6:27	I:	**So friendships that you've made, the teachers,**
				6:28		**how else were the teachers, I guess maybe,**
				6:29		**supportive or welcoming? So they were less**
				6:30		**strict, so maybe are they -**
				6:31	R:	They maybe --- I wasn't as scared of going into
				6:32		classes and things like that.
				6:33	I:	**Okay.**
47. Approachable			Approachable teachers	6:34	R:	They were *approachable.*

teachers				6:35	I:	**Okay. Is there anything that maybe wasn't so good about starting at school that you can think of? It could even by like a really small thing or something that was different maybe than you thought it would be.**
	Making friends was a gradual process		Few friends at the start Difficult to get to know people in other classes	6:36 6:37 6:38 6:39 6:40 7:1	R:	*I think at the start, as I said, I only had a few friends in my classes, so it was quite difficult to*
48. Making friends was a gradual process				7:2 7:3 7:4		*talk to other people in different classes* and things, because I was used to --- because *in Poland we only had --- you were only in one*
			Used to being in one classroom	7:5		*certain class for every subject.*
				7:6	I:	**Okay, yes.**
Not used to moving around classes				7:7	R:	So that was a bit different. Yes, I think that's it.
				7:8 7:9 7:10	I:	**Okay. Can you tell me a little bit more about that? Because you moved around is it and that you've different people are in each class?**
49. Having so much to remember				7:11	R:	Yes.
				7:12 7:13	I:	**So how did that make it maybe more tricky, I suppose?**
	There was a lot to remember in the early days which made transition tricky e.g. names of peers		Difficulty remembering names	7:14 7:15 7:16 7:17	R:	I think, I don't know, maybe it could be the names, *I didn't remember any of the names, so I would have to ask many times, the same people, like, "What's your name?"* And then -
50. Behaviours of others impacting on learning				7:18	I:	**Did mind having to do that?**
				7:19 7:20	R:	No really, but it was just a lot of people to remember. *And then I think each class had a*
	Of the opinion that learning was being negatively impacted on due to behaviour of others		Hard to learn in loud classrooms	7:21 7:22 7:23 7:24 7:25		*different environment, so one class was quiet, another class was a bit more loud and rowdy and so that made me --- I think that made me a bit --- I think that made it a bit difficult to learn certain subjects.*
51. School having low/inaccurate expectations of EAL students				7:26 7:27	I:	**Okay. Can you say some more about what this was like?**
53. Identity as a learner being affected	Possibility of school not having high enough expectations of Agata due to her being EAL and prematurely placing her in low ability sets		Put in bottom sets on arrival	7:28 7:29 7:30 7:31	R:	*I think maths was the class where people were very loud, because I think I was in one of the bottom sets, because when I came they put me in the bottom sets.*
54. Lack of control over her learning				7:32 7:33	I:	**Okay. And did you have to do any exams or anything before you came?**
55. Hard to concentrate in class				7:34	R:	Yes.

due to others' behaviour				7:35 7:36	I:	Okay. So can you tell me how you felt about that?
				7:37 7:38 7:39	R:	I was, for example _in maths, we were doing things I already knew how to do because we did them in Poland and things. So I found it really_
56. Frustration at school staff's inaccurate perceptions of her ability		Use of an example lends validity	Work in maths was easy as had done it before	7:40 8:1 8:2		_easy, so that was good. But also I didn't really like the atmosphere in the class, because it was really loud and it was hard to concentrate._
57. Being held back			Hard to concentrate due to loud class	8:3 8:4 8:5	I:	Okay. So that's interesting. So do you feel maybe if you'd been put in --- how did that make you feel, being put in the bottom sets?
	Tentatively expresses the opinion that school had lower expectations of her due to her being Polish.			8:6 8:7 8:8 8:9	R:	I think --- _maybe it's a wrong suggestion to make, but maybe it was because I came from a different country so they maybe thought that I would need more support and more --- start_
58. Feeling a sense of accomplishment		Cautious in her phrasing of this	Teachers thought more support/easier work needed due to being from Poland	8:10 8:11 8:12	I:	_easier._ Then maybe then I went into the higher sets. Is that what happened?
				8:13 8:14 8:15	R:	Yes, but I think _I was in the bottom sets for a year_ and _then in year ten I went to top sets and second sets_
59. Resentment towards teachers			Bottom sets for a year then moved up	8:16 8:17	I:	So that was quite a jump. And how did you feel, were you pleased about that?
	Academic progress evident			8:18 8:19	R:	Yes, I was. I think _I made a lot of progress in English_ and yes.
			Feeling pleased to move to higher sets	8:20 8:21 8:22	I:	Okay --- if you could have changed anything about that situation, looking back, is there anything that you would have changed?
60. Parents agreeing				8:23 8:24 8:25 8:26	R:	Yes probably, I don't know, _maybe make them test me and then put me in a set according to the result. Because I think they just put me wherever._
	Some resentment towards the powers that be who make decisions regarding where to place newly arrived students.	Use of 'them' and 'they'	Not a lot of thought put into which set most suitable	8:27 8:28	I:	Yes. And did you communicate this to your parents were they aware?
				8:29 8:30 8:31	R:	Yes they were and _I think they also thought the same thing that it's because we came from a different country and that's why._
	Relationship with parents - united	Use of 'we' - sense of unity		8:32 8:33	I:	Okay. So maybe that was something that wasn't so good about the start. Was there
61. Absence of hostility				8:34		anything else that maybe wasn't?

	School was accepting and friendly towards her		Mostly positive experience No hostility	8:35 8:36	R:	*I think most of it was positive, there wasn't any hostility or anything.*
62. Being guided				8:37 8:38 8:39	I:	**Okay. So you mentioned some things already, but what helped you when you first came to the school? What else did you find helpful?**
	Physical school environment different to her previous experience.		Helpful to follow classmate around	8:40 9:1 9:2 9:3 9:4 9:5 9:6 9:7	R:	I had, *I think there was one person in my form who would --- I would follow around,* so *when I didn't know where to go they would tell me, show me which classes I was in, so that was really helpful.* Because before I was used to just one building, just one building and that's it, *but here it was different buildings, bigger classes and things.*
63. Physical differences in school environment						
	Allocated peer support viewed as a valuable resource and perhaps even most helpful		UK school much bigger than Polish school	9:8	I:	**Okay. And how did you feel about that?**
64. Getting lost				9:9 9:10	R:	I think it was really *helpful to have a buddy, because I got lost on the first few days.*
			Buddy was helpful	9:11	I:	**Okay.**
65. Peer support extremely valued			Getting lost	9:12 9:13 9:14 9:15	R:	Yes. And, yes, that helped me a lot because *I could just go to them if I needed help or if I didn't know, if I was confused about something. So yes, that was really helpful.*
				9:16	I:	**Okay, I see.**
				9:17	R:	Yes.
				9:18 9:19	I:	**Okay. Was there anything else that was like that, that was helpful?**
				9:20	R:	I can't really think of anything.
66. Getting used to new teaching styles/methods				9:21 9:22 9:23 9:24 9:25	I:	**Can't think of anything else at the moment? Okay. So you've mentioned some things already, but was there anything else that made it hard for you when you first started at the secondary school?**
67. Taking ownership of the learning	Use of her initiative and need to take ownership/responsibility of her learning evident			9:26 9:27 9:28	R:	I think maybe the fact that, I don't know, maybe the fact that *the subjects were a bit different. I mean they were taught differently.*
			Different teaching methods	9:29	I:	**What was different?**
				9:30 9:31	R:	Because I think the certain topics in the subjects, are a bit different.
68. Self-management				9:32	I:	**Okay.**
				9:33 9:34	R:	So when people would be like, "Oh yes we did this in year eight", *I didn't really know what it*

69. Desire to be successful			Uncertainty about previous topics.	9:35		*was. So I had to go home and read.*
				9:36	I:	**And would you do that yourself, or was there**
			Reading up on what was	9:37		**anyone who said, directed you?**
			taught previously	9:38	R:	*No I would do that myself.*
	Strong work ethic and			9:39	I:	**So if someone, if another child in your position**
	desire to be successful in		Self-directed learning	9:40		**didn't have the initiative to go and do that, do**
	school coming across here			10:1		**you think that that might have affected them?**
				10:2		**So you found that helpful that you were able to**
				10:3		**go and do it yourself.**
				10:4	R:	Yes.
				10:5	I:	**Okay. And how do you think doing that was**
				10:6		**helpful?**
70. Reliance on peers				10:7	R:	Well mainly because some of the things that we
				10:8		did in class were based on the things that people
				10:9		did in the previous years, so *when I caught up*
				10:10		*with all the topics that helped me to do better.*
	Frequently reliant on peers		Catching-up helped with	10:11	I:	**But it was up to you to do that.**
	to support her with her		progress	10:12	R:	Yes.
	learning			10:13	I:	**Was there any --- did you have access to I don't**
				10:14		**know, any kind of revision groups?**
				10:15	R:	Not really, no. *No one really even told me what*
71. Feeling like she has			Not helped	10:16		*topics to do, I would just ask people* -
been here for years				10:17	I:	**What they had done last year.**
				10:18	R:	Yes.
				10:19	I:	**Okay. So maybe that was a bit difficult because**
72. Self-management				10:20		**there was some --- but you managed to cope**
necessary due to lack				10:21		**with it. Was there anything else?**
of support				10:22	R:	Not really.
				10:23	I:	**No? Have things got easier now in the last ---**
				10:24		**obviously you've done --- you're now in year**
73. Level of spoken				10:25		**ten, you're only one term off year eleven, so**
English was a	Familiarity with school led			10:26		**things have --- have they got easier?**
facilitative factor in	to increased adjustment	'I've been here for		10:27	R:	Yes, they definitely have.
coping at school		years' - emphasises		10:28	I:	**How have they got easier?**
		familiarity and		10:29	R:	I think I just got used to all the people around
		adjustment		10:30		and all the teachers and all the subjects. *Now*
74. Necessary to take			Settled in	10:31		*it's just feels like I've been here for years.*
initiative		Very direct		10:32	I:	**Okay. That's really good. And you mentioned**
		(defensiveness around		10:33		**already about some of the support you got?**
75. Importance of	Feelings of frustration	not wanting to suggest		10:34		**Anything else?**
communication skills	around this lack of support?	there was any help)				

	Need to present as self-sufficient			10:35	R:	No, not really.
				10:36	I:	**Okay.**
				10:37	R:	*I came into the school and had to manage*
				10:38		*everything on my own.*
			Not supported by others	10:39	I:	**Okay. Anything else?**
				10:40	R:	I used to do choir, but now I don't really do it
	Speaking English was a coping factor			11:1		anymore because I'm doing revision and mocks
				11:2		and things. But I'm teaching myself how to play
				11:3		the guitar.
				11:4	I:	**Oh wow, so you're quite into music. So**
				11:5		**anything else you want to say about receiving**
				11:6		**support?**
				11:7	R:	No. *Having good English. I think that's what*
				11:8		*made it easier to cope with the fact that I didn't*
76. Feelings of empathy towards new students	May have been a very different experience if Agata did not show such initiative.		Being able to speak English made things easier	11:9		*have any support.*
				11:10	I:	**Right. So if you'd come and your English wasn't**
				11:11		**so good, do you think things might have been**
				11:12		**different?**
77. Avoided isolation				11:13	R:	Yes, definitely. It think it would have been *much*
				11:14		*harder to make friends. I had to go out of my*
78. Communication helped prevent loneliness				11:15		*way to study and to maybe catch up on certain*
				11:16		*topics.*
	Reflective of how other EAL students may feel starting at this school			11:17	I:	**Okay. So English, I guess if I was to ask you**
				11:18		**what difference did speaking good English make**
				11:19		**to you, what would you say?**
				11:20	R:	Yes, *I think mainly the communication and social*
				11:21		*skills, because when some people come here and*
		Expressing empathy towards others		11:22		*they don't really speak English, they're quite*
79. Sharing a part of oneself				11:23		*lonely, I think. I don't know, but it seems that*
				11:24		*they're quite lonely.*
				11:25	I:	**Have you seen people around the school like**
				11:26		**that?**
				11:27	R:	Yes, *no one really approaches them unless they*
				11:28		*speak in that language.*
	Being able to communicate to a certain level is key in order to avoid experiencing solitude at school		Being able to communicate with others prevented loneliness	11:29	I:	**Okay. Have you ever felt lonely?**
				11:30	R:	*No, I've not really ever felt lonely, because of the*
				11:31		*English that's why I could speak to anyone, to be*
				11:32		*honest.*
				11:33	I:	**Okay. And obviously you still can speak ---**
				11:34		**Polish also?**

				11:35	R:	Yes.
		Quite frank about this		11:36	I:	**Yes, so that's kept --- your Polish skills are still**
				11:37		**up to a certain standard. And what does that**
				11:38		**mean to you, I guess, being able to speak two**
				11:39		**languages?**
				11:40	R:	I think it's quite --- whenever someone asks me
80. Pride in oneself			Proud of being able to speak 2 languages	12:1		about it, they are really impressed. _I don't know_
				12:2		_if it's that impressive,_ but it _makes me feel good_
				12:3		_to be able to speak two languages fluently._
81. Sharing one's first language with others		'I don't know if that's impressive' - Expression of modesty		12:4	I:	**Okay, that's good.**
			Sharing home language with peers.	12:5	R:	Sometimes some of my friends ask me, "Oh how
				12:6		do you say this?" or "How would you say this?"
				12:7		when they point to a word or something, so yes
82. Proud of one's culture				12:8		that's when _I speak Polish to teach them._
	Polish language is important to Agata and she			12:9	I:	**So they're interested. So is it --- how does it**
	feels a sense of pride in her			12:10		**feel to have people interested in you?**
	ability to speak 2 languages		Response of others - Happy that others show interest in Eastern European culture	12:11	R:	I think that's really good, because _I didn't know_
				12:12		_that people would be interested in the Eastern_
				12:13		_European countries and culture and things._
				12:14		_Because you see people more focused on French_
	Being able to share a part			12:15		_and Spanish and things, so that made me happy._
	of her unique self at school			12:16	I:	**And it's good --- do you feel proud, I guess, of**
	may contribute to feelings			12:17		**where you come from?**
	of belonging.			12:18	R:	Yes.
				12:19	I:	**You said there's not many other Polish --- or do**
				12:20		**you know of any?**
				12:21	R:	I think in my year it's two people maybe or one
				12:22		person.
				12:23	I:	**And do you think are the opportunities to**
				12:24		**celebrate being from Poland within school, or**
				12:25		**being from --- people being from different**
				12:26		**countries and different cultures or is it**
				12:27		**something you've noticed?**
				12:28	R:	I think sometimes we have cultural days, where
				12:29		we wear things that are related to our cultures
83. Diversity is positive				12:30		or countries, but we haven't had one of those in
				12:31		a year. So I don't know if there's going to be
				12:32		more this year.
			Good to celebrate different cultures	12:33	I:	**Is it something you'd like there to be more of?**
				12:34	R:	Yes, I think so. _I think it's good to celebrate_

				12:35		*different cultures and different backgrounds*
				12:36		*where people come from.*
			No negativity	12:37	I:	**Has there ever been any, I guess, negativity? Is**
				12:38		**there something --- have you noticed that?**
84. Hasn't experienced negativity				12:39	R:	*Not that I remember. I don't think so.*
				12:40	I:	**Outside of school?**
				13:1	R:	No I don't think so.
	Sees diversity as something positive			13:2	I:	**That's really good. So you've made --- you said**
85. Integration process takes time				13:3		**you've made --- you have made friends here**
				13:4		**which is really good. And what's that been like,**
				13:5		**starting off knowing no one and moving on**
				13:6		**through the years?**
			Integration into the school took time	13:7	R:	I think *I feel like I became more integrated into*
86. Peer group widening				13:8		*the school life* because at first, I mean I had
				13:9		friends but now there's --- *in every class I have*
				13:10		*someone I can at least talk to,* so that's really
				13:11		good. Because *when I started I had maybe a few*
			Able to talk to everyone	13:12		*people who I could talk to in one class and then*
87. Things improving				13:13		*another class I would just sit at the back* and ---
				13:14		but *now I can just talk to mainly everyone*. So
88. Welcoming teachers				13:15		that's good.
				13:16	I:	**And how does that feel, I suppose?**
	Becoming fully integrated into the school is a gradual			13:17	R:	I think, I don't know, it feels, *I think it's a positive*
89. Feeling comfortable in class	process with various steps			13:18		*experience,* it's good, yes. So *things have*
		Improved implies things have got better		13:19		*definitely improved*, yes.
				13:20	I:	**Improved, okay. And what about your**
	Built up social networks over time			13:21		**relationships with school staff, I suppose, with**
90. Knows her own mind				13:22		**the teachers and other people who work,**
				13:23		**what's that been like?**
				13:24	R:	*I have received, I think, a very warm welcome*
			Teachers were welcoming	13:25		*from the teachers* as well. *When I came they*
91. Not understanding specific tasks in class		'warm welcome' indicates a hospitable		13:26		*really made sure that I understood the content*
		reception		13:27		*that we were actually doing. And even though*
	Diplomatic in how she talks			13:28		*they didn't really offer help with homework and*
	about the staff at the			13:29		*things, they made sure that I felt comfortable in*
	school. Although not			13:30		*the class, so that was good.*
	always helpful , they put			13:31	I:	**Is there anything more they could have done,**
	her at ease.			13:32		**do you think?**
			Teachers were not always	13:33	R:	Yes, *I think the homework and the previous*
			helpful	13:34		*topics.*

	Agata is clear on what additional support she would have found useful.				13:35	I:	What were some of the issues with the homework?
					13:36		
			Lack of understanding often due to unfamiliarity with language/structures	13:37	R:	So, for example, for the homework I didn't really --- *sometimes I didn't understand the question or for English I didn't know how to write an essay because I wasn't really used to that in Poland.*
		Reflecting on difficulties		13:38		
				13:39		
				13:40		
				14:1	I:	**In English?**
				14:2	R:	Yes. So I think it would have been better to receive help on that.
				14:3		
92. Development of skills over time	Drive to be successful and make progress			14:4	I:	**And how did you develop these skills, I guess? How did you know how to write an essay? I'm sure you know how to write one now, so how did you?**
				14:5		
				14:6		
				14:7		
			Development of skills through practice	14:8	R:	I guess it's just practice. *Through the years I just developed that skill, because we did it in class many, many times*, so it was -
				14:9		
				14:10		
				14:11	I:	**So it was practicing, nothing maybe specific or what you needed?**
				14:12		
				14:13	R:	Yes.
				14:14	I:	**And do you think that might have been helpful if you had that? Or even the opportunity to improve those skills or learn those skills, I guess?**
				14:15		
				14:16		
				14:17		
				14:18	R:	Yes.
				14:19	I:	**That was interesting, because --- so some of the things that you were expected to do in class, or in school over here, you'd never had to do, so there's quite a -**
				14:20		
				14:21		
				14:22		
				14:23	R:	Big difference.
				14:24	I:	**Is there any other examples that you can think of?**
93. Differences in the structure of the school day.	Stricter structures in UK schools as opposed to what she was used to.			14:25		
				14:26	R:	I think because, for example, *in Poland after each lesson you have five minutes, short five minute breaks,* where you can leave, go and eat food, or whatever, go to the toilet. And then here I came here and it was two periods then 20 minute break. *And it was a bit different because it's quite difficult to actually to manage your time, like when you're going to eat, when you're going to go to toilet and things like that*. So that
				14:27		
			Differences in structure of school day between UK and Poland	14:28		
				14:29		
				14:30		
94. Managing one's time in the school day				14:31		
				14:32		
				14:33		
			Managing one's time in the	14:34		

			school day	14:35		was a bit different.
				14:36	I:	**And I guess being able to go to the bathroom,**
				14:37		**have a drink, have something to eat -**
				14:38	R:	After each lesson is quite refreshing. And I think
				14:39		it helps to focus for the next lesson.
				14:40	I:	**Okay. That's really interesting. Anything else**
				15:1		**about relationships with school staff? I know**
				15:2		**there's someone in charge of --- is there**
95. Recent changes in	Noticed that more recently			15:3		**someone who is in charge of or who looks out**
the system	the school has put in extra			15:4		**for children whose English is their second**
	support for EAL students			15:5		**language? Or is that something that you've**
	perhaps due to change in			15:6		**come across?**
	leadership.			15:7	R:	Not that I'm aware of. But I think maybe now,
			Lack of support	15:8		but before _when I came here there was no one._
				15:9	I:	**There wasn't then, nothing -**
				15:10	R:	Because now _we have obviously we became an_
			Change in school systems	15:11		_academy, so I think that changed._
				15:12	I:	**Okay, so have you noticed any significant**
		'Academy' - type of		15:13		**changes?**
		school		15:14	R:	Some people, for example, from different
				15:15		countries have --- I think some of the Spanish
96. Impact of being a				15:16		people here, they have this after-school club or
minority meant she				15:17		something. Like a Spanish teacher, I think it's
was not prioritised				15:18		extra help.
				15:19	I:	**Okay. Do you think, I know you're English was**
	Because she was one of			15:20		**good, but is that something you would have ---**
	only a handful of Polish			15:21		**if you'd had the opportunity that you would**
	students, she was not seen			15:22		**have liked to have done? Or might -**
	as a priority?			15:23	R:	Yes, probably, yes. _I think it's the fact that it was_
97. Advantageous if			Only 2 people in her year	15:24		_just two people in our school, not school, but in_
staff spoke Polish to			from Poland	15:25		_our year who were from Poland._
support EAL students				15:26	I:	**Okay, that's why.**
				15:27	R:	And then, obviously, _there's no Polish teachers_
				15:28		here.
				15:29	I:	**Right, so there's not, is there?**
				15:30	R:	No.
98. Taking on a role of				15:31	I:	**So do you think for someone who came over**
supporting new same-	Advantageous if staff			15:32		**with not much English at all, obviously you said**
language students	members can speak			15:33		**that would be more difficult, but not having**
	different languages so that			15:34		**someone who can translate?**
	they can support EAL					

				Time		
			Value of receiving support from someone who speaks Polish	15:35	R:	*I think that would be really helpful with school*
				15:36		*work and maybe other things like friends and just*
	Value of support from peers who speak the same language			15:37		*like practicing that language.*
				15:38	I:	**Okay.**
			Trying to help new Polish students	15:39		I think *if someone came from Poland I would*
				15:40		*obviously go and try my best to help them. So*
				16:1		*that's something that maybe the school could*
				16:2		*have some sort of system where you could*
				16:3		*actually if there's no teacher that speaks the*
				16:4		*language then perhaps get a student that speaks*
				16:5		*the language.*
				16:6	I:	**And obviously you'd have gone through the**
				16:7		**same thing. So I guess there's --- yes, that's**
				16:8		**really good. Okay, the next little bit, so the last**
				16:9		**section, I suppose, that we're going to talk**
				16:10		**about is --- and we've talked a little bit about it**
				16:11		**already. It's about feeling like you belong.**
				16:12		**And when I --- I just wrote this down so it's**
				16:13		**clear, so when we talk about school belonging,**
99. Process of becoming accepted wasn't easy	Hesitation around the extent to which she feels accepted? Speculates why she did not feel accepted from the start			16:14		**feeling personally accepted, respected, included**
				16:15		**and supported by others. So I'm just wondering**
				16:16		**how much you feel that you fit in or that you**
				16:17		**belong at this school? And maybe what that's**
				16:18		**like.**
			Took some time to feel accepted	16:19	R:	I think right now*, I think that I'm fairly accepted*
100. Impact of shyness on being accepted	Does being reserved make it harder to belong/feel accepted?			16:20		*by people. And that it's not like I'm separated*
		Does 'fairly' mean not fully accepted?		16:21		*and I'm not included in things. But that was not*
101. Belonging takes time		Separated, not included		16:22		*the case when I came here.* It wasn't from a
				16:23		place of hostility or something, it was just, I don't
	Feelings of belonging linked to the time taken to build relationships with other students		Personality traits	16:24		know, maybe *I just was a bit too shy or*
				16:25		*something and people wouldn't really approach*
				16:26		*me. But now obviously that's different*, yes.
			Sense of belonging happens over time	16:27	I:	**Okay. So what happened between then and**
				16:28		**now for you to feel like you belong?**
				16:29	R:	I think it's just the more time I spend here*, the*
	Although external appearances may differ she discovered that she shared characteristics/interests with others		Having things in common with others	16:30		*more time I spend here it's just you get to know*
				16:31		*more people and the people that you thought*
				16:32		*you had nothing in common with, you actually*
102. Sharing interests with peers				16:33		*find out that you have many things in common*
				16:34		with and you can talk about that too.

103. Having more in common with peers than first thought				16:35	I:	**And how did you find out that? I mean did you**
				16:36		**-**
				16:37	R:	I think it was just more conversations, like one
				16:38		time in class or something, or at break time, yes.
			Relationships take time	16:39	I:	**Okay.**
				16:40	R:	*It's taken time, yes, definitely.*
	Having a group of friends helped her build further social relationships and increased feelings of belonging			17:1	I:	**And what's, I suppose, helped you to feel like**
				17:2		**you belong or fit in with the school?**
				17:3	R:	I think maybe, *I think it's mainly the fact that I*
			Belonging was aided by having a group of friends	17:4		*had like a group of friends, so I wasn't really --- it*
				17:5		*wasn't really like me and just one other person, it*
104. Having a group of friends				17:6		*was just like a group of friends. So, because of*
			Expanding peer group	17:7		*them I could make friends with other people that*
				17:8		*they were friends with.*
				17:9	I:	**So their friends, okay.**
				17:10	R:	So that kind of *expanded my peer group*.
105. Expanding peer group through connecting with others	Very aware of the negative impact of not having a sense of school belonging			17:11	I:	**Your peer group.**
				17:12	R:	Yes.
				17:13	I:	**Is it important for you to feel like you belong**
				17:14		**here?**
			Feelings of loneliness and separation can result from not belonging	17:15	R:	*Yes, definitely, because I think when someone*
				17:16		*doesn't feel like they belong somewhere or they*
106. Mental health problems can be a repercussion of no belonging		'Definitely' - emphasises importance		17:17		*don't feel included in a lot of things, it can make*
				17:18		*them feel quite lonely and quite separated. So*
				17:19		*it's important that people feel included.*
	Not belonging may be a predictor of mental health problems			17:20	I:	**What do you think might be some of the**
				17:21		**negative parts of their being feeling lonely or**
				17:22		**feeling?**
		Mental health problems	Negatives of not belonging	17:23	R:	It can lead to a lot of things, I don't know, like
108. Putting herself out there				17:24		*sadness or sometimes mental health problems,*
	Shutting herself away could be detrimental			17:25		so it depends.
				17:26	I:	**So you think it is important that you belong.**
				17:27		**And what did you have to do, or still have to do,**
109. Having self-confidence to speak with others	Importance of having the confidence to speak to others outside of immediate peer group			17:28		**to feel like you do belong here?**
				17:29	R:	I think it's *mainly just not, I don't know, shut*
				17:30		*myself away* and then just *reach out to people*
		Shut myself away versus reaching out	Confidence to reach out to others	17:31		*who I don't really speak to normally. Just reach*
				17:32		*out to them and try for a conversation which*
				17:33		*helps.*
	Being worried/scared about					
110. Fear of ridicule	negative reactions of others			17:34	I:	**And how does that feel, I mean, not really**

				Time	Sp	Transcript
from peers	is natural			17:35		**knowing many people and having to go up and**
				17:36		**maybe introduce yourself?**
			Fear of being laughed at	17:37	R:	Yes, *that was a bit scary at first, because I*
				17:38		*thought that they might, I don't know, mock me*
				17:39		*or laugh at me or something.* But I didn't really -
111. Natural to fear				17:40	I:	**Why did you think they might mock you, laugh**
joining in with a group				18:1		**at you?**
				18:2	R:	I don't know, I just think *it's just like a natural*
			Natural to have this fear	18:3		*feeling to have when you don't really know*
				18:4		*people and you try to make friends. And*
	Trying to penetrate into a			18:5		*especially when they're already have a group of*
	group can be intimidating	'natural feeling'		18:6		*friends.* So yes.
				18:7	I:	**You have to try and -**
				18:8	R:	- yes, join in.
				18:9	I:	**Join in with that. Okay. Anything else that you**
				18:10		**feel that you have to do?**
				18:11	R:	Not really, I joined the choir but that was
				18:12		because already --- because of the friends I
				18:13		already had, so we just wanted to join it.
				18:14	I:	**Went together?**
				18:15	R:	Yes.
				18:16	I:	**But did you make other friends through that or**
				18:17		**get to know other people?**
112. Overcoming fear				18:18	R:	Yes, I did, yes. From other years as well.
of speaking up in class				18:19	I:	**Was there anything else you had to put yourself**
				18:20		**out there a little bit more to feel like you were**
113. Losing inhibitions				18:21		**part of the school.**
	A sense of a willingness to			18:22	R:	*Maybe in class. Maybe speak more, so when the*
	lose her inhibitions		Being acknowledged in class	18:23		*teacher would ask a question I would put my*
				18:24		*hand up so make them notice me.*
				18:25	I:	**Right, okay. And how, because if you're a little**
114. Catastrophic				18:26		**bit shy that can be hard?**
thinking				18:27	R:	Yes, it was.
				18:28	I:	**Is that something --- so actually putting yourself**
				18:29		**out there..how did you feel about that?**
115. Insecure about	Tendency to think of the			18:30	R:	*It was a bit scary, it was like the thing with going*
Polish accent	worst-case scenarios			18:31		*up to people and talking to them. So I thought*
				18:32		*maybe someone might laugh at me. And*
116. Reactions of				18:33		*especially, I was insecure because of my accent, I*
others can be	Fear of being		Insecurities about accent	18:34		*had a Polish accent I think. So, yes, I was quite*

unpredictable	misunderstood or judged due to her accent?			18:35		*insecure about that.*
				18:36	I:	**What --- were you wondering what other**
				18:37		**people might -**
				18:38	R:	Might think, yes. And then *wondering if they*
			Worry about being judged by others	18:39		*would laugh at me and things like that.*
				18:40	I:	**And did that happen ever?**
				19:1	R:	No not really. I think it was just, I don't know,
			Worrying about reactions of	19:2		*my brain just..*
		'My brain just...'	others	19:3	I:	**And if that did happen, how would --- what**
117. Needing to lose some of unique self				19:4		**would your reaction have been?**
				19:5	R:	I think I would have felt really, I don't know, *not*
				19:6		*really respected, not really liked.*
	Being aware that others have the potential to make her feel a certain way			19:7	I:	**But luckily that hasn't happened here. And**
			Others could have negative opinions of her	19:8		**have you lost your accent?**
118. Holding on to her Polish identity				19:9	R:	*I think I've lost it. When I speak Polish, obviously*
	In order to belong was it necessary to lose a bit of herself?			19:10		*I still have the accent*, but I don't know.
				19:11	I:	**And now, thinking about you as a --- how do**
			Lost her Polish accent	19:12		**you see yourself? Do you see yourself as -**
119. Future identity may change				19:13	R:	*I see myself as a Polish person I think. I mean I*
	Has retained sense of Polish identity despite living in a foreign country			19:14		*don't really see myself as British, maybe it will*
			Sees herself as a Polish person currently	19:15		*take more years for me to, I don't know, to*
				19:16		*identify as that.*
				19:17	I:	**Yes, do you see yourself as a Polish person**
	Possible that in the future she may identify more as a British person			19:18		**living in England.**
				19:19	R:	Yes.
				19:20	I:	**Okay. And just thinking about at home, with**
				19:21		**your parents, obviously you speak Polish, is**
120. Retaining her Polish identity is important				19:22		**there any other things that you do to keep your**
				19:23		**Polish identity?**
				19:24	R:	*I read quite a lot of Polish literature. So, yes,*
			Holding on to Polish identity	19:25		*that's what I do. And I think mainly because I still*
				19:26		*have --- I'm still in touch with some of my friends*
	Polish identity is important to her and she actively tries to retain it			19:27		*in Poland. So when we message each other or*
				19:28		*something, or talk, then it's in Polish.*
				19:29	I:	**So I know there's some Polish schools that**
				19:30		**some children go to.**
				19:31	R:	I don't.
				19:32	I:	**You don't -**
121. Holding on to the Polish Language				19:33	R:	No.
				19:34	I:	**Is that something you'd have liked to have**

				19:35		done?
122. Retaining a connection with Poland			Importance of native language	19:36	R:	No, not really, no. *I don't really think it's that*
				19:37		*important. It's mainly, I think, about not*
				19:38		*forgetting the language.*
				19:39	I:	**But you feel that's not -**
				19:40	R:	And because I think most years, every year I go
				20:1		for some holidays, I go for -
			Visiting native country	20:2	I:	**You go back once a year?**
				20:3	R:	Yes.
				20:4	I:	**Okay, that's really nice. So what --- you've**
				20:5		**spoken about how you've had to --- what**
123. Being more included amongst peers				20:6		**you've had to do to make yourself feel like you**
				20:7		**belong more. I'm just wondering what others,**
				20:8		**thinking about the school, I don't know, say**
				20:9		**within the classroom, is there anything that**
				20:10		**happened to make you feel like you felt more**
				20:11		**part of the class?**
				20:12	R:	*I think it's when I just started talking to people*
			Feeling included amongst peers	20:13		*more regularly. So we would make jokes and*
	Peers have an influence on the extent to which she feels like she belongs			20:14		*talk about our interests and I just felt like they*
				20:15		*were including me in their conversations that*
				20:16		*they had.*
				20:17	I:	**So they had reached out to you.**
				20:18	R:	Yes.
				20:19	I:	**Okay. And what about the teachers. How did**
				20:20		**they help? Did they in any way help you to feel**
				20:21		**like you belonged more?**
124. Peers more influential than teachers				20:22	R:	Not really. *I don't really think teachers had an*
				20:23		*impact on that. It was mainly the people in the*
			Peers more important than teachers in helping to foster sense of belonging	20:24		*class.*
				20:25	I:	**It was mainly your classmates.**
	Teachers not viewed as having a major impact on her sense of school belonging			20:26	R:	Yes.
				20:27	I:	**And thinking about, say, the lessons --- I know**
				20:28		**you've spoken a bit about this already, but did**
				20:29		**you feel different?**
				20:30	R:	*What do you mean?*
				20:31	I:	**Like when you started first, it might be on the**
			Unsure of question	20:32		**first day it might be hard to feel like you belong,**
				20:33		**say, within the science class or this maths class**
				20:34		**or --- I'm just wondering was there any kind of**

125. Teachers valuing her opinion			Opinions being valued in the classroom	20:35		adaptations made? You did say the teachers
				20:36		made you feel welcome but how did the
				20:37		teachers maybe contribute to you feeling like
				20:38		you belonged more in the school?
				20:39	R:	I think they would, like for example in English,
				20:40		they would just ask my opinion. So we would do,
				21:1		I don't know, study a text or something, and they
	Teachers showing that they valued her opinions and contributions in the classroom was important to her sense of belonging			21:2		would ask my opinion. _So that felt that they, I_
				21:3		_don't know, like my opinion was valuable. And_
				21:4		_they wanted me to speak up._
				21:5	I:	That's really good. And what about anything
				21:6		else with your peers about them --- thinking
				21:7		about it, at lunchtimes or after school, or is
				21:8		there any other ways that they helped you to
				21:9		feel --- well you've just moved to the UK and to
				21:10		feel like you belong here?
				21:11	R:	Maybe at lunchtimes and at break time _they_
126. Being approached by peers				21:12		_would sometimes come up to me, I don't know,_
				21:13		_they would come up to me and ask about some_
				21:14		_things and ask how I am._ And just start a
				21:15		conversation, so that was really nice. Because it
			Being approached by peers	21:16		felt like I didn't really --- _I mean I had to reach_
127. Reciprocal relationships amongst peers				21:17		_out to them, but it was like they were also_
				21:18		_reaching out, it was mutual also._
	Transition was made easier in some way by other students taking an interest in Agata and initiating exchanges with her	Mutual - works both ways	Peers reaching out -reciprocal	21:19	I:	And you said there wasn't many Polish people
				21:20		in your year, so was it children from lots of
				21:21		different backgrounds?
				21:22	R:	Yes.
				21:23	I:	So that was something quite nice.
				21:24	R:	Yes.
				21:25	I:	Was there anything that made things ---
				21:26		anything else that made things difficult for you
				21:27		or --- that at times you might have struggled
				21:28		with, or, I don't know, some of your -
				21:29	R:	_I don't really know. I don't really think so. I can't_
			Difficulty remembering	21:30		_really remember._
				21:31	I:	You can't really remember anything. So it's
				21:32		been generally -
				21:33	R:	Positive -
				21:34	I:	Positive.

			Positive experience	21:35	R:	Yes.
				21:36	I:	Okay. Is there anything that might have made
				21:37		things a bit better?
				21:38	R:	I don't know, no.
128. Others questioning her Polish identity				21:39	I:	No, okay. Do you think, as a Polish person, that
				21:40		it's been harder for you to fit in, maybe at the
				22:1		start or to feel like you belonged?
				22:2	R:	*Maybe at first because, for example, this school*
129. Exposed to students from diverse cultures/backgrounds				22:3		*is a lot of different cultures and different*
				22:4		*backgrounds. At first people told me that they*
				22:5		*thought I was English -*
				22:6	I:	Okay.
	Diverse school community made it more difficult to fit in at the beginning	'they thought I was English'	Initially hard to fit in due to diversity of school population	22:7	R:	Not that --- they didn't hear me speak, but then -
130. Subgroups formed due to linguistic/cultural familiarity				22:8	I:	When they -
				22:9	R:	- when they looked at me.
	Appearances can be deceiving at first			22:10	I:	Looked at you.
				22:11	R:	Yes.
				22:12	I:	And how did you feel about that?
				22:13	R:	*I was a bit, I don't know, weird-out. I was like,*
131. Unsure where she as a Polish girl fitted in	Uneasy about her Polish identity being compromised/questioned			22:14		*"Why?" But then, yes, I think it's basically the*
				22:15		*fact that there was a lot of different cultures, so I*
				22:16		*didn't know if I would fit in, because there was*
				22:17		*these groups of Spanish people and then*
			Uncertainty regarding which group she belonged to	22:18		*different groups forming, basically, based on the*
132. Diverse friendship group	Her thoughts and observations that peer groups formed based on culture - no place for her			22:19		*culture. I was like, "Where am I supposed to*
		'Weird out' - feelings of unease?		22:20		*go?"*
				22:21	I:	Okay and what was the result of that then?
				22:22	R:	*Now my group of friends is quite diverse, it's*
133. Exposed to diversity for the first time				22:23		*more people from different backgrounds and*
	Insecure regarding her place amongst her peers due to the abundance of different cultures			22:24		*cultures.*
				22:25	I:	And how does that feel to be part of --- to be a
				22:26		polish person, I guess, within a mixed group?
			Part of a diverse group of friends	22:27	R:	I don't know, it feels almost like normal. I don't
				22:28		really --- *if I thought about that maybe, I don't*
				22:29		*know, three years ago, still back in Poland, I*
				22:30		*wouldn't actually be able to imagine it. But then*
				22:31		*now it just feels quite natural.*
	It is possible to have friends from many cultures despite initial perceptions		Being part of a diverse group would have felt unimaginable before but now feels natural	22:32	I:	So it's more you have to experience it maybe?
				22:33	R:	Yes.
				22:34	I:	And what about thinking about maybe the

				22:35		**wider community. Is that something that feels**
	Exposed to many different cultures that she may not have known in Poland			22:36		**natural as well, just being a Polish person in the**
134. Feelings change over time – feels natural (growth)				22:37		**London?**
				22:38	R:	Yes, there's quite a big community of Polish
				22:39		people working in London. _But yes, it doesn't_
				22:40		_really feel weird any more. It just feels natural. It_
	Well integrated into the wider community - period of growth			23:1		_feels like home._
135. Feels like home				23:2		**Okay. That's really interesting. Is there**
				23:3		**anything I should have asked you or that you'd**
			Natural to be here	23:4		**like to mention that I haven't thought of, or you**
	Used to feel weird		Feels like home	23:5		**think might be rather important to say?**
				23:6	R:	Not really, no, I don't think so.
				23:7	I:	**No?**
				23:8	R:	No.
				23:9	I:	**How have you found the interview?**
				23:10	R:	It was good, yes.
				23:11	I:	**Yes?**
				23:12	R:	I hope I've provided some -
				23:13	I:	**No, it was really interesting, thank you. Was**
				23:14		**there anything that was, I suppose, that you**
				23:15		**enjoyed talking about?**
				23:16	R:	I enjoyed talking about the differences between
				23:17		England and Poland.
				23:18	I:	**Yes. Is there any other differences that come to**
				23:19		**mind that we didn't -**
				23:20	R:	_Maybe like celebrations of, for example, here --- I_
				23:21		_mean in this school not many people really_
				23:22		_celebrate Christmas. For example in Poland it's a_
				23:23		_really big event, so yes -_
136. Tolerant towards difference			Differences in importance of celebrations	23:24	I:	**So we're coming up to Christmas now, is that**
	Cultural differences take time to get accustomed to			23:25		**something you've noticed then?**
				23:26	R:	Yes.
				23:27	I:	**And how does that?**
				23:28	R:	I don't know, it makes me feel a bit weird
				23:29		sometimes when I'm about to wish someone
	Get a sense that Agata is very understanding and tolerant of difference			23:30		merry Christmas and I'm like --- I remember they
137. Learning about other cultures from others				23:31		don't really celebrate it, so it's like okay. _It's not_
				23:32		_a bad thing, it's just a different way of life -_
				23:33	I:	**So maybe you have a diverse group of friends,**
				23:34		**but that's maybe something different, I**

				23:35		**suppose, that not everyone has the same**
				23:36		**celebrations. I mean I'm sure --- are you**
				23:37		**interested in hearing how other people -**
	Sharing traditions with her peers and learning from them			23:38	R:	Yes for example for Eid I sometimes I ask, "What
				23:39		do you do?" And when they have the henna,
				23:40		that's really nice as well and I sometimes ask,
				24:1		"How can you do that like that, it's so nice?" *And*
			Interest in others' traditions	24:2		*they ask me about my traditions as well.*
				24:3	I:	**And you're happy to share that with them?**
				24:4	R:	Yes.
				24:5	I:	**Okay. Was there anything that was difficult to**
				24:6		**talk about?**
				24:7	R:	Not really, no particularly, no.
				24:8	I:	**No, it's really interesting to hear all about your**
				24:9		**experience. I'm glad you've had a positive one,**
				24:10		**so thank you very much.**

Appendix F: Participants' subordinate themes, emergent themes and associated verbatim transcript extracts

	Jakub - Subordinate themes, related emergent themes and sample of quotes	
Subordinate Themes	**Emergent Themes**	**Sample of Quotes**
Feeling like an outsider	Like a lost sheep following the herd Feeling lonely Feeling like an outsider looking in Felt excluded by peers in the beginning Peers ignoring him made him sad Shyness being a barrier to making friends Being alone Fear of being rejected by peers Feeling silenced Believing he would always be friendless Leading a solitary existence at first Surrounded by strangers Peers not engaging with him Getting head around the unfamiliar A lot to get head around at the start	"I just walked around with the people that were in my class, because I didn't know where to go, and just followed them around". (3:18 - 3:22) I'd say I was probably being lonely. (14:14) "I felt different at the start. Like an outsider looking in. I was on my own a lot". (9:23 - 9:24) "No-one like really wanted to choose me to be in their group". (8:7 - 8:8) "Probably like if I was trying to speak to someone but they just didn't speak to me and walked away." (10:22 - 10:23) "It was hard to make new friends because I wasn't able to talk to them. I felt too shy to speak with them". (2:18 - 2:19) "I was on my own a lot". (9:24) "I felt like people were staring at me and talking about me but I couldn't understand them". (9:28 - 9:29) "I felt like I couldn't talk". (3:26) "I thought I would always be alone and not have friends and this made me feel sad". (9:31 - 9:32) "I didn't mostly speak to anyone; I just walked around with the people that were in my class, because I didn't know where to go". (3:18 - 3:21) "I didn't know anyone". (9:19 - 9:20) I'd speak to them, because without English they didn't really want to speak to me because they didn't know what I was saying". (8:34 - 8:38) "I just didn't know what was going on". (14:17 - 14:18) "I just didn't know what was going on". (11:17 - 11:18)
Receiving support	Helpfulness of teachers Patient teachers Regular in class support from teachers Support from same-language peers valued enormously Teachers would be more helpful if they spoke Polish Strong student-teacher relationships	"So the teachers helped a lot". (6:16 - 5:17) "They spent a lot of time with me to explain how to do the work". (6:16 - 6:17) "They always helped me like in every lesson, and to do my work for example". (5:33 - 5:34) "Probably my Polish friend that when I was, for example, outside of school, helped to translate to the other people". (6:36 - 6:38) "It was difficult because they only spoke English". (4:2 - 4:3) "It's good". (7:28)

A sense of loss	Longing for old life Being separated from mother and brothers Missing family Separation from family was emotional Life was easier in Poland Importance of maintaining relationships with those in Poland Scared of the unknown	"I just felt like I wanted to go back at first. Because I just didn't like it..". (4:23 - 4:24) "Yeah, my mum is still in Poland". (1:21) "I missed my family. It took time to get used to being away from them". (4:34 - 4:35) "It was sad leaving my Mum and brothers behind". (2:39) "Things were easier in Poland. I had my friends and understood everything in school. Here was harder". (9:36 - 9:37) "It's so nice to see them as I miss them a lot. I go every Christmas and Summer holiday. I always feel very happy to see like old friends and family". (3:3 - 3:9) "I was quite scared. I didn't know what to expect". (2:7)
Communication challenges	Fear of making mistakes in English Able to identify with other non-English speakers Feeling apprehensive about learning a new language Motivation to speak English Felt that language was the main difference between life in Poland and the UK Pre-occupied with his struggle with English Progression with English took time Not being understood made him sad Inability to communicate with others Not understanding teachers a huge hurdle to overcome Struggle with writing Feeling confused Self-doubt Feelings of inadequacy Impatience of peers	"I worried about making mistakes with my English". "Because most people that come here, new people, they don't know how to speak English. So it would be like no-one would speak to them. So they won't be able to speak back and don't know what's going on in the school". (11:6 - 11:10) "Because I didn't know how I was going to communicate with other people". (2:8 - 2:9) "I was able to like make friends faster". (12:27) "There's not much difference, it's mainly the language. It's mostly the same" (2:30 - 2:31) "I think only the English. Mostly it's the same in every school". (6:2 - 6:3) "Just being unable to communicate for many months. It took a long time before my English improved". (9:39 - 9:40) ".. if you wanted to speak to someone and they didn't want to speak back to you, because they didn't understand what you were saying". (14:7 - 14:11) "It was hard to make new friends because I wasn't able to talk to them". (2:19 - 2:20) "It was difficult because they only spoke English". (4:3 - 4:4) "Trying to help me write in English. Writing was very hard at first". (5:22 -5:23) "I just didn't know what was going on". (14:15) "I worried about making mistakes with my English". (6:12 - 6:13) "I couldn't ask for help as I couldn't speak much English". (3:25 - 3:26) "..sometimes they won't help you, because they feel that you should understand.." (5:14 - 5:15)
Struggle of being a minority	Does not associate difficult transition with being Polish Transition would be difficult for anyone from a foreign country Impact of being a minority Being a minority was difficult Being one of only 2 Polish students in his year.	"I don't think so. Anyone from a different country would start the same". (10:40 - 11:1) "Because most people that come here, new people, they don't know how to speak English. It would be hard for them". (11:6 - 11:8) "There was not many Polish people in the school". (9:25) "There was not a lot of people to speak ... that was able to speak my language, the teachers. They could like help more if they could speak Polish". (3:37 - 3:39) "Because there was only like one student that was able to speak Polish". (11:16 - 11:17)

	Willingness to share his culture with others	"For example if they knew like about my culture or something, just knew something". (11:33 - 11:34)
	Forming an alliance with another Polish student	"Yeah there was one boy that spoke Polish. In Year 7 at the start I was in a different class, but then they moved me to his class which was better". (7:8 - 7:10)
Belonging as an ongoing process	Understanding and communication relate to belonging	"I feel more accepted, and it's easier for me to like speak to people and understand how to do everything". (8:14 - 8:16)
	Belonging took time	"Starting in the new school was hard so for most of Year 7 if felt like I didn't belong". (10:3 - 10:4)
	Belonging to the school takes time	"So I didn't feel like I belonged then...it took time". (8:8)
	Settling in took several months	".. but after like a few months I started to like the school and the new country. I started to make some friends and my English improved". (4:23 - 4:26)
	Fitting in equates with happiness	"I feel like I fit in more now... I feel happier". (8:9)
	Successfully adapted to new environment	"Yes things definitely got easier and I got to know how everything in the school went". (13:25 - 13:26)
	Peer acceptance is important	"I feel more accepted". (8:14)
	Need to belong in school in order to want to be there/School being a substantial part of his life	".. if I didn't belong to the school I don't think I would want to come here to school, or be here in this country". (8:22 - 8:24)
	Friendships and English fluency contribute towards belonging	"By the start of Year 8 I felt things were better as I had made some friends and my English was much better". (10:7 - 10:8)
	Becoming familiar with a new environment	"I got used to the way the school was". (4:28)
Meaningful father/son relationship	Father helped him learn English	"Probably my dad. Because he told me to ... like he helped me to learn English, because he already knew English, so it's easy for me to speak to him". (5:1 - 5:3)
	Dad providing containment	"I felt lonely at the start. I was able to talk to my dad about it which made me feel a bit better. He said it would get better". (10:26 - 10:28)
	Dad's role was to reassure	"My Dad told me that it would take some time and to try my best". (9:32 - 9:33)
	Close relationship with dad	"My Dad. Just the two of us moved over together". (1:18)
	Dad was primary means of support with school work	"He was able to help me with my homework and explain things to me". (5:6 - 5:7)
	Role of dad as encourager	"My dad helped me to like learn English and support me to ... He encouraged me". (10:14 - 10:18)
	Dad giving support	"No, nothing. Just in school and my dad". (5:29)
	Dad giving support	"...if I was sad because something happened in school, so he would support me like the next day I would go back to school..". (10:15 - 10:18)
Building up confidence over time	Reaching out to peers	"Probably try to make friends. I'd try speak to them...". (8:34 - 8:35)
	Being brave enough to approach others	"I had to be brave". (6:11)
	Developing self-confidence	"I mean at the start I just followed people around, but after a few months when I started learning English I started to speak to them". (6:5 - 6:8)
	Has made lots of friends	"I have a lot of friends now like in school and outside the school". (6:31 - 6:32)
	Not afraid to ask for help	"I always tried to ask them for help and they gave me the help". (7:29 - 7:30)
	Important not to be scared to speak to other people	"..don't be scared to speak to other people, and try to make new friends". (13:34 -13:35)

	Participating in sport facilitated learning English	*"There was a lot of sports that help me learn the language. I got to play sports at lunchtime and after school". (3:31 - 3:32)*

Lukas - Subordinate themes, related emergent themes and sample of quotes

Subordinate Themes	Emergent Themes	Sample of Quotes
Processing change	Thrill of migrating Embarking on a journey to a new life Approaching adolescence but still innocent Migration seen as a fresh start Change is overwhelming Overwhelmed by prospect of unfamiliarity A life in the UK would bring more opportunities Superiority of UK education system Contrasting school environments Contrasting school environments English proficiency linked to increased opportunity Reflecting through rose-tinted glasses Contrasting school environments	*"It was exciting and it was my first time". (1:3)* *"Moving to this country. I had never been to England before". (1:6 - 1:7)* *"And it was fun, like an adventure, when I was on the boat". (1:12 - 1:13)* *"So my mum decided to move here so we would have a better life". (2:2 - 2:3)* *"It's actually loads of stuff different. I can't even name it".* *"I was thinking if I go to the different country, I wouldn't know anything". (3:3 - 3:4)* *"I think to get a better education". (2:5)* *"Schools are better here than in Lithuania. My Mum wanted the best for me and my brother". (2:6 - 2:7)* *"Because like every single time the class passing by, like. There is much more people so there is always a lot of noise when walking around the school". (2:34 - 2:36)* *"..it's like more space. And I remember like a garden, where you can play football. And there were trees". (2:24 - 2:26)* *"Yes, of course. Because I didn't know any English before and now that I do I will have the chance to get a better job". (2:11 - 2:13)* *"Not really. It was everything good for me". (4:19)* *"In Lithuania, we did not have that". (4:26)*
The migrant-self	Retaining Lithuanian identity Seeing the self as a migrant/as different Appeal of diversity Making a sacrifice Keeping links with family in Lithuania Leaving family behind Disconnected from father	*"..in my country.." (2:24)* *"I think it would be easier if you're born in London and then you just go to school, because it's your own language and that's your first language and you look normal, than if you are from a different country". (10:35 - 10:39)* *"I like living in London There are people from many different countries here so that is interesting. My town in Lithuania was very small and sometimes boring". (11:4 - 11:6)* *"I miss it a little bit, but I need to make my English better so it is important to be here. I want to be a designer after school so I can do that in this country. Maybe go to a college for design. I don't know if they have that in Lithuania so I need to stay here". (11:11 - 11:15)* *"We talk sometimes on the phone with my family that are still there…. my Grandma". (11:6 - 11:8)* *"Yes, most of them. Like most members of my family are still in Lithuania". (1:22 - 1:23)* *"I don't have a dad. Well, I actually don't ever see him. I haven't seen him since I was very young so I don't really remember". (1:33 - 1:35)*

Worry around lack of understanding	Futility of living somewhere better yet being unable to communicate Feeling deskilled Worry about his level of English Confusion Overcoming struggle with literacy Being vulnerable Worry about being judged on standard of English High expectations of the self Lack of understanding Lack of understanding Sadness Importance of being understood by others	*"There's no point to go to the other country if I can't speak the language". (3:4 - 3:5)* *"I know in my language all of it, but I didn't know how to say anything in English". (3:7 - 3:9)* *"A bit sad as they knew me and knew that my English was not that good. New teachers didn't know this and I felt worried about this". (4:2 - 4:4)* *"So confusing". (5:2)* *"It was the spellings. In my country, how you say the word, you seem to write it, but here, it's like different, it has like more letters. It confused me". (6:5 - 6:7)* *"I got lost many times". (5:32)* *"I worried my English was not so good". (7:24 - 7:25)* *"..even though I have been here a few years, I still don't know everything". (9:28 - 9:29)* *"Because like other people maybe want to be friends, but I can't understand anything". (5:1 - 5:2)* *"I can't understand some of the people what they say, sometimes". (4:33 - 4:34)* *"I was sad when I couldn't understand". (4:39)* *"They might not understand me". (4:4)*
Receiving support from others	Parental support/Peer support Utilisation of practical strategies Additional support provided by the school Help is ongoing Support from mother Relationship with little brother Family as a cohesive entity	*"I think my mum helped me to talk a little bit of English. And then some of my friends". (5:9 - 5:10)* *"I think they had a dictionary they gave me and I translate. Or I think on the internet. I used Google Translate". (5:15 - 5:16)* *"It was most of the time just for helping me. I went maybe two or three days a week and learned vocabulary and could ask questions about my homework. It was mainly a club for doing homework I think. It was helpful because it helped me understand better and improve my English". (6:13 - 6:17)* *"They still help me with my English, even though I have been here a few years.." (9:28 - 9:29)* *".. my mum help me read some books, do the alphabet". (3:5 - 3:6)* *"..when I'm playing with my brother, he always talks English, because he doesn't know any Lithuanian". (3:18 - 3:19)* *"My mum and my brother. We stuck together". (1:19)*
Valuing peer relationships	Friendships are essential Peers exceeding his expectations Reaching out and being reached out to Valuing peer relationships Same language peers as a protective factor	*"Because if you don't have friends, like you don't have anyone to ask for help. You would be on your own and that would be very hard". (5:34 - 5:36)* *"But before I came here, I worried that the other students wouldn't care about me or be helpful. But that wasn't true". (10:17 - 10:19)* *"People were sometimes willing to help me. But sometimes I have to go and ask them, like if I didn't understand something. All the students are usually helpful. I got to know people that way". (7:4 - 7:7)* *"Maybe spending time with my friends. I play with my friends – table tennis. At lunchtimes and sometimes after school and at break times. I enjoy it a lot as it's a chance to talk to my friends and be together". (6:30 - 6:33)* *"I think one boy is in Year Ten and he can speak, Lithuanian as well, yes, it would be nice if there were more Lithuanian people here so I can communicate more, especially at the start. But there's none, so".*

	Peer role-models	(6:37 - 6:40) "They helped me – like I didn't know what classes I had and then they looked in my planner and they showed me what the class was and where I had to go". (5:29 - 5:32)
	Others students supporting him	"If I ask them. If they don't know as well, then my friends ask the teacher how to do the work or something". (9:34 - 9:36)
	Supporting others	"..the teacher gives homework and the person doesn't know how to do it and I do know how to do it – just try to explain to him how to do it and then he will maybe go back home and try to do the homework. (8:38 - 9:2)
Impact of teacher relationships	Interactions with teachers are significant	"Yes, I always get on well with the teachers. I like Art. The teacher, I know him from the start of Year Eight". (7:11 -7:12)
	Values consistent relationships with staff	"He's my Form Tutor now and he helps us all sometimes. I see him every day which is good as he knows me well now". (7:15 - 7:17)
	Constantly adapting	"I got to know loads of teachers but some of the teachers left over the past few years and I had to get to know new teachers". (3:3 - 3:36)
	Change was disruptive	"But sometimes I think when I was in Year Nine, it was like different teachers, sometimes. We would have the same teacher for a few months and then another one would come and I wouldn't know them. That was hard as the teacher was always changing". (7:20 - 7:24)
	Teachers' belief in him	"They care about me and want me to get better grades. They care that I do well and improve my work all the time". (9:22 - 9:24)
	Being looked out for	"The teachers show that they care and were helpful to me in the classroom. They check that I understand what they are talking about. The other students were caring about me too". (10:14 - 10:17)
	Teachers exceeded expectations	"People were a lot more friendly to me. The teachers checked on me to see was I ok so I felt people cared about me". (3:27 - 3:29)
Achieving success	Being good enough Motivated for success Period of growth and development	"It took a few years before my English was good enough". (5:23 - 5:24) "I have more confidence and I try hard at improving my work". (5:25 - 5:26) "Yes, I improved with my learning. I'm more confident now and I think the classes are easier than at the start". (6:23 - 6:25)
	Having a sense of accomplishment at being bilingual Having a sense of fulfilment	"But I am lucky because I now can speak Lithuanian and English". (3:22 - 3:23) "There is the chance to learn many subjects here like Art and Music. Also PE is better as we do a lot of different sports and we can do swimming in the pool. Also, the school has a farm so we can grow some food and look after the vegetables". (4:22 - 4:26)
	Having a place in the school Enjoying being at school Happiness at school	"I think that the people in the school are happy to have me". (9:7 - 9:8) "I like coming to school and feeling part of the school". (8:3 - 8:4) "At the start if I was on my own, people would come over to me and ask me did I want to play table-tennis or football with them. I would hang out with them every lunch-time then. After a few months I knew more people. I think this school is a good place to be". (9:38 - 10:3)
	Valuing learning	"Learning is important to me". (8:4)

Importance of belonging	Not belonging at school has implications	"I think if you don't belong in the school, you have to find a different school. And find different teachers" (8:9 - 8:11)
	Not belonging at school has implications	If you feel like you don't belong in a school it would be hard to be there". (8:9 - 8:14)
	Positive behaviours of others enhance belonging	"Because some people are like helping me. So to make me understand and know more. So maybe that". (8:1 - 8:3)
	Questioning sense of belonging	"I'm not sure sometimes". (7:37)
	Having a sense of purpose	"People helped me when I started at this school so I try to help other new people when I can". (9:4 - 9:5)
	Communicating essential in order to belong	"Communicate with everyone, I think". (8:17)

	Agata - Subordinate themes, related emergent themes and sample of quotes	
Subordinate Themes	**Emergent Themes**	**Sample of Quotes**
Connecting with peers	Reaching out to others Friendships formed early on helped with settling in Sharing interests with peers Having a group of friends Expanding peer group through connecting with others Being more included amongst peers Being approached by peers Putting herself out there Peers more influential than teachers Reciprocal relationships amongst peers Having more in common with peers than first thought Hasn't experienced negativity Peer group widening Making friends was difficult due to being shy Difficulty making friends in the beginning - somewhat painful experience to recall Making friends was a gradual process Absence of hostility Peer support extremely valued Reliance on peers	"Reach out" (4:11) "I think the new friendships that I made on the first day.." (6:20 - 6:21) ".. you have many things in common with and you can talk about that too." (16:30 - 16:32) ".. I think it's mainly the fact that I had like a group of friends.." (17:1 - 17:2) "..I could make friends with other people that they were friends with...so that kind of expanded my peer group". (17:5 - 17:8) "I just felt like they were including me in their conversations that they had." (20:14 - 20:16) "...they would come up to me and ask about some things and ask how I am." (21:13 - 21:14) "..reach out to people who I don't really speak to normally. Just reach out to them and try for a conversation which helps." (17:28 - 17:31) "I don't really think teachers had an impact on that. It was mainly the people in the class.". (20:22 - 20:24) "I mean I had to reach out to them, but it was like they were also reaching out, it was mutual also". (21:16 - 21:18) "..the people that you thought you had nothing in common with, you actually find out that you have many things in common with". (16:29 - 16:32) "Not that I remember. I don't think so". (12:37) "... in every class I have someone I can at least talk to, so that's really good". (13:7 - 13:9) "I found it quite difficult to actually make friends because I was shy". (2:14 - 2:15) "I don't know, I think it's mainly because, I don't know.." (2:12 - 2:13) "I think at the start, as I said, I only had a few friends in my classes.." (6:40 - 7:1) "..there wasn't any hostility or anything." (8:36 - 8:37) "And, yes, that helped me a lot because I could just go to them if I needed help or if I didn't know, if I was confused about something". (9:13 - 9:15) "I would just ask people". (10:17)
Communication with peers	Level of spoken English was a facilitative factor in coping at school Communication helped prevent loneliness Importance of communication skills Advantageous if staff spoke Polish to support EAL students	"Having good English. I think that's what made it easier to cope with the fact that I didn't have any support". (11:7 - 11:9) "No, I've not really ever felt lonely, because of the English that's why I could speak to anyone, to be honest". (11:29 - 11:31) "I think mainly the communication skills, because when some people come here and they don't really speak English, they're quite lonely, I think". (11:19 - 11:22) "I think that would be really helpful with school work and maybe other things like friends and just like practicing that language". (15:34 - 15:36)

	English proficiency facilitates social and academic progress	"..the fact that I already spoke English, a little English, made it easier because I could find friends easier because I could communicate with them. And also in lessons it was much more easy to understand the topics and the subjects". (4:17 - 4:21)
Growing accustomed to a new system	Differences in the structure of the school day	"..in Poland after each lesson you have five minutes, short five minute breaks, where you can leave, go and eat food, or whatever, go to the toilet. And then here I came here and it was two periods then 20 minute break. And it was a bit different because it's quite difficult to actually to manage your time". (14:25 - 14:32)
	Getting used to new teaching styles/methods	"..the subjects were a bit different. I mean they were taught differently". (9:28 - 9:29)
	Physical differences in school environment	"Because before I was used to just one building, just one building and that's it, but here it was different buildings, bigger classes and things". (9:5 - 9:8)
	Not used to moving around classes	"..because in Poland we only had --- you were only in one certain class for every subject". (7:3 - 7:5)
	Contrasting education systems in Poland and UK	"The educational system is really different". (2:33 - 2:34)
	Making subject choices earlier	"..we pick our subjects in year nine, that was a new thing as well". (3:4 - 3:5)
	Difficulty adjusting to UK education system	"So I found it quite hard to actually study because I didn't know where to study from. ". (2:38)
Facing adversity	Stressful decisions about subject choice	"I was a bit stressed about what to pick". (3:15)
	Confusion around knowing what to study	"And I was like, "What's happening?". (2:39 - 2:40)
	The vulnerable self	"I was going into a new school, new country, so that was quite a difficult time I think". (1:9 - 1:11)
	Starting school mid term	"It was in November". (5:23)
	Having so much to remember	"I didn't remember any of the names, so I would have to ask many times, the same people, like, "What's your name?". (7:15 - 7:17)
	Behaviours of others impacting on learning	"And then I think each class had a different environment, so one class was quiet, another class was a bit more loud and rowdy and so that made me --- I think that made me a bit --- I think that made it a bit difficult to learn certain subjects". (7:20 - 7:25)
	Hard to concentrate in class due to others' behaviour	"But also I didn't really like the atmosphere in the class, because it was really loud and it was hard to concentrate". (8:1 - 8:3).
	Getting lost	".. I got lost on the first few days". (9:11)
	Not understanding specific tasks in class	"for the homework I didn't really --- sometimes I didn't understand the question or for English I didn't know how to write an essay because I wasn't really used to". (13:36 - 13:39)
	Reactions of others can be unpredictable	"And then wondering if they would laugh at me and things like that". (18:37 - 18:38)
	Growing-up - moving from childhood to adulthood	"I'm not a child any more". (1:28 - 1:29)
	Insecure about Polish accent	"And especially, I was insecure because of my accent, I had a Polish accent I think. So, yes, I was quite insecure about that". (18:34 - 18:36)
Feeling accepted within the school system	Avoided isolation	"I've not really ever felt lonely, because of the English that's why I could speak to anyone, to be honest". (11:29 - 11:31)
	Friendly/polite teachers	"..they're also friendly and polite". (6:23 - 6:24)
	Approachable teachers	"They were approachable". (6:34)
	Feelings change over time – weird to natural (growth)	"But yes, it doesn't really feel weird any more. It just feels natural". (22:40 - 23:1)
	Feels like home	"It feels like home". (23:2)
	Feeling like she has been here for years	"I think I just got used to all the people around and all the teachers and all the subjects. Now it's just feels like I've been here for years". (10:30 - 10:32)

	Integration process takes time	"I feel like I became more integrated into the school life because at first.." (13:6 - 13:7)
	Things improving	"I think it's a positive experience, it's good, yes. So things have definitely improved, yes". (13:16 - 13:18)
	Feeling accepted early on	"..it just felt like they were accepting me already, so that was good". (5:37 - 5:38)
	Belonging takes time	"I think it's just the more time I spend here, the more time I spend here it's just you get to know more people."(16:28 -16:30)
	Process of becoming accepted wasn't easy	"I think that I'm fairly accepted by people. And that it's not like I'm separated and I'm not included in things. But that was not the case when I came here". (16:18 - 16:21)
	Impact of shyness on being accepted	"..maybe I just was a bit too shy or something and people wouldn't really approach me. But now obviously that's different, yes". (16:23 - 16:25)
	Mental health problems can be a repercussion of not belonging	"It can lead to a lot of things, I don't know, like sadness or sometimes mental health problems, so it depends". (17:22 - 17:24).
	Being guided	"I think there was one person in my form who would --- I would follow around, so when I didn't know where to go they would tell me, show me which classes I was in, so that was really helpful". (9:1 - 9:5)
	Welcoming teachers	"I have received, I think, a very warm welcome from the teachers as well". (13:23 - 13:24)
Being underestimated by others	Identity as a learner being affected	"..in maths, we were doing things I already knew how to do because we did them in Poland and things". (7:38 - 7:40)
	School having low/inaccurate expectations of EAL students	"I think I was in one of the bottom sets, because when I came they put me in the bottom sets". (7:29 - 7:31)
	Lack of control over her learning	
	Frustration at school staff's inaccurate perceptions of her ability	"..maybe it's a wrong suggestion to make, but maybe it was because I came from a different country so they maybe thought that I would need more support and more --- start easier". (8:7- 8:11)
	Resentment towards teachers	"..maybe make them test me and then put me in a set according to the result. Because I think they just put me wherever". (8:24 - 8:27)
	Being held back	"I was in the bottom sets for a year". (8:14 - 8:15)
	Impact of being a minority meant she was not prioritised	"I think it's the fact that it was just two people in our school, not school, but in our year who were from Poland". (15:22 - 15:24)
Taking control	Knows her own mind	"Yes, I think the homework and the previous topics". (13:32 - 13:33)
	Managing one's time in the school day	"And it was a bit different because it's quite difficult to actually to manage your time". (14:30 - 14:32)
	Self-management	"No I would do that myself". (9:39)
	Taking ownership of the learning	"So when people would be like, "Oh yes we did this in year eight", I didn't really know what it was. So I had to go home and read". (9:34 - 9:36)
	Self-management necessary due to lack of support	"I came into the school and had to manage everything on my own". (10:38 - 10:39)
	Necessary to take initiative	"I had to go out of my way to study and to maybe catch up on certain topics". (11:14 - 11:16)
Experiencing success	Feeling comfortable in class	"..they made sure that I felt comfortable in the class". (13:29 - 13:30)
	Development of skills over time	"I guess it's just practice. Through the years I just developed that skill, because we did it in class many, many times". (14:8 - 14:10)
	Desire to be successful	"..so when I caught up with all the topics that helped me to do better". (10:10 - 10:11)

	Feeling a sense of accomplishment Pride in oneself Having self-confidence to speak with others Losing inhibitions Teachers valuing her opinion Regards learning as highly important Conscientious about her work	"I think I made a lot of progress in English". (8:19 - 8:20) "..it makes me feel good to be able to speak two languages fluently". (12:2 - 12:3) "I think it's mainly just not, I don't know, shut myself away and then just reach out to people who I don't really speak to normally". (17:29 - 17:31) "I would put my hand up so make them notice me". (18:23 - 18:24) "So that felt that they, I don't know, like my opinion was valuable. And they wanted me to speak up". (21:4 - 21:6) "..but it was just basically I wanted to choose the right subjects that would help me in my future career". (3:16 - 3:18)
Coming to terms with change	Reluctant to embrace change Being reunited with parents Migrating was a difficult process Adolescence can be difficult Starting afresh UK seen as having greater prospects Missing those closest to her Time to process upcoming change/upheaval (mental preparation) Leaving everything behind Thinking about the future Not knowing what to expect	"I just wanted -- I wanted to stay in Poland". (2:4 - 2:5) "I moved because my parents, they worked here for quite a long time, I think five years and I used to live with my grandparents in Poland. So I moved to basically be with my parents". (1:3 - 1:6) "And I think it was quite a difficult process at first, because I was leaving my friends and my family and my environment I knew.."(1:6 - 1:9) "..because the teenager years are difficult.." (1:29 - 1:30) "I was going into a new school, new country.." (1:9 - 1:10) "They came over mainly because of the fact that they would earn more money here compared to the minimum wage in Poland". (2:23 - 2:25) "I think the only thing that was difficult was just leaving my family behind". (4:28 - 4:29) "And I was mentally preparing myself". (4:36 - 4:37) "..but at leaving time it was just like this thought in my mind, in the back in my mind that I'm leaving everything behind. (5:3 - 5:5) "But I know that even before that I was thinking of moving out of Poland to go to university". (5:12 -5:14) "I was going into a new school, new country, so that was quite a difficult time I think". (1:9 - 1:11)
Fears	Feeling terrified of being on her own Scared of change Fear of being an outsider Having negative expectations of others Fear of ridicule from peers Natural to fear joining in with a group Overcoming fear of speaking up in class	"I was terrified. I think I was mainly terrified of the fact that I didn't know anyone, that was a huge factor, I think". (6:8 - 6:10) "..it was just the fact that it was the change that scared me". (1:12 - 1:13) "I was a bit scared I'm not going to be able to integrate into a new school and a new environment". (2:7 - 2:9) "I thought no one was going to talk to me or no one was going to approach me, which didn't turn out to be the case." (6:10 - 6:13) "Yes, that was a bit scary at first, because I thought that they might, I don't know, mock me or laugh at me or something". (17:38 - 17:40) "I just think it's just like a natural feeling to have when you don't really know people and you try to make friends. And especially when they're already have a group of friends". (18:3 - 18:7) "Maybe in class. Maybe speak more, so when the teacher would ask a question I would put my hand up so make

	Catastrophic thinking	them notice me". (18:23 - 18:25) "It was a bit scary, it was like the thing with going up to people and talking to them. So I thought maybe someone might laugh at me". (18:31 - 18:33)
Holding on to one's sense of national identity	Having a strong sense of self Sharing a part of oneself Proud of one's culture Sharing one's culture with others Needing to lose some of unique self Holding on to her Polish identity Future identity may change Retaining her Polish identity is important Holding on to the Polish Language Retaining a connection with Poland Others questioning her Polish identity Unsure where she as a Polish girl fitted in	"Because back in Poland that was just --- it was mainly people just like me, quite similar..".(3:37 - 3:39) "..whenever someone asks me about it, they are really impressed". (12:1 - 12:2) "..that's really good, because I didn't know that people would be interested in the Eastern European countries and culture and things. Because you see people more focused on French and Spanish and things, so that made me happy". (12:12 - 12:16) Sometimes some of my friends ask me, "Oh how do you say this?" or "How would you say this?" when they point to a word or something, so yes that's when I speak to teach them. (12:6 - 12:9) "I think I've lost it. When I speak Polish, obviously I still have the accent, but I don't know". (19:10 - 19:11) "I see myself as a Polish person I think". (19:10 - 19:11) "I mean I don't really see myself as British, maybe it will take more years for me to, I don't know, to identify as that". (19:14 - 19:17) "I read quite a lot of Polish literature. So, yes, that's what I do. And I think mainly because I still have --- I'm still in touch with some of my friends in Poland. So when we message each other or something, or talk, then it's in Polish". (19:25 - 19:29) "It's mainly, I think, about not forgetting the language". (19:38 - 19:39) "And because I think most years, every year I go for some holidays". (20:1 - 20:2) "At first people told me that they thought I was English" (22:5 - 22: "..and then different groups forming, basically, based on the culture. I was like, "Where am I supposed to go?". (22:18 - 22:21)
Experiencing difference	Being exposed to difference for the first time Inquisitiveness about difference Surprised to find herself part of a diverse peer group Appreciating difference Diversity is positive Exposed to students from diverse cultures/backgrounds Subgroups formed due to linguistic/cultural familiarity Diverse friendship group Exposed to diversity for the first time Tolerance towards difference Learning about other cultures from others	"..in Poland I wasn't really exposed to different cultures and different religions, so when I came here it was a bit -- it wasn't --- I didn't find it difficult, but it was just different". (3:26 - 3:30) "I found it interesting. I wanted to know about the different cultures that people came from and different backgrounds". (3:35 - 3:37) "But I noticed that it was like a diverse group, so that interested me because I thought that, because I'm from Poland, I would stay friends with people who are like me". (4:5 - 4:8) "I think it's good to celebrate different cultures and different backgrounds where people come from. this school is a lot of different cultures and different backgrounds." (2:3 - 2:5) "so I didn't know if I would fit in, because there was these groups of Spanish people and then different groups forming, basically, based on the culture". (2:16 - 2:20) "Now my group of friends is quite diverse, it's more people from different backgrounds and cultures". (22:23 - 22:25) "I thought about that maybe, I don't know, three years ago, still back in Poland, I wouldn't actually be able to imagine it. But then now it just feels quite natural". (22:29 - 22:32) "It's not a bad thing, it's just a different way of life.." (22:32 - 22:33) "Yes for example for Eid I sometimes I ask, "What do you do?" And when they have the henna, that's really nice

Andrei - Subordinate themes, related emergent themes and sample of quotes		
Subordinate Themes	**Emergent Themes**	**Sample of Quotes**
Seeking a better life	Accepting of the decision to move to the UK Better future prospects in the UK Increased educational opportunities in the UK Leaving an unjust society UK seen as a fairer society UK seen as more secure Disparity between the old and the new Unsuspecting of possible impact of migrating Significance of age at time of move The child being prioritised/Parental sacrifice	"It was definitely a change but it wasn't that big a change". (3:34 - 3:35) "my dad thought we're going to have a better future here than there". (1:39 - 1:40) "To give me a better education I guess". (1:25) "I don't think my country is politically correct now. That's probably another reason why". (126 - 1:27) "I think we probably moved here because of economic reasons like my country's not great so, yes. (1:32 - 1:34) "I think that part of Europe has problems with corruption. So yes. I think it is more secure here". (6:17 - 16:19) "..definitely different because I used to live in a really small city, probably the size of Holland Park or Kensington, and obviously not big cities". (3:37 - 3:39) "I was quite excited I think at that age because I was moving somewhere else. I didn't understand the implications of moving somewhere else, what that might mean.." (4:10 - 4:13) "I was quite young so I don't think I had an opinion, like I obviously had an opinion but not a strong opinion". (4:8 - 4:10) "I think they were pretty much thinking about me then". (1:40 - 2:1)
Divided family	Dispersal of family Separation from family Missing family	"Yes, there's people in France, Germany, Italy, Spain, Portugal, more Italy, Israel. So, there's like people all over the place". (6:9 - 6:10) "..most of my family is like scattered across Europe so I have family in Italy, like everywhere throughout Europe". (6:4 - 6:6) "Only my grandparents I kind of miss them.." (6:3)
Being in an advantageous position	Sense of privilege Having an advantage over other migrant students Aware of his standing in society Having an advantage over others Having prior knowledge is an advantage	"..we got like foreign cultures, like politics, history... I guess we had the opportunity to learn a wider range of subjects. It's a bit like a private school, I think you had to pay for it actually". (3:21 - 3:25) "Quite helpful because obviously knowing a lot more about a place before going there is good and I feel I already kind of knew English before I came over here, so I didn't just come here with no English, or only the basics". (3:8 - 3:12) "I'm pretty sure my country is like the poorest in Europe, you know what I mean, my parents are like high middle class.." (3:27 - 3:29) "Definitely made things easier fortunately, because I already spoke the language. I didn't have to learn everything from the beginning, I already knew the basics". (4:28 - 4:31) "I mean it's definitely easier to learn English if you already know the basics, rather than starting over. Obviously if you know the basics you can then speak to people and then learn it.."(14:2 -14:5)

Feeling cared for by adults	Being supported at school	"..was quite helpful, I think they had like an English programme or something like for two months to learn the language better. Yes, that was an advantage". (6:25 - 6:28)
	Individualised intervention	"During school I think. So, I think during English. When everyone else had English, I was doing English classes, separately". (6:32 - 6:34)
	Personalised learning	"Yes, quite helpful because obviously it's much easier learning English one on one than with an entire group.." (6:38 - 6:40)
	Being thought about	"Yes, obviously the teachers checked with me if I need help". (16:31 - 16:33)
	Feeling cared about	"..most likely I'd talk to the form tutor like if I had a problem or when I was unsure what classes to go to. The form tutor has a lot of free time, so they can talk to you. Knowing that was quite helpful". (17:1 - 17:5)
	Relationship between student and teacher	"It's probably the lesson as well, like probably the lesson that I most like, I will like the teacher as well". (13:20 - 13:22)
	Accessing learning	"..they were helping me to speak English and more advanced English and to be better at having conversations". (7:15 - 7:17)
	Engagement with learning	"It's probably the lesson as well, like probably the lesson that I most like, I will like the teacher as well". (13:20 - 13:22)
Overcoming challenges	Being able to cope	"Because obviously I didn't know English that well so there was a lot to cope with". (7:5 - 7:6)
	Being overwhelmed by expectations in literacy	"..if I am still in an English class where they expect me to start analysing metaphors, similes all that stuff and obviously if can barely speak the language then I won't be very good at it". (7:6 - 7:10)
	Familiarising oneself with everything	"It took me a while to familiarise myself with everything". (7:33 - 7:34)
	Not having a choice of school	"It wasn't so great, but I don't think there were any schools that were open that had any places left so... I'm pretty sure this was my only choice because it was a little bit late when I started". (7:39 - 8:4)
	Felt he didn't learn	"Definitely wasn't great. We didn't actually learn anything". (9:33 - 9:34)
	Felt he didn't learn	"We didn't really learn anything last year". (9:25)
	Inconsistency can be disruptive	"So, we pretty much had like six or seven teachers for a subject last year, so each constantly changing". (9:21 - 9:23)
	More difficult transitioning mid-year	"I mean we moved here, I believe in October, so the school year had already started... That meant that it was a little bit more difficult to transition as everybody else already knew their teachers and what classes they had each day". (7:29 - 7:33)
	Unaccustomed to bad behaviour	"It really wasn't great and that stood out. I thought it was not good". (8:30 - 8:31)
	Behaviour levels have improved over time	".. about two or three years ago this school wouldn't really have a good behaviour system. Now if you do something you obviously get detention". (8:40 - 9:4)
Belonging as a fluctuating construct	Sense of belonging is not permanent	"I do feel like I belong here but I mean it's my last year, I don't necessarily intend to come back. But I mean generally speaking people just accept each other". (14:36 - 14:39)

	society History of being exposed to other cultures Ethnic groups sticking together	*"Yes, it was kind of like in the middle, so there are a lot of cultures there as well. There's like three different cultures.."(5:8 - 5:10)* *"People from the same place stick together". (17:18)*
Building independence	Standing up for what is right Help was viewed as unnecessary Being independent Confidence in oneself Needing help a sign of weakness Having confidence Getting on with things Reluctance to explore negative experiences Avoidance of difficult emotions Staying true to the self Good behaviour as a core-construct Being able to understand others	*"We had a teacher whenever she sat down the entire lesson if anyone talked, like a way of protesting, I felt like saying, no I don't like this, she just sat down". (9:27 - 9:30)* *"I didn't necessarily need it. Like obviously I can't speak the best English, but I can still speak English". (11:5 - 11:7)* *"It wasn't needed". (11:7)* *"So, it was much easier to communicate for me". (3:14)* *"I don't necessarily need help but if I did need help I think they would be willing to help me". (13:32 - 13:33)* *"It was okay, it was something I was comfortable doing". (16:15 - 16:16)* *"I mean there's not that big a difference. I mean it's always difficult when you start somewhere but you get used to it in a couple of days". (10:5 - 10:7)* *"I think everything was fine. Nothing really bad". (8:22)* *"No, nothing". (4:22)* *"It wouldn't necessarily change my point of view, it would be the same thing. I'm my own person". (17:33 -17:34)* *".. generally speaking, the behaviour's just bad. I think my first class was drama and there was no teacher there so everyone was just running around. This was on my first day and it was very surprising". (8:34 - 8:38)* *"Obviously it is helpful because I can understand what everyone is saying". (11:14 - 11:15)*

Ivan - Subordinate themes, related emergent themes and sample of quotes

Subordinate Themes	Emergent Themes	Sample of Quotes
Separating and reuniting	Coping with new and difficult experiences	"So we were in a small room, so the conditions weren't so good. Then it was very hard for me to communicate with other people because I didn't know any English at all. I mean, I knew a little bit, but overall, no. Then when I moved into the school, it was very hard as well". (1:5 - 1:10)
	Separation from mother	"So I was usually on holiday just to visit my mother because I haven't seen her in maybe two years". (1:14 - 1:15)
	Being reunited with Mum	"I was travelling alone and then my mother, she welcomed me in to the country". (1:3 - 1:4)
	Making tough decisions	"Then for some reason, I decided to stay here. So I didn't have the permission from my dad and stuff, so it was like a little fight for me to stay here, but essentially I'm here now, so yes". (1:16 - 1:19)
	Coping with separation	"I haven't seen my mother in a while so I was missing her and stuff, so." (1:39 - 1:40)
	Wanting to stay in Bulgaria	"But I really wanted to stay". (3:20)
	Loyalty to mother	"..I came to my mother, said that I was going to stay with her and now just leave her, it wasn't so nice". (3:18 - 3:20)
	Energised about a new start	"Well, I was excited at first, because it's a new place, a new start to everything". (7:23 - 7:24)
	Feeling guilty about his sudden departure	"I started to feel bad about doing that because I left all of a sudden without any warnings and stuff". (2:40 - 3:1)
Identifying with other ethnic minorities	Attending a multi-cultural school not important	"Yes. It's quite a multicultural school but that is not really important to me. Well, it's because I'm not really up to date with religion and culture, so yes". (17:7 - 17:11)
	Diverse group of friends	"Yes, some of them are from Japan, some of them from Mongolia, UK, Eastern Europe". (17:13 - 17:14)
	Ethnicity of others not a priority for him	"Not really, I wouldn't really care where they're from, because they're still good people". (17:17 - 17:18)
	Now part of a more diverse environment	"I guess it is quite nice as there is more variety here than in the schools in Bulgaria". (17:18 - 17:20)
	Being a minority	"I am the only Bulgarian student in the school". (12:38 - 12:39)
	Having a connection with other Eastern European students	"Well, I don't really mind, because there's some people from Eastern Europe that still have a similar language to Bulgarian". (13:1 - 13:2)
	Can understand some other Eastern European languages.	"I can communicate with them in a certain way, because some of the words are similar, so we could understand each other". (13:8 - 13:10)
	Presence of other Eastern European students would make settling in easier	"..they became my friends with time, eventually and I would have preferred it if there were other Bulgarian people here. Or Russian, because I speak Russian as well. It would

		have been easier to settle in and just understand the whole thing". (13:18 - 13:22)
Being motivated	Doing what is required of him at school	"I learnt to maybe just don't care about stuff. Just do my work when I have to, stay quiet, be nice to people". (16:6 - 16:8)
	Keen to stay out of trouble	"Because they would give me detention if I don't. The school has become much stricter more recently"' (16:12 - 16:13)
	Doing well at school	"I'm doing well". (14:14 - 14:15)
	Being motivated in school	"Rewards assemblies, they really motivated me to do work actually…. Basically they give out rewards for doing good in class, for example – a gift card or something". (11:23 - 11:27)
	External motivators	"Because I still have things to be motivated by outside of school". (14:8 - 14:9)
	Being motivated by family	"When I got good grades, they were maybe giving me money or something like that". (11:30 - 11:31)
Being seen as an easy target	Experienced discrimination due to not speaking English	"..they were spreading rumours about me, yes. I couldn't speak English, because that was apparently a bad thing and just behaviour, the way they were treating me wasn't so well. (6:39 - 7:3)
	Hurt feelings	"I felt so so bad then". (7:3)
	Being alone and feeling like an outsider	"I felt quite lonely and just an outsider". (7:5)
	Getting lost	"Just walking around the school, because I couldn't remember all the rooms at first. Yes, that was it. Sometimes, getting lost". (7:8 - 7:10)
	Unkind treatment at the hands of peers	"People, like students in general weren't so good to me". (6:30 - 6:31)
	Loneliness	"And now I'm just sitting there with no-one, it wasn't so great". (3:9 - 3:10)
	Short-lived curiosity of peers	"Because at the start, everyone was like very interested in me..". (6:31 - 6:32)
	Migrant seen as an easy target	"So when a new student comes, they're very interested, but then they just talk about stuff about them. Lots of them don't really want to communicate". (6:32 - 6:35)
	Being physically and verbally bullied	"..getting pushed in line, that sort of thing. Maybe just people making fun of me". (9:29 - 9:30)
	Keeping head down and ignoring bullies	"I was just trying to ignore most of the things and get on with it". (9:34 - 9:35)
	Being picked on	Well, maybe not being picked on. Other students could have been more welcoming at the start. (8:23 - 8:24)
Process of being accepted	Being treated better after some time	"Most of the people are nice to me now". (14:40 - 15:1)
	Confidence grew as he made friends	"Yes, definitely. So since Year Eight, I have made some friends and in Year Nine I was definitely most confident". (10:26 - 10:28)
	Peers treating him nicely contributed to belonging	"Well, just other students trying to help me sometimes with something. For example, class work and just in general being nice. If I didn't understand something, they would tell me, try to explain it". (15:16 - 15:20)
	Making a really good friend	"Actually, one of my friends lives right next to me – not really next to me, but in a different block, and we were in the same class at that time, so we became really good

	Having a close group of friends with common interests	*friends". (11:12 - 11:15)* *"Most of my friends, like the close friends live close to me, and it's easier to just hang out. We have the same interests and stuff". (15:30 - 15:32)*
	Does not feel he is treated differently for being Bulgarian	*"Well, it's just that I don't see a difference between the treatment of others and myself". (17:3 - 17:4)*
Mixed feelings regarding support	Being appreciative of teachers' patience	*"Some of them were just very patient, explaining everything over and over again". (6:8 - 6:9)*
	Repetition of information was necessary Sharing interests with teachers	*".. explaining everything over and over again". (6:10)* *"I'm definitely sure for my English teacher, she plays games and I play games. So therefore we have stuff to talk about outside of the lesson, yes". (15:11 - 15:14)*
	Teachers use of practical strategies to support him Mum as a source of help Ease of learning	*"Well, some of them used Google Translator so that I could understand". (6:8 - 6:9)* *"because I had my mum, she could have helped me with most things" . (9:16 - 9:17)* *"..the way the information is presented. So for example, in Bulgaria you have chalk-boards, here you have multimedia and stuff, so it's overall more comfortable to learn new stuff". (2:18 - 2:22)*
	Extra English classes were seen as a waste of time	*"Well, because in my opinion and stuff like that was a waste of time". (9:15 - 9:16)*
Feeling unfairly treated by teachers	Negative experiences in the classroom Confusion about being unfairly treated	*"It wasn't a very positive experience". (6:1 - 6:2)* *"But I didn't understand so then I got kicked out of the lesson and it was quite upsetting, because I didn't know what was happening". (5:27 - 5:30)*
	Sadness at not being able to communicate Having to explain himself Confiding in teachers had little effect Feeling a sense of injustice Being upset by apathy of some teachers	*"I was sad, really, because I knew that I couldn't speak English so I couldn't communicate with the others" (5:33 - 5:35)* *"So rather than taking actions into – just doing the things myself, I tried to contact the teacher and the only thing the teacher did was just talk to that student". (10:2 - 10:5)* *"I was a bit upset because if it was me, then I would probably go and say something. Because it's still happening today, like with the new punishment system, anyway. Most of the teachers don't really pay that much attention". (10:9 - 10:13)*
	Bothered by teachers' inconsistency in implementing school rules Inconsistent treatment by teachers	*"Just that sometimes teachers, in my opinion, they don't really understand the punishment system, so they just make up their own rules". (16:14 - 16:17)* *"Some of them understood that I didn't speak very good English, so they had some patience. However, some of them weren't so comfortable with that". (5:21 - 5:24)*
Being regretful	Having high expectations of new life	*"Well, at first I didn't really think about it. So I was just like, "Oh, I'm going to be next to my mum, it's going to be great. School's better, I'm going to succeed." (2:34 - 2:37)*
	Sense of regret at moving	*"Yes, many times actually. The same summer, I went back to Bulgaria for a few days and I was thinking of staying there, because of the friends and family". (3:13 - 3:16)*
	Longing for old life	*"I was just thinking about the previous summer holidays with my friends, like we were having fun and stuff". (3:7 - 3:9)*
	Mindful of what could have been	*"Well, yes. It didn't really make it difficult but my father could have done it. Because he*

		had parental control and he could have just taken me back at any time. However he agreed with my mum and stuff and yes". (4:1 - 4:5)
	Unpleasant living conditions	*"..it was quite strange because me and my mum were in one room and it was a very, very small room". (5:1 - 5:3)*
	Massive adjustment	*"And in Bulgaria I was in a big house and it was just kind of uncomfortable and there was other people living with us as well. I didn't know them so that was hard to get used to". (5:3 - 5:6)*
	Overcoming adversity	*"That was really uncomfortable because you had to share everything. Some of the people that were living with us were actually a bit crazy and they had a fight once". (5:9 - 5:12)*
Becoming more in control	Speaking English gave him more power	*"Well, in general just speaking English, because I could respond to different events in a certain way by speaking English now". (10:32 - 10:34)*
	Speaking English well has many advantages	*"Well, I can definitely communicate with other people. I can do my work properly. I'm not nervous about speaking, like to big groups of people". (11:37 - 11:40)*
	Standing up for oneself	*"..some of my mates make fun of me and then I just start maybe making fun of them as well, sometimes because it's just a way to get over with it. (10:36 - 10:39)*
	Can only be tolerant of others for so long	*"I would try to ignore it as well, except it gets to a certain point". (10:39 - 10:40)*
	Self-taught English	*"Well, the main reason I learned English was because I was playing games a lot and there was subtitles and stuff. So that's how I learned it". (8:33 - 8:35)*
	Being successful in a subject gave him confidence	*"It felt good when I was struggling with my English and then Maths was something I could do and could understand". (6:24 - 6:26)*
	Being at an advantage in his learning	*"Well, it's just I can talk to anyone, because we understand each other now". (14:39 - 14:40)*
	Better understanding of English	*"Just people talking around me". (9:5)*
	Listening to others speak English was helpful	
	Stirring up difficult memories	*"I don't know, really. I'd probably still be like I was in Year Seven, sad and lonely but still I wouldn't really care that much". (15:38 - 15:40)*
Seeing the UK as a temporary home	Home language is important to him	*"Well, I speak to my Bulgarian friends every day. I speak it at home as well. Yes, I pretty much speak it every day". (12:9 - 21:11)*
	Has a strong desire to return to native country	*"Yes, because I plan on going back to Bulgaria for good when I finish school here. Yes, it's actually for a very long time now, I've been planning that". (12:13 - 12:15)*
	His family do not like life in London	*".. they are just planning on going back to Bulgaria, because they don't really like the life here. It's just way too busy, crowded". (12:20 - 12:23)*
	Connection to home country	*"..it's pretty much the same thing back in Bulgaria; nothing new – friends, family". (2:6 - 2:7)*
	Living in a generally more accepting country	*"It's because in Bulgaria, most people are racist and they just don't accept certain cultures, because of the Balkan War, since Bulgaria was captured and stuff". (17:20 - 17:23)*
Concern about others perceptions of him	Feeling self-conscious in front of others	*"I was nervous when I had to talk because I don't speak English well". (7:37 - 7:38)*
	Worry about being judged for the way he spoke	*"Well, the way I'm talking, because I didn't really make sense at that time". (8:1 - 8:2)*
	Fear of making mistakes in class	*".. if the teachers ask me a question, I wouldn't want to answer that at that time*

	Feeling hopeless due to not understanding Caring less about others perceptions of him	*because I wasn't going to answer it properly". (8:27 - 29)* *"I had a tour around the school by teachers, because there were some new students with me as well....but I didn't really understand anything". (8:11 -8:15)* *".. since actually 2017, I've been a bit careless. So it doesn't matter what people say to me, I wouldn't really care that much and just ignore it, walk away or something like that". (14:4 - 14:8)*
Personal significance of belongingness	Uncertainty regarding extent of belongingness Belonging associated with following the crowd Belonging at school not the most important aspect in his life Not following the crowd - being independent	*"Well, I don't know, really. But most of the people accept me, I don't have any problems, I'm doing well, so I guess". (14:12 - 14:14)* *"So to belong more, I need to pretty much do maybe what the rest of the year group are doing. Because that's all they talk about, yes". (14:25 - 14:27)* *"To be honest, with time I've realised that even if I'm not accepted, I wouldn't really care that much. Because I've still got friends from Bulgaria, I've got my games, I've got music, I've got family". (13:37 - 13:40)* *"I guess start playing football, because most of the students are into that. But I wouldn't start doing that because I don't like football". (14:21 - 14:23*

Appendix G: Ethical Approval Letter

The Tavistock and Portman **NHS**

NHS Foundation Trust

Quality Assurance & Enhancement
Directorate of Education & Training
Tavistock Centre
120 Belsize Lane
London
NW3 5BA

Tel: 020 8938 2548
Fax: 020 7447 3837
www.tavi-port.org

Gillian O Shea

By Email

03 June 2017

Re: Research Ethics Application

Title: What are the lived experiences of Eastern European young people in London and how have these influenced a sense of belonging in secondary school?

Dear Gillian,

I am pleased to inform you that subject to formal ratification by the Trust Research Ethics Committee your application has been approved. This means you can proceed with your research.

If you have any further questions or require any clarification do not hesitate to contact me.

I am copying this communication to your supervisor.

May I take this opportunity of wishing you every success with your research.

Yours sincerely,

Best regards,

Paru Jeram
Secretary to the Trust Research Degrees Subcommittee
T: 020 xxx xxxx
E: XXXXXX@tavi-Port.nhs.uk

Cc.   Brian Davis, Course Lead

Appendix H: Participant Consent Form

The Tavistock and Portman **NHS**
NHS Foundation Trust

Participant Consent Form

An Interpretative Phenomenological Analysis (IPA) study of Eastern European migrants' experiences of arriving at and sense of belonging to a mainstream secondary school in the UK

Please tick the statements below if you agree with them: **Tick here**

1. I have read and understood the information sheet. I had the chance to ask the researcher questions about the research.

2. I understand that I do not have to take part in this research and I can withdraw up until the analysis and coding stage.

3. I agree for my interview to be recorded.

4. I understand that my name will not be used in any report and every effort will be made to protect confidentiality.

5. I understand that the interviews will only be used for this research and not for any other purpose.

6. I understand that findings from this research may be published and used as part of a thesis.

7. I would like to participate in this research.

Your name:.................................... Signed........................Date..../..../.....

Researcher name:............................. Signed........................Date..../..../.....

If you have any concerns about the conduct of the investigator, researcher(s) or any other aspect of this research project, you can contact XXX, Head of Academic Governance and Quality Assurance XXXXXXXXXXX

Thank you very much for your help!

The Tavistock and Portman **NHS**
NHS Foundation Trust

Participant Information Sheet

An Interpretative Phenomenological Analysis (IPA) study of Eastern European migrants' experiences of arriving at and sense of belonging to a mainstream secondary school in the UK

Who is doing the research?

My name is Gillian O'Shea and I am studying a course in Educational Psychology. I am doing this piece of research as part of my course.

Would you like to take part in research?

Your parent has given you permission to take part in my research study. Before you decide whether you would like to take part, you need to understand why the research is being done and what it would involve. Please take some time to read the below information carefully.

What is the aim of the research?

The aim of the study is to find out about young people's experiences of moving to the United Kingdom and attending secondary school here.

Who has given permission for this research?

The training institution that I am studying at is called the Tavistock and Portman NHS Foundation Trust and they have given me ethical approval to do the research.

Do I have to take part?

You do not have to take part, and it is up to you to decide. You are free to withdraw from the study up until the analysis and coding stage which will occur after all the interviews have taken place.

What will happen to me if I take part?

You will be invited to come and meet with me for an interview at school lasting no longer than 1 hour. I will be recording the interview to aid my memory and the recordings will be stored anonymously, using password-protected software. You can ask for the recordings to be stopped or deleted at any time. The recordings will be deleted once I have typed them up.

What are the possible benefits of taking part?

There is little research that looks at young people from Eastern Europe's experiences of moving to the UK and their experiences in secondary school. Your opinions and thoughts are really important for my research because it is all about young people's experiences.

What will happen to the findings from the research?

The findings will be typed up and will make up my thesis which will be part of my Educational Psychology qualification. With your permission, I will share some of the findings with your secondary school so that they find out about what young people's experiences are. There might be times where I share the findings with other professionals working with young people. If you agree, I would like to tell you about the findings of the research. We can talk about the ways in which you would like to know about the findings such as me explaining them to you in person or me sending them to you.

What will happen if I do not want to carry on with this research?

If you want to stop the interview, you can leave at any time without explaining why. You are free to withdraw from the study up until the analysis and coding stage which will occur after all the interviews have taken place. Any research data collected before you stop may still be used, unless you ask me to destroy it.

Will what I tell you in an interview be kept confidential?

Yes. Everything that you share with me in an interview will be kept strictly confidential. Due to the fact that I am meeting with six students, there is a chance that you may recognise some of your quotes, however your identity will not be revealed. I will not use your real name on any forms or records. Instead, I will use a made-up name.

Are there times when my data cannot be kept confidential?

If, during the interview, you tell me something that makes me worried about the safety of you or someone else then I might have to share that information with others in order to keep you or someone else safe.

If you have any questions or concerns about any aspect of the research, please contact me:

Email: XXXXXXXX   Telephone: XXXXXXXX

If you have any concerns about the conduct of the investigator, researcher or any other aspect of this research project, you should contact Simon Carrington, Head of Academic Governance and Quality Assurance

 Email: XXXXXXXX

Thank you for your help!

Appendix J: Parental Consent Form

The Tavistock and Portman **NHS**
NHS Foundation Trust

Parental Consent Form

Title: An Interpretative Phenomenological Analysis (IPA) study of Eastern European migrants' experiences of arriving at and sense of belonging to a mainstream secondary school in the UK

Please tick the statements below if you agree with them: **Tick here**

1. I have read and understood the information sheet. I have had the chance to ask the researcher any questions about the research.

2. I understand that my child does not have to take part in this research and can withdraw up until the analysis and coding stage.

3. I agree for my child's interview to be recorded.

4. I understand that my child's name will not be used in any report or publication and every effort will be made to protect confidentiality.

5. I understand that the interviews will only be used for this research and cannot be accessed for any other purposes.

6. I understand that findings from this research may be published and used as part of a thesis.

7. I am willing to allow my child to participate in this research.

Your name ………………………….... Signed…………………….Date…../…../…..

Researcher name…………………….. Signed…………………….Date…../…../…..

If you have any concerns about the conduct of the investigator, researcher(s) or any other aspect of this research project, you can contact Simon Carrington, Head of Academic Governance and Quality Assurance XXXXX

Thank you very much for your help!

<u>Appendix K: Parental Information Sheet</u>

The Tavistock and Portman **NHS**
NHS Foundation Trust

Parental Information Sheet

An Interpretative Phenomenological Analysis (IPA) study of Eastern European migrants ' experiences of arriving at and sense of belonging to a mainstream secondary school in the UK

Who is doing the research?
My name is Gillian O'Shea and I am studying a course in Educational Psychology. I am doing some research on the experiences of young people from Eastern European countries. I would like to find out more about their experiences of moving to the UK and their experiences in secondary school.

Would you like your child to take part in research?
I would like to invite your child to take part in my research study. Before you decide whether you would like him/her to take part, you need to understand why the research is being done and what it would involve. Please take some time to read the below information carefully.

What is the aim of the research?
The aim of the study is to gain a more in depth understanding of young people's experiences of moving from their home country to the UK and the experience of starting at secondary school. The study also aims to explore how these experiences relate to their sense of school belonging.

Who has given permission for this research?
The training institution that I am studying at is called the Tavistock and Portman NHS Foundation Trust and they have given me ethical approval to do the research.

Who can take part in this research?
I am looking for Eastern European young people between the ages of 14 and 17 who have moved to the United Kingdom between 3 and 6 years ago and who are attending a mainstream secondary school in the local authority of XXXXXXXXX.

Does my child have to take part?
Your child does not have to take part, and it is up to you and him/her to decide. Your child is free to withdraw from the study without giving a reason up until the analysis and coding stage which will occur after all the interviews have taken place.

What will happen to my child if he/she takes part?
Your child will be invited to come and meet with me for an interview at school lasting no longer than 1 hour. I will be recording the interview to aid my memory and the recordings will be stored anonymously, using password-protected software. Your child can ask for the recordings to be stopped or deleted at any time. The recordings will be deleted once I have typed them up.

What are the possible benefits of taking part?
There is little research that looks at young people's experiences of moving from Eastern Europe to the UK and of their experiences in secondary school. Your child's opinions and thoughts are really important for my research because it is all about young people's experiences.

What will happen to the findings from the research?
The findings will be typed up and will make up my thesis which will be part of my Educational Psychology qualification. I will share some of the findings with the secondary schools so that they find out about what young people's experiences are and there might be times where I share the findings with other professionals working with young people.

Will my child's taking part in this study be kept confidential?
Yes. I will follow ethical and legal practice and all information about your child will be kept strictly confidential. Your child's identity on these records will be indicated by a made up name rather than by his/her real name. Due to the fact that I am meeting with six students, there is a chance that your child may recognise some of his/her quotes, however his/her identify will not be revealed. The data will be kept for a minimum of 3 years. Data collected during the study will be stored and used in compliance with the UK Data Protection Act (1998).

Are there times when my child's data cannot be kept confidential?
If your child tells me something that makes me concerned about the safety of him/her or someone else then I might have to share that information with others in order to keep your child or someone else safe.

Further information and contact details
If you have any questions or concerns about any aspect of the research, please contact me:
Email: XXX   Telephone: XXXX

If you have any concerns about the conduct of the investigator, researcher or any other aspect of this research project, you should contact Simon Carrington, Head of Academic Governance and Quality Assurance Email: XXXX

Thank you for your help!