Identifying and Meeting the Social, Emotional and Behavioural Needs of Refugee Children in a Primary School

A thesis submitted to The University of Manchester for the degree of Doctorate in Educational and Child Psychology in the faculty of Humanities

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School of Education
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<td>AEP</td>
<td>Association of Educational Psychologists</td>
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<tr>
<td>BESD</td>
<td>Behavioural Emotional and Social Difficulties</td>
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<td>BPS</td>
<td>British Psychological Society</td>
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<td>BSTs</td>
<td>Behaviour Support Teachers</td>
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<td>CAMHS</td>
<td>Child and Adolescent Mental Health Service</td>
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<td>CBCL</td>
<td>Child Behaviour Check List</td>
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<td>CBT</td>
<td>Cognitive Behavioural Therapy</td>
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<td>CDI</td>
<td>Children’s Depression Inventory</td>
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<td>DA</td>
<td>Discourse Analysis</td>
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<td>DfES</td>
<td>Department for Education and Schools</td>
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<td>DSM</td>
<td>Diagnostic and Statistical Manual</td>
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<td>EAL</td>
<td>English as an Additional Language</td>
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<tr>
<td>EBD</td>
<td>Emotional and Behavioural Difficulties</td>
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<td>EP</td>
<td>Educational Psychologist</td>
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<td>EPIt</td>
<td>Educational Psychologist in Training</td>
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<td>EPS</td>
<td>Education Psychology Service</td>
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<td>ESOL</td>
<td>English for Speakers of Other Languages</td>
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<td>HPC</td>
<td>Health Professions Council</td>
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<td>IDPs</td>
<td>Internally Displaced Peoples</td>
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<td>IPA</td>
<td>Interpretative Phenomenological Analysis</td>
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<tr>
<td>LAC</td>
<td>Looked After Children</td>
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<tr>
<td>NASS</td>
<td>National Asylum Support Service</td>
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<td>PMIT</td>
<td>Performance Management and Information Team</td>
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<td>PSA</td>
<td>Parent Support Advisor</td>
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<td>PTSD</td>
<td>Post Traumatic Stress Disorder</td>
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<td>RADIO</td>
<td>Research and Development in Organisations</td>
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<td>RCMAS</td>
<td>Revised Children's Manifest Anxiety Scale</td>
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<td>SD</td>
<td>Standard Deviation</td>
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<td>SDQ</td>
<td>Strengths and Difficulties Questionnaire</td>
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<td>SEAL</td>
<td>Social and Emotional Aspects of Learning</td>
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<td>Social Emotional and Behavioural</td>
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<td>SEBDA</td>
<td>Social Emotional and Behavioral Difficulties Association</td>
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<td>SEBN</td>
<td>Social Emotional and Behavioural Needs</td>
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<td>SEN</td>
<td>Special Education Needs</td>
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<td>SENCo</td>
<td>Special Educational Needs Coordinator</td>
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<td>SFBT</td>
<td>Solution Focused Brief Therapy</td>
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<td>SPSS</td>
<td>Statistical Package for the Social Sciences</td>
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<tr>
<td>TA</td>
<td>Teaching Assistant</td>
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<td>TaMHS</td>
<td>Targeted Mental Health in Schools</td>
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<td>TEP</td>
<td>Trainee Educational Psychologist</td>
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<tr>
<td>UNHCR</td>
<td>United Nations High Commissioner for Refugees</td>
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<td>YOT</td>
<td>Youth Offending Team</td>
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Abstract

Refugee children are at risk of experiencing social, emotional or behavioural needs (SEBN) due to the stressful events they have experienced. These events may have occurred whilst in their country of origin, or when travelling to and seeking asylum in a new country.

There are a high number of refugee children in the local authority where the current research takes place. Educational Psychologists (EPs) in the authority have become aware of some of the needs of these pupils through individual case work. However there is an acknowledgement that more detailed information about their needs is still required. There is also a role for EPs in working with school staff to support refugee and asylum seeker children.

The current research was carried out by a Trainee Educational Psychologist (TEP) in a primary school with a high number of refugee children (10%). An action research design was employed, using the RADIO model to structure collaborative working with school staff. The focus of the action research was to identify the SEBN of refugee children in the school and to develop school practice.

A whole staff questionnaire was completed for each class (15 classes in total) to explore the needs of all refugee children and identify the provision they had received. The ‘Strengths and Difficulties Questionnaire’ (SDQ) (Goodman, 1997) was incorporated into this questionnaire to obtain scores for all 46 refugee children in the school. Descriptive statistics were used to analyse the data. In order to further explore this data, three focus groups were run, one with members of staff and two with groups of children in Key Stage 2. The focus group data was analysed using thematic analysis.

The SDQ data revealed that just less than 50% of the refugee children scored in the abnormal range for total difficulties. The themes emerging from the thematic analysis highlighted a range of ‘pupils’ emotions and behaviours’ and ‘reasons for different emotions and behaviours’. Provision in school was discussed in relation to ‘newly arrived pupils’, ‘social, emotional and behavioural support in school’ and ‘links with parents’. Somali refugee pupils were also highlighted as a group who had particular SEBN.

An action planning group undertook further development work in response to the issues highlighted during the data collection phase. The group devised an action plan to focus on
areas of the school’s provision to improve upon. The TEP supported the action planning group to focus on further developing the induction procedure in school.

The implications of this research are discussed at the individual child level, the whole school level and for the role of the EP. The TEP also reflects on the role of the EP in identifying the SEB needs of refugee children and in supporting a school to carry out action research.
Declaration

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*God is our refuge and strength, an ever-present help in trouble (Psalm 46:1)*
Chapter 1: Introduction

The content of this thesis relates to identifying and meeting the social, emotional and behavioural needs (SEBN) of refugee (or asylum-seeking) children. Asylum-seeking children are those that have fled their country of origin due to fear of persecution and who are seeking refuge in a host country. Refugee children are those whose asylum claims have been successful and they have been granted the right to stay in the host country. In 2008, the Home Office reported that there were 25,670 applications for asylum in the UK, which was 10% higher than in 2007. In 2002, Fazel and Stein stated that over the last few years figures show that around a quarter of those seeking asylum in the UK every year are children.

Refugee children are at risk of developing SEBN due to the stressful events they have experienced. These events may have occurred whilst in their country of origin, or when travelling to and seeking asylum in a new country. In their country of origin refugee children may have experienced violence (Leyens and Mahjoub, 1989 in Bemak, Chung and Pederson 2003), war, death of family members and political unrest (Hepinstall, Sethna and Taylor, 2004). Refugee children will often face a difficult journey to a host country, which may include time in a refugee camp. On arrival in a new host country refugee children will then have to deal with the difficult process of adjusting to life in a new country and a new culture. Refugee children will come into direct contact with a new culture when they start school in the host country. This challenge will often involve learning a new language, making new friends and adjusting to cultural differences in how to behave.

Rutter (2003) suggests that:

*most children cope with the multiple stresses of being a refugee; some remain psychologically vulnerable, however, and a few manifest disturbed behaviour.*

(p.127)

Some refugee children will demonstrate resilience in the face of many adversities, however others will struggle to overcome the number of stresses they have been faced with. These pupils will need additional support and interventions to overcome these difficulties and challenges. Schools are ideally placed to offer support to refugee pupils with SEBN. Current government initiatives to support the development of children’s SEB skills include: the Social and Emotional Aspects of Learning (SEAL) programme (Department for Education and Schools (DfES), 2005a) and the Targeted Mental Health in
Schools (TaMHS) project (DCFS, 2008). The TaMHS (DCFS, 2008) project specifically identifies refugee and asylum-seeker children as a group who might be more vulnerable to SEBN than their peers.

The researcher of this thesis is a TEP working in a local authority setting. There are a high number of refugee children in the local authority and EPs have become aware of some of the needs of these pupils through individual case work. The TEP is also part of a project group in her Educational Psychology Service (EPS) working towards supporting schools to better support vulnerable groups of pupils, including refugee pupils. This focus is in line with a main aim of the current ‘Children and Young People’s Plan’ in the local authority, which identifies the need for practitioners to know how to support vulnerable pupils and intervene at an early stage. There have also been a number of individual schools who have requested support from the EPS in meeting the needs of ‘newly arrived pupils’. The awareness of the need to support school staff to support refugee pupils was one of the main reasons in carrying out this research. The TEP also identified a lack of research relating to the role of the EP in working with refugee pupils.

The current research involved the TEP carrying out action research in a primary school with a high number of refugee pupils (10%). In the context of the current thesis, ‘action research’ involved the EP and school staff working collaboratively to understand the needs of refugee pupils and to improve the provision for these pupils in school. A specific action research framework was used to guide this research called the ‘Research and Development in Organisations’ (RADIO) approach. This approach was designed by EPs and has been successfully utilised by EPs in the school context.

Due to the collaborative nature of this research, the data gathering tools were decided upon by both the TEP and members of school staff. These tools included a whole staff questionnaire (incorporating the SDQ, Goodman, 1997), a staff focus group and two pupil focus groups. Quantitative data from the SDQ was reported using descriptive statistics and qualitative data from the questionnaire and focus groups was analysed using thematic analysis. The findings from the data were then discussed by members of staff in an action planning group. Through discussions around the findings in this research, school staff planned and implemented actions to support refugee pupils in the school.
The research questions to guide this research were:

1) What are the social, emotional and behavioural needs of refugee children identified in a primary school and how are these currently being met?

2) How can provision be developed in a primary school to better meet the social, emotional and behavioural needs of refugee children?

The structure of the thesis is set out in the following order to guide the reader through the research process:

- **Literature Review**
  In this section literature and relevant theoretical models relating to the experiences and needs of refugee children are critically evaluated and explored. The risk and protective factors relating to refugee children developing SEBN are considered as well as the theoretical model of resilience in relation to refugee children. Interventions to support refugee children in school are also considered, including the role of the EP in supporting these pupils.

- **Methodology**
  In this section the action research design is described, including the RADIO approach used in this research. The first seven stages of the RADIO approach are then described, which cover negotiating the research and initial data gathering.

- **Results**
  In this section an analysis of the full data set is presented. Research question one (RQ1) is answered by reporting findings from the quantitative and qualitative data. Research question two (RQ2) is answered by discussing stages 8-12 of the RADIO approach, which include the planning an implementation of further action in the school.

- **Discussion**
  This section discusses the findings in relation to RQ1 and RQ2, limitations and implications of the research.
Chapter 2: Review of Literature

2.1 Overview of the literature review

This chapter begins with an explanation of who refugees and refugee children are. SEBN are then defined and the TaMHS (DCFS, 2008) approach is used as a framework for discussing how to meet SEBN. Following this overview, four theoretical approaches to understanding the needs of refugee children are then examined, in more detail, these are:

- a) the mental health perspective
- b) an ecological approach
- c) migration and acculturation theories
- d) resilience

The specific experiences that refugee children might have undertaken are then explored, and risk and protective factors are investigated, including the fact that some refugee children display remarkable resilience. The literature relating to the needs of refugee children is then explored, which includes their basic needs, language needs, educational needs and SEBN. Literature relating to interventions to meet the needs of refugee children is then discussed at the different stages of school provision. These stages are Wave 1, Wave 2 and Wave 3.

The role of the EP in supporting schools and refugee children is discussed. Finally, from the literature explored, a gap in the research is identified and the chapter then concludes with a summary of the key areas presented within the literature review.

The search terms, databases and search engines used to carry out this literature review are listed in appendix 2.1.

2.2 Who are refugees?

At the end of 2007 the United Nations High Commissioner for Refugees (UNHCR), estimated 31.7 million people that were of concern to them worldwide. These people included 11.4 million refugees; 740,000 asylum-seekers; 731,000 refugees who had repatriated during 2007; 13.7 million internally displaced peoples (IDPs) protected/assisted by UNHCR; 2.1 million IDPs who had returned to their place of origin in 2007; some 2.9 million stateless persons; and some 69,000 others of concern.
The United Nations (1951) definition of an asylum seeker or refugee is someone who:

‘owing to well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group, or political opinion, is outside the country of his nationality, and is unable to or owing to such fear, is unwilling to avail himself of the protection of that country.’ (p. 16)

When a person lodges an application for asylum under the 1951 Refugee Convention they are described as an asylum seeker. They have left their country of origin and formally applied for asylum in another country but their application has not yet been decided.

Someone whose asylum application has been successful is called a refugee. They are allowed to stay in another country, having proved that they would face persecution if they were to return to their country of origin.

Internally displaced persons are people or groups of individuals who have been forced to leave their homes or places of habitual residence, in particular as a result of, or in order to avoid the effects of armed conflict, situations of generalised violence, violations of human rights or natural/man-made disasters, and who have not crossed an international border.

For the purpose of this study the term refugee will refer to a person who is seeking asylum or who has been granted refugee status but it will not include internally displaced persons.

In 2007 the UNHCR reported that close to 654,000 individual applications for asylum or refugee status were submitted to governments and the UNHCR in 154 countries. This constitutes a 6% increase compared to 2006 and the first increase in four years. This increase can be mainly explained by the increased number of Iraqis seeking protection in Europe.

In 2007, 339,000 asylum claims were registered in Europe, making it the primary destination for people seeking asylum. This was followed by Africa (147,100), the Americas (100,300), Asia (60,700) and finally Oceania (6,700).

Asylum seekers come from a range of countries of origin. In 2008 Iraq was the leading country of origin for asylum seekers worldwide with 11% of those seeking asylum coming from Iraq. This was followed by 6% from Somalia and 6% from the Russian Federation. 5% claimed asylum from Afghanistan and 5% from China.
Information on the age breakdown was available for 42% of the 31.7 million people of concern to UNHCR in 2007. 44% of these people were children under the age of 18, 10% being under the age of five. Half of the population were between the ages of 18 and 59 years, whereas 5% are 60 years or older. Among refugees and people in refugee-like situations, children constitute 46% of the population. In contrast, children constitute only 27% of asylum-seekers, a population traditionally dominated by single men, particularly in the industrialised world. Fazel and Stein (2002) also reported that around a quarter of those seeking asylum in the UK every year are children.

The UK government office for national statistics (Home Office, 2008) (www.statistics.gov.uk) report that there were 25,670 applications for asylum in the UK. This was 10% higher than 2007 (23,430), but still continuing the fall from a peak of 84,130 in 2002. Including dependants, provisional figures show that there were 30,545 asylum applications in 2008, 8% higher than 2007 (28,300).

### 2.2.1 Refugee Children

Refugee children fall into two categories: accompanied and unaccompanied children. Accompanied refugee children are those living within a family unit. Asylum applications from families are usually dealt with as a unit, with one of the adults (usually the adult male) being treated as the principal applicant and the partner and children being his dependants. This practice can sometimes lead to the experiences and rights of the women and children being overlooked.

There are various documents that highlight the rights of children who are asylum-seekers or refugees (Tilley, 2008; Reacroft, 2008). Children in families supported by the National Asylum Support Service (NASS) have full rights to healthcare and education. They are also entitled to free school meals and school milk.

An unaccompanied refugee minor is any person under the age of 18 who is separated from both parents and is not being cared for by an adult who, by law or custom, has a responsibility to do so and who is an asylum-seeker, recognised refugee or other externally displaced person.

The Home Office has published policies on planning for better outcomes for unaccompanied asylum seeking children (2007, 2008). There is also much research that outlines the legal rights of protection and care for unaccompanied asylum-seeking children (Bhabha and Finch, 2006; Nandy 2007; Crawley 2007; Ruxton 2000; Article 22-UNHCR, 1989).
Hek (2005) outlines that refugee children and adolescents may arrive in this country with parents or other relatives or sometimes alone. Hek (2005) explains that refugee children who arrive with their parents may be at risk of not being cared for adequately due to the distress that their parents are in. Refugee children may also have to live with relatives that they do not know, or, if travelling unaccompanied, may be looked after by social services or be living alone. This highlights that whether refugee children arrive in this country accompanied or unaccompanied they will have a wide range of needs dependent on their unique experiences and circumstances.

2.3 Social, emotional and behavioural needs

2.3.1 Definition
There is no clear definition in literature that explains what SEB needs or difficulties means. In fact these needs are even referred to in different ways, for example emotional and behavioural difficulties (EBD), social, emotional and behavioural difficulties (SEBD) and behavioural, emotional and social difficulties (BESD).

In the Special Educational Needs (SEN) Code of Practice (DfES, 2001), children are recognised as having needs that may fall into at least one of four areas. One of these areas is described as ‘behaviour, emotional and social development’ (p. 85). Children who display difficulties in this area are described as those who may be:

‘withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration; those with immature social skills; and those presenting challenging behaviours arising from other complex special needs.’ (p. 87)

Children who display features of these difficulties are also described as those who may need help in some or all of the following areas:

- flexible teaching arrangements
- help with development of social competence and emotional maturity
- help in adjusting to school expectations and routines
- help in acquiring the skills of positive interaction with peers and adults
- specialised behavioural and cognitive approaches
- re-channelling or re-focusing to diminish repetitive and self-injurious behaviours
- provision of class and school systems which control or censure negative or difficult behaviours and encourage positive behaviour
- provision of a safe and supportive environment (p. 87)
Mental health needs can also be described in a similar way to SEBN. TaMHS is a government project (DCFS, 2008) aimed to transform the way that mental health support is delivered to children. The DCFS guidance (2008) highlights the fact that mental health needs may be expressed in a similar way to SEBN, for example a child experiencing mental health needs may describe themselves as:

*Being angry, worried, very sad, not able to concentrate, hating themselves, feeling picked on, getting into fights or getting into trouble.* (p. 9)

The DCSF guidance (2008) states that a child in a school context may be described as having behavioural, emotional and social difficulties (BESD), whereas in a mental health setting these same needs may be described as ‘mental health needs’ and referred to as ‘conduct disorders’ or ‘emotional disorders’. The term BESD is used to describe a range of difficulties that children might experience in school. Although children with BESD may experience or be at risk of experiencing mental health problems, it does not necessarily mean that all children with BESD will. BESD lies on a continuum of severity. At the milder end of the continuum, pupils may have difficulties with social interaction, poor concentration or some temper outbursts. At the more severe end of the continuum, pupils may not be able to function at all in group situations or may display frequent violent behaviour.

It is useful to consider the links between BESD and mental health needs as the literature relating to the needs of refugee children is often located in mental health journals and therefore uses mental health terminology. The TaMHS document (DCFS, 2008) also lists refugee and asylum seeking children within the ‘at-risk’ children, therefore highlighting to schools the need to be aware that these pupils are more at risk of developing mental health problems than their peers.

Visser and Stokes (2003) highlight the difficulties in arriving at a definition for SEBD. They use the term EBD and refer to the DfEE (1994) definition as laid down in Circular 9/94:

*Emotional and behavioural difficulties range from social maladaptation to abnormal emotional stresses. They are persistent (if not necessarily permanent) and constitute learning difficulties.* (p. 7)

In using the term EBD, Visser and Stokes (2003) emphasise the emotional difficulties that will underlie behavioural difficulties. Emotional difficulties may manifest themselves in different ways, including withdrawn behaviours. Although highlighting the emotional needs
is important, with regard to refugee children the social context is also highly important in impacting upon these pupils. Therefore the definition offered by the Scottish Consultative Council on the Curriculum (SCCC) was considered as this specifically refers to SEBD:

*Social, emotional and behavioural difficulties manifest themselves in different ways. Sometimes in extroverted pupils they are apparent, resulting in strange or antagonistic, antisocial behaviour. On the other hand, pupils may be introverted, employing withdrawal and avoidance tactics, sometimes even outright refusal.*

(SCCC, 1993)

This definition also highlights a range of behaviours that may be displayed, but places an emphasis on both the ‘social’ and ‘emotional’ that may give rise to the behavioural difficulties. The ‘Social, Emotional and Behavioural Difficulties Association’ (SEBDA) also state the importance of considering a child’s social difficulties. SEBDA (2006) state that while many children cope well with adverse circumstances in their social environment, higher rates of emotional and behavioural difficulties may be observed in some children who have experienced these difficult circumstances. Such experience may include parental discord and divorce and neglect.

The term ‘social, emotional and behavioural’ difficulties therefore highlights difficulties in the social context as well as emotional difficulties that may underlie behavioural difficulties. Refugee children will have experienced adverse circumstances in their social environment and will have been exposed to emotional stresses. As both social and emotional difficulties are very relevant to refugee children and will relate to the experiences they have undergone, the term social, emotional and behavioural needs (SEBN) will be used throughout this thesis. Although documents such as the Code of Practice (2001) use the term ‘difficulties’ when referring to SEBN, the Code of Practice (2001) also frequently uses the term ‘needs’. There does not need to be a medical diagnosis for a child to have SEBN and the underlying reasons for SEBN can encompass both ‘within-child factors’ and ‘external factors’. By focussing on a child’s needs, the emphasis is less on identifying ‘within-child factors’ and more on identifying ‘external factors’ that might underlie SEBN. Identifying the external factors that may underlie SEBN fits more with the researcher’s values and also within the ecological approach to identifying refugee children’s needs. There is a lot of confusion around the terminology used in this area, however my preferred term is SEBN.

Professionals within education are familiar with using this language as the SEAL programme (DfES, 2005a) also places an emphasis on the ‘social and emotional’ needs of children that underlie observable behavioural needs. As outlined in the SCCC definition
(1993) both the internalising and externalising behaviours that refugee children might display will be explored in this research.

2.3.2 Meeting these needs

In this current research, ways in which to meet the SEBN of refugee children will be explored and considered. The TaMHS project (DCFS, 2008) sets out a ‘3-waves’ intervention model focusing on the delivery of mental health interventions in school. The ‘3-waves’ model is familiar to schools as it is used in the national numeracy and literacy strategies. The range of interventions proposed by the TaMHS model (DCFS, 2008) is centred around the SEAL programme (DfES, 2005a), so the interventions are therefore already familiar to the school and the language focuses on the SEBN of the pupils. Figure 2.1 shows the TaMHS ‘3-waves’ intervention model, including effective interventions at each of the three waves.

The TaMHS ‘3 waves’ intervention model will be used as a structure throughout this research to refer to the different interventions relating to supporting refugee pupils.
Wave 1
- Effective whole school frameworks for promoting emotional well-being and mental health
- Quality first teaching of social and emotional skills
- SEAL-related work with families

Wave 2
Skills-focused interventions
- Small group SEAL for children who need help to develop social and emotional skills.

Wave 3
Therapeutic interventions
- Individual and small group
- Complementary to SEAL

Facilitated by external practitioners (working with integrated children’s services) who can train, support and deliver alongside school staff.

All interventions informed by the evidence available through research and existing practice.

Figure 2.1 TaMHS ‘3-waves’ intervention model
2.4 Relevant theoretical models

Throughout the literature relating to refugee children, a number of theoretical frameworks have been identified. In this section the most relevant frameworks will be outlined to give an understanding of each model in relation to refugee children.

2.4.1 The mental health perspective (trauma, grief, loss and PTSD)

The majority of the literature relating to refugees’ experiences (including children and adolescents) relates to trauma, grief and loss. This body of literature discusses symptoms of trauma found in the refugee population such as post-traumatic stress disorder (PTSD), anxiety and depression. Rutter (2006) states that when carrying out a literature review relating to refugee children, around 76% of the literature she found comprised ‘psychological research monographs about trauma’ (p. 4). The research relating to trauma, loss and grief is mainly situated in clinical situations and therefore found in clinical journals (for example, Clinical Child Psychology and Psychiatry).

Eth and Pynoos (1985) state that trauma occurs when:

’an individual is exposed to an overwhelming event and is rendered helpless in the face of intolerable danger, anxiety, or instinctual arousal.’ (p. 23)

Trauma has also been described as the:


Although there is literature to suggest that a high number of refugee children have been exposed to danger or violent events (Leyens and Mahjoub, 1989 in Bemak, Chung and Pederson 2003; Boothby, Upton and Sultan 1991, in Bemak, Chung and Pederson 2003; Hepinstall et al. 2004; Montgomery and Foldspang, 2005), not all refugee children will have been exposed to the horrors of war, violence or death.

Papadopoulos (2002) states that when people think of the term ‘refugee’, their first thought, in psychological terms, is usually that of ‘trauma’. However, Papadopoulos (2002) states that:

‘loss of home is the only condition that all refugees share, not trauma.’ (p. 9).

Loss of their home is therefore the minimum that refugee children will have experienced. Papadopoulos (2002) explains that ‘home’ is not just restricted to a personal home for one family, but it can refer to a collection of dwellings, a village or a town. Therefore refugee
children will have lost other things from their home community such as their school, place of worship, areas of play, friends and other family members. Papadopoulos (2002) also states that:

‘home is not only the place but also the cluster of feelings associated with it.’ (p. 10)

In this way, refugee children will have also lost the feeling of belonging that they will have once felt in their ‘home’. However, this sense of belonging and refuge may have been destroyed even before they left their home country, due to war, fighting and political unrest.

Grief is implicitly linked to loss. Horowitz, Bonanno and Holen (2001, in Eth and Pynoos, 1985) describe grief as:

The subjective experience and behaviour that occurs after a significant loss, while mourning refers to the process of the attenuation of grief as an adaptation to loss. (p. 172)

Papadopoulos (2002) states that there will almost certainly be grief for a refugee child if a close loved one has disappeared or been killed. Hamilton and Moore (2004) state that for many young refugees the grief process can be intense and prolonged:

Not only because they have lost a whole world of relationships but because ongoing grief for missing relatives can cause debilitating psychological distress. (p. 18)

Hamilton and Moore (2004) also state that there are a number of factors that may produce extreme psychological responses to loss. These include: the suddenness of the loss, the number of traumatic losses experienced, the context and circumstances in which the loss occurred and what each loss meant to the survivor.

Eth and Pynoos (1985) state that a child who had witnessed a parent’s homicide, rape or suicidal behaviour would demonstrate symptoms that would meet criteria for PTSD (as described in the Diagnostic and Statistical manual (DSM)-III).

The current PTSD criteria are shown in appendix 2.2 (as they appear in the DSM IV handbook, APA, 1994). There are a number of studies that report refugee children displaying symptoms of PTSD, anxiety and depression that will be discussed later in this literature section.
Finally, the literature relating to theories of mental health also focus on therapeutic interventions for refugee children experiencing PTSD, anxiety or depression. Some school-based interventions focusing on reducing symptoms of anxiety and depression in refugee children will be outlined in the ‘Wave 3’ interventions section.

2.4.2 An ecological approach
The focus of this research is concerned with refugee children and meeting their SEBN. We know that children do not live in isolation but that they interact with others in a range of different environments. Therefore it is very important to consider refugee children’s relationships with peers and family members as well as their experiences in school and the wider community in this research. It is also important to draw on cultural issues that may affect their wider beliefs and value systems.

Bronfenbrenner (1979) developed an ecological approach to human development which emphasises the important role that the environment plays. Bronfenbrenner (1979) represented the ecological environment as:

A nested arrangement of concentric structures, each contained within the next. These structures are referred to as the micro-, meso-, exo- and macrosystems. (p. 22)

Figure 2.2 shows a visual representation of Bronfenbrenner’s model (1979). The individual child is at the centre of the model with the different environments which impact on the child surrounding it. The nested arrangement of the structures shows the importance of the interaction between each of the different environments.

The microsystem describes the interactions and the activities that the child engages in, within different settings immediately surrounding the child (for example, the family, the neighbours, the school, the playground and with peers). The mesosystem describes the interactions between two or more settings in which the child participates (for example, the relationships between home, school and peers). The exosystem describes the environment which impacts on the child indirectly, but which they are not actively participating in (for example, the parent’s workplace, a sibling’s school class or the parent’s network of friends). The macrosystem describes the consistencies that exist within a society such as the laws and customs. For example, the macrosystem describes how all schools within one country share similar features but are different from schools in other countries in a number of ways.
Figure 2.2 A visual representation of Bronfenbrenner’s ecological model (1979).

Bronfenbrenner (1979) defined the ‘ecology of human development’ as:

*The ecology of human development involves the scientific study of the progressive, mutual accommodation between an active, growing human being and the changing properties of the immediate settings in which the developing person lives, as this process is affected by relations between these settings, and by the larger contexts in which the settings are embedded. (p. 21)*

Hamilton and Moore (2004) state that Bronfenbrenner’s definition has two important implications for the developing child:

1) That development is a process of mutual accommodation, characterized by reciprocity (that is, the person is not only influenced by his or her environment but also influences that environment)
2) That the environment of interest is not a single, immediate setting, but incorporates several settings and the interconnections between them (p. 4).

Bronfenbrenner’s ecological model (1979) is relevant when considering much of the literature relating to refugee children and particularly when considering the needs of refugee children. Bronfenbrenner (1979) also refers to ‘ecological transition’ which is when a person’s position in their environment is altered due to a change in the setting or to their role. In 1986 Bronfenbrenner developed his ecological model to include the concept of ‘chronosystem’, a research model that:
makes possible examining the influence on the person’s development of changes (and continuities) over time in the environments in which the person is living. (p. 724)

The emphasis with the ‘chronosystem’ is in examining the cumulative effects of transitions in an individual’s life course. Therefore this model is best achieved in a longitudinal study.

Refugee children have all undergone huge changes to their environment at the micro-, meso-, exo- and macrosystem levels. Bronfenbrenner’s model acts as a tool to explore literature relating to refugee children. It allows us to consider how changes in the child’s environment impact on their SEB development.

Rutter (2006) adapted Hamilton and Moore’s ecological model (see below) to represent a refugee child’s pre-migration to post-migration transition including the micro-, meso-, exo-, macrosystem changes that will occur in the child’s environment (see figure 2.3). Rutter (2006) places the ‘chronosystem’ between the pre-migration and post-migration stages, which highlights the need to examine the effects of the transitions made through a refugee child’s experiences.
Figure 2.3. An ecological model of factors that may influence refugee children’s educational progress (adapted from Hamilton and Moore, 2004).
2.4.3 Migration and acculturation

Migration is common to all refugee children and it is defined by Hamilton, Anderson, Frater-Mathieson, Loewen, and Moore (2000) as:

*movement from a familiar place, 'home', to a different place, usually a foreign country and culture.* (p. 53)

Hamilton and Moore (2004, p. 8) depict a refugee child’s migration experiences using an ecological approach adapted from Bronfenbrenner’s ecological model (1986) (figure 2.4).

![Diagram of migration phases](image)

**Figure 2.4. A refugee child’s migration experiences using an ecological approach adapted from Bronfenbrenner’s ecological model.**

Hamilton and Moore (2004) suggest that within their model (figure 2.4) there can be huge tensions for the refugee child at each of the three phases. They state that these tensions arise because of ‘*atypical conditions*’ within the ecological systems that the child is interacting with. Within this context they describe ‘atypical conditions’ as:

*anything that either does not support or which interferes with the normal development of the child.* (p. 8)

Refugee children carry their past experiences and roles within each ecosystem with them. They have the difficult task of managing the transition between the different ecosystems as they move from pre-migration, to trans-migration, to post-migration contexts.

Theories relating to migration are mainly linked with post-migration stressors. The theory of ‘*acculturation*’ is particularly concerned with post-migration experiences. Berry (1995, in Hamilton et al. 2000) refers to psychological acculturation as:
The process by which individuals change, both by being influenced by contact with another culture and by being participants in the general acculturative changes under way in their own culture. (p. 460)

When a refugee child comes to a new country they will come into contact with a completely different culture to their own. Acculturation involves change within an individual over time. Although the refugee child (acculturating individual) will experience the most change, individuals in the host culture may also experience change through the acculturation process.

Berry (1987; 1995, in Hamilton et al. 2000) classified four possible varieties of acculturation:

1) Assimilation is where the acculturating individual actively seeks to interact within the host culture, for example by learning the language and values of the host culture. In this instance the individual does not want to retain their own culture of origin.

2) Separation (opposite of assimilation) is where the acculturating individual wants to keep their own cultural values and avoids contact with the host culture. In this instance individuals usually do not acquire the language or values needed to interact fully within the host culture.

3) Integration is where an individual wants to hold on to their own cultural values whilst also acquiring the values and language associated with the host culture. This is considered to be the most positive option.

4) Marginalisation is when an individual does not maintain their own culture of origin, nor acquire the host culture. This is the likely outcome when an individual has negative attitudes about their own culture of origin as well as to the dominant culture. (p. 72-73)

Coehlo (1998) describes four stages of acculturation and adjustment that a refugee might pass through after arrival in a new country. Coehlo (1998) relates these stages to how a refugee child might feel in a new school environment:

1) Arrival and first impressions
   In this stage refugee children might feel a sense of adventure and optimism about starting a new life. However they might also feel anxious and act as observers rather than participants in new contexts, for example in the classroom.

2) Culture shock
   In this stage refugee children might start to feel uncomfortable and alienated as they are intimidated by different values and experiences in their new environment. Their feelings
might fluctuate between feelings of optimism and adventure and feelings of sadness and loss.

3) Recovery and optimism

In this stage refugee children may show a strong sense of resilience when they recover from culture shock and regain a sense of optimism. At this stage pupils may start to feel confident in learning a new language and making friends in school.

4) Acculturation

In this stage refugee children would have accepted their new culture, whilst hopefully retaining part of their original culture (integration). Refugee children who can move between the two different cultures and languages will have learnt to be ‘flexible and socially responsive’. (p. 26-28)

2.4.4 Resilience

The literature on resilience is very applicable to refugee children, as research in this area is interested in how individuals:

overcome adversity to achieve good developmental outcomes (Masten and Coatsworth, 1998, p. 205).

Research around resilience in children began in the 1970s with Garmezy’s studies of children with schizophrenic mothers (1974). He found that many of these children thrived despite the risks they faced. This was the start of research in the area of trying to understand how individuals responded in the face of adversity.

Werner’s early research (1971) studying children living in adverse conditions in Hawaii was seen as groundbreaking. He found that some of these children went on to exhibit ‘destructive behaviours’ and some of them did not. Werner (1982) used the term ‘resilient’ to refer to the children who did not exhibit ‘destructive behaviours’ and identified some of the features that the ‘resilient’ young people shared.

Luthar, Cicchetti and Becker (2000) state that from Werner’s early work, research around ‘resilience’ continued to expand to include the study of adverse conditions such as: socioeconomic disadvantage and associated risks, parental mental illness, maltreatment, urban poverty and community violence, chronic illness and catastrophic life events. Luthar et al. (2000) state that the focus of this research was to find protective factors which separated children who adapted well compared to those who adapted less well in adverse conditions.
Although early research focused on finding the personal qualities of the ‘resilient child’, later work acknowledged that external factors may be involved. Luthar et al. (2000) state that this research (Masten and Garmezy, 1985; Werner and Smith, 1982, 1992) described three sets of factors involved in the development of resilience:

1. attributes of the children themselves
2. aspects of their families, and
3. characteristics of their wider social environments.

More recently research has focused on not just identifying the protective factors but also trying to understand the underlying protective processes. For example, researchers are trying to understand how child, family and environmental factors can contribute to positive outcomes (Cowen, Wyman, Work, Kim, Fagen and Magnus, 1997; Luthar, 1999, in Luthar et al. 2000). Luthar et al. (2000) states that research in this area is necessary to ‘advance theory’ as well as to design ‘appropriate prevention and intervention strategies for individuals facing adversity.’ (p. 3)

Definitions of resilience
The relevance of the term ‘resilience’ to refugees becomes apparent when you look at the various definitions of resilience in the literature.

Fraser, Richman and Galinsky (1999) state that the term ‘resilience’ usually describes:

*Individuals who adapt to extraordinary circumstances, achieving positive and unexpected outcomes in the face of adversity.* (p. 136)

Gilligan (1997) defines resilience as referring to:

*Qualities which cushion a vulnerable child from the worst effects of adversity in whatever form it takes and which may help a child or young person to cope, survive and even thrive in the face of great hurt and disadvantage.* (p. 12)

Masten, Best and Garmezy (1991) (in Hamilton and Moore, 2004) define resilience in the following way:

*Resilience refers to the process of, capacity for, or outcome of successful adaptation despite challenging or threatening circumstances. Psychological resilience is concerned with behavioural adaptation, usually defined in terms of internal states of well-being or effective functioning in the environment or both.* (p. 53).
The literature around resilience provides an alternative focus when working with refugee children. Rather than focusing on their problems and needs it focuses on solutions and on identifying factors to promote good outcomes for them. If applying the definition by Masten et al. (1991) (in Hamilton and Moore, 2004) to refugee children, resilience describes a refugee child’s ability to adapt in the presence of significant challenges (risk factors, stressors) and achieve a positive outcome (resilience) helped by personal and environmental factors.

Hamilton and Moore (2004) state that resilience is not something that people either or do or do not possess, it is something that develops and emerges as a result of adversity. Refugee children may have experienced a range of stressors at the pre-migration and trans-migration stages, including war, violence, persecution, loss of home and loss or death of family and friends. Refugee children will also face a number of stressors at the post-migration stage, including adjusting to the host culture (acculturation) which will include starting a new school, learning a new language, making new friends etc. Refugee children may also be concerned about factors affecting their family, for example asylum claims, mental health of parents, economic deprivation, poor housing or racism.

Although little can be done about a refugee child’s pre-migration and trans-migration stressors, some understanding of their experiences may highlight the risk factors for an individual. The stressors affecting a refugee child in the post-migration stage show that they may still require help to overcome these stressors and show resilience. Masten et al. (1991) (in Hamilton and Moore, 2004) states that resilience is helped by personal and environmental factors and this has implications (that will be discussed later in the literature review) about the role of school staff in providing interventions for refugee children that will promote resilience.

2.5 Refugee children’s experiences

Refugee children will have experienced many different stressful events even before they reach a new country to seek asylum. Rutter (2003) suggests that:

*Most children cope with the multiple stresses of being a refugee; some remain psychologically vulnerable, however, and a few manifest disturbed behaviour.* (p. 127)

Fazel and Stein (2002) outline the three stages of traumatic experiences that all refugee children will be exposed to. These stages are: (1) while in their country of origin; (2) during the flight to safety; and (3) when having to settle in a country of refuge. These stages will be considered in the next three sections.
2.5.1 Pre-migration

The time prior to a refugee’s escape from their country of origin is referred to as the pre-migration phase (Hamilton and Moore, 2004). Refugee children may have been forced to flee their homes due to political violence or war. This means that refugee children may have experienced or witnessed violence, torture and losses of close family and friends.

Leyens and Mahjoub (1989, in Bemak, Chung and Pederson 2003), indicated that more than 60% of refugee children had been exposed to violence in their countries of origin. Similar results were reported by Boothby et al. (1991, in Bemak, Chung and Pederson 2003). They found that between 63% and 88% of refugee children in Mozambique had experienced some type of violence. Hepinstall et al. (2004) interviewed the parent(s) of 40 refugee children (aged 8-16) referred to Child and Adolescent Mental Health Service (CAMHS). From this sample of 40 refugee children, 76.9% of children had experienced war or threats to family members' lives and 61.5% of children had experienced death of family members through war or political unrest. Montgomery and Foldspang (2005) also found refugee children who had experienced high levels of exposure to war and violence. The parents of 311 Middle-Eastern children answered a structured interview on their children’s exposure to organised violence: eight to nine out of ten children had been exposed to conditions of war and had stayed in a refugee camp; seven out of ten had witnessed violence. Half of the children had a tortured parent.

These studies show that between 60-90% of refugee children were either exposed to violence or war and some of these numbers experienced traumatic events such as the death of family members. Although these figures may appear high, by definition an asylum seeker is fleeing a country due to a fear of persecution. Therefore it is not surprising that refugee children have been exposed to such a high level of traumatic events in their country of origin.

2.5.2 Trans-migration

The journey to a country of refuge is referred to as the trans-migration phase (Hamilton and Moore, 2004). This phase holds great uncertainty about the future for the refugee. They must survive journeys that may take months and that may put themselves in more life threatening situations. They must survive displacement from their homes and often times in a transitional placement, for example in a refugee camp. (Papadopoulos, 2001). Refugee children can often experience separation from their parents or caregivers at this time, either by accident or as a strategy to ensure their safety. Unaccompanied asylum
seeker children are the most vulnerable refugees, often undergoing the whole migration phase on their own.

Often refugee children can miss between months and years of their schooling, due to the time that they are in flight to a safe country. A Kurdish refugee student said:

‘I was so enthusiastic about starting school and learning English. I had been away from school for two years because we were travelling and did not have a permanent place to live’. (Rutter and Jones, 1998 p.1)

As well as experiencing a high exposure to traumatic events in their country of origin, refugee children may also have similar experiences in their flight to safety. Rothe, Lewis, Castillo-Matos, Martinez, Busquets and Martinez (2002) assessed 87 refugee children who had been confined to Cuban refugee camps for up to eight months before arriving in the United States. 80% of the refugee children reported that they had witnessed acts of violence in the refugee camp and 37% reported that they had seen someone commit or attempt suicide. 19% of the refugee children were also separated from their family in the refugee camp.

2.5.3 Post-migration
The final stage of finding refuge in another country is also referred to as the post-migration phase (Hamilton and Moore, 2004). For a family or individual, this stage brings the difficulty of making their asylum claim and also trying to meet their basic physiological and safety needs (Maslow, 1943). The family will also need to integrate into a new society with new belief systems and values that will challenge their adjustment (Papadopoulous, 2001). Refugee children will have the additional challenge of settling into a new school, often having to learn a new language and making new friends.

Lustig, Kia-Keating, Grant-Knight, Geltman, Ellis, Burman, Kinzie, Keane and Saxe (2003) suggest that from available literature, refugee children in the resettlement phase are impacted by stressors due to (a) migration and loss of the familiar; (b) acculturation and the ensuing difficulties between generations, and (c) trauma.

a) For a refugee child, loss of the familiar could mean a loss of their homeland, family, friends, and material possessions. Eisenbruch (1991) described the term ‘cultural bereavement’ as the refugees’ responses to losing touch with attributes of their homelands. Eisenbruch (1991) stated that elements of cultural bereavement could include survivor guilt, anger, and ambivalence.
b) Acculturation has been defined earlier in the literature review (see section 2.4.3) (Berry 1995, in Hamilton et al. 2000). Lustig et al. (2003) state that ‘acculturation’ has been defined as the process of cultural transition. It is described as transition from one country to another, which often involves changes in all aspects of a person’s life, from the language spoken to the ways in which people interact socially. The stresses associated with this cultural transition are defined as ‘acculturative stress’. Acculturative stress refers to:

Stressors experienced by individuals undergoing cultural transition that are caused by contact with the new culture. (Berry and Annis, 1974, in Lustig et al. 2003 p. 12)

Williams and Berry (1991) state that acculturative stress could result in:

A particular set of stress behaviours, that include anxiety, depression, feelings of marginality, and alienation, heightened psychosomatic symptoms and identity confusion. (p. 634)

Hamilton and Moore (2004) state that schools are well placed to support in the acculturation process. Schools transmit the values, norms and tools of a particular culture to the pupils as they will be reflected in the practices within school. Hamilton and Moore (2004) state that schools are well situated to:

Promote positive cross-cultural experiences for individual students as well as implement interventions which foster the development of positive acculturation attitudes in refugees and positive multicultural ideologies in all students. (p. 79)

Berry (2006) states that the changes for an individual during acculturation can be minor or substantial and range from being easily accomplished to being a source of ‘major cultural disruption’. Berry (2006) states that the easily accomplished changes may include behavioural changes, for example ways of speaking, eating, dressing and in one’s cultural identity. However, there may be more problematic changes that results in acculturative stress such as uncertainty, anxiety or depression. Berry (2006) also stated that the changes can be internal or psychological (sense of well-being or self-esteem). They could also be socio-cultural (changes linking the individual to those in the new culture), for example, competence in daily activities. For a pupil in school these activities would include following the appropriate social and behavioural routines and expectations in school.

Poppitt and Frey (2007) carried out semi-structured interviews with 20 Sudanese adolescent refugees (now living in Brisbane) to explore acculturation and acculturative
stress. The adolescents reported that the main sources of acculturative stress were linked to concerns about English language proficiency, issues of parental control and conflicting cultural rules. Interpreters were not used in the interviews as the authors did not want to inhibit the adolescents with a third person present. However, the lack of an interpreter may have compromised the adolescents' understanding of the questions and therefore the validity of their responses. The area of using interpreters is one area of difficulty when carrying out research with refugees.

Hyman, Vu and Beiser (2000) (in Hamilton and Moore, 2004) found that for young Asian refugees in Toronto, problems with adjustment were attributed to a lack of language competency and cultural differences in how to behave in school. Hyman et al. (2000) (in Hamilton and Moore, 2004) state that to support newly arrived refugees in school, staff need to be aware of the stresses they are experiencing and to provide orientation programmes that include parents and encourage their links with school. They also stated that schools need to respect the newly arrived pupils’ culture and values, while also helping them acquire the skills needed in the new host culture.

Ogbu (1995) states that in many schools, multicultural education focuses on social integration, citizenship and raising self-esteem. However he states that for pupils to fully participate in school there must also be appropriate time spent developing their acquisition of the new language and appropriate knowledge and skills.

Kia-Keating and Ellis (2007) state that adjusting to school and gaining a sense of belonging in the school community is an important stage of their overall adjustment. Kia-Keating and Ellis (2007) examined school belonging and psychosocial adjustment among 76 Somali adolescents who resettled in the US. The adolescents carried out self-rating scales on measures of war exposure (War Trauma Screening Scale), school belonging (psychological sense of school membership scale), Post Traumatic Stress disorder (PTSD-I), depression (depression self-rating scale) and self-efficacy (multidimensional scales of perceived self-efficacy). Kia-Keating and Ellis (2007) found that a greater sense of school belonging was associated with lower depression and higher self-efficacy, regardless of pre-migration experiences. However, the snowballing method of recruiting participants may have identified adolescents belonging to certain ethnic subgroups, therefore limiting the variance in the sample. This study highlights the importance that a sense of belonging in school has to refugee adolescents' adjustment.
Bhui, Stansfeld, Head, Haines, Hillier, Taylor, Viner, and Booy (2005) conducted a school-based survey with 2623 adolescents in schools in East London. Twenty percent of these students were born outside of the UK but were not necessarily refugee pupils. The study examined the link between friendships made by adolescents and mental health scores on the SDQ. They found that the adolescents who formed integrated friendships (friends from their own and other countries) had fewer mental health problems than marginalised adolescents who chose friends from neither their own nor other cultures. This study was carried out with adolescents from a range of ethnic backgrounds but it perhaps highlights the fact that acculturation affects both the acculturating individual and the individuals in the host country (Berry, 1995 in Hamilton et al. 2000). With some schools having a high number of refugee pupils, integrated friendships should still be considered as a factor supporting acculturation.

c) The high percentage of refugee children exposed to traumatic experiences indicates that some will develop psychological difficulties linked to the trauma, for example Post Traumatic Stress Disorder (PTSD), anxiety or depression. The following sections will look at the risk and protective factors for children developing mental health problems.

Hepinstall et al. (2004) collected information about pre-migration and post-migration experiences through interviews with the parent(s) of 40 refugee children (aged 8-16) referred to CAMHS (i.e. children referred for mental health difficulties). The biggest worry reported by parents was insecurity about their asylum application (61.5%), followed by worries about the welfare of their family in their home country (53.8%). This study shows the high percentage of families that are dealing with high levels of anxiety even in the resettlement phase. The fact that the children in this study had been referred to CAMHS, perhaps indicates that these families are those that have experienced the most difficulties and therefore their difficulties could be an overestimation of the difficulties experienced by refugee families, making it hard to generalise findings from this study.

For refugee children and their families another stress factor can be accessing education in their country of resettlement. Dennis (2002) collected information from 118 (aged between 11 and 19) refugee children living in England. The information was collected by workers in three agencies comprising the Refugee Children’s Consortium, using a monitoring form. The children surveyed were already known to staff through work from the agencies and had given their consent to the use of personal information. Dennis (2002) found that 62 of the children and young people were accessing some form of education. However, 56 were not yet in any form of education.
2.6 Risk and protective factors for refugee children

2.6.1 Risk and Protective factors

Fazel and Stein (2002) report that refugee children are at significant risk of developing psychological disturbances because of the number of risk factors that they face (see table 2.1).

Table 2.1 A table to show the risk factors for mental health problems in refugee children.

<table>
<thead>
<tr>
<th>Risk factors for mental health problems in refugee children</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Parental factors</strong></td>
</tr>
<tr>
<td>Post-traumatic stress disorder (PTSD) in either parent</td>
</tr>
<tr>
<td>Maternal depression</td>
</tr>
<tr>
<td>Torture, especially in mother</td>
</tr>
<tr>
<td>Death of or separation from parents</td>
</tr>
<tr>
<td>Direct observation of the helplessness of parents</td>
</tr>
<tr>
<td>Underestimation of stress levels in children by parents</td>
</tr>
<tr>
<td>Unemployment of parents</td>
</tr>
<tr>
<td><strong>Child factors</strong></td>
</tr>
<tr>
<td>Number of traumatic events—either experienced or witnessed</td>
</tr>
<tr>
<td>Expressive language difficulties</td>
</tr>
<tr>
<td>PTSD leading to long term vulnerability in stressful situations</td>
</tr>
<tr>
<td>Physical health problems from either trauma or malnutrition</td>
</tr>
<tr>
<td>Older age</td>
</tr>
<tr>
<td><strong>Environmental factors</strong></td>
</tr>
<tr>
<td>Number of transitions</td>
</tr>
<tr>
<td>Poverty</td>
</tr>
<tr>
<td>Time taken for immigration status to be determined</td>
</tr>
<tr>
<td>Cultural isolation</td>
</tr>
<tr>
<td>Period of time in a refugee camp</td>
</tr>
<tr>
<td>Time in host country (risk possibly increases with time)</td>
</tr>
</tbody>
</table>

Fazel and Stein (2002) also report that as the number of risk factors accumulates for refugee children, so does the risk of developing psychological disturbances. Rousseau (1995) reviewed risk and protective factors together and considered that there were three
main areas that can generate risk or protection for refugee children. These are migration, the family and acculturation.

For migration, Rousseau (1995) includes traumatic experiences, such as war or separation from parents/family as being a possible risk or protective factors. Rousseau, Corin and Renaud (1989) explored the link between war-related trauma and psychological disorders with 30 Latin American refugee children (aged between 8 and 12) now living in Montreal. The children were classified according to trauma intensity and the Achenbach and Dominic clinical evaluation scales were carried out to measure clinical symptomatology. Rousseau et al. (1989) found a significant link between the severity of war-related trauma and the presence of anxiety and depressive symptoms in these refugee children now living in Canada.

Garmezy (1983) listed belonging to a supportive family environment as a protective factor for a refugee child. Rousseau (1995) carried out a literature review and summarised the knowledge on refugee children available at the time. Rousseau (1995) reported that separation from parents/family can lead to depression, anxiety and problems of adjustment in refugee children.

There is a high risk of mental health problems in unaccompanied asylum seeker children due to the interaction between the traumatic experiences they have encountered and the multiple separations from parents and/or family (German, 2004).

Kinzie, Sack, Angell, Manson and Rath (1986) report the findings from standardised interviews carried out by psychiatrists with Cambodian refugee children. These children lived through the Pol Pot regime and spent two years in a refugee camp before immigrating to the United States. From the psychiatric reports, Kinzie et al. (1986) noted the protective effect of re-establishing contact with at least one family member.

Rousseau (1995) summarised that in literature relating to refugee children, stresses associated with acculturation involve factors relating to the child, such as their family and community of origin and factors relating to the host society, such as the school and the local community.

Risk and protective factors relating to the child's acculturation include the child’s age upon arrival in the host country, the number of years spent in the host country, and the extent of parents’ and family members’ acculturation (Lee, 1988). Garmezy (1983) notes the
protective nature of a supportive external environment in the host society, for example friends and teachers.

In summary, risk factors can be due to parental, child or environmental factors. As the number of risk factors accumulates for refugee children, so does the risk of developing psychological disturbances (Fazel and Stein, 2002). Rousseau et al. (1989) also found a significant link between the severity of war-related trauma and the presence of anxiety and depressive symptoms. In the literature, risk and protective factors are mainly discussed in the areas of migration, the family and acculturation. This shows that refugee children can be exposed to multiple risk or protective factors and that each individual refugee child will carry with them a unique range of these factors. This information highlights the fact that a range of SEBN could be identified in the proposed research (RQ 1). One reason for the range of needs will be the unique set of risk and protective factors that each refugee child will have accumulated in their life.

### 2.6.2 Resilience in refugee children

Masten et al. (1991 in Hamilton and Moore, 2004) refer to resilience as:

> The process of, capacity for, or outcome of successful adaptation despite challenging or threatening circumstances.

Research in this area is concerned with how individuals ‘overcome adversity to achieve good developmental outcomes’ (Masten and Coatsworth, 1998, p. 205).

It is easy to look at the literature relating to the risk and protective factors for refugee children and assume that an individual with a high number of risk factors will not be able to achieve the outcome of successful adaptation and good developmental outcomes. However this is not always the case and some refugee children demonstrate resilience in the face of many adversities.

Daud, Klinteberg and Rydelius (2008) explored resilience among refugee children whose parents had been traumatised and who were suffering from Post-Traumatic Stress Disorder (PTSD). The study included 80 refugee adolescents, split into two groups: 40 whose parents had been tortured in their country of origin and 40 whose parents had not been tortured. The group with tortured parents was further divided into those that met PTSD criteria (n=31) and those that did not (n=9). Children without PTSD, in the traumatised parents group had higher scores on the ‘I Think I Am’ (ITIA) Questionnaire (measure of self-esteem) and on the SDQ, with respect to total scores, emotionality,
relation to family, peer relations and prosocial behaviour, than children in the same group with PTSD. The values on these scales were similar to those children in the comparison group (non-traumatised parents). Daud et al. (2008) concluded that adequate emotional expression, supportive family relations, good peer relations, and prosociality constituted the main indicators of resilience for the refugee children in this study.

Hamilton and Moore (2004) state that school staff will need to identify conditions and factors which support resilience, to be able to include them in an intervention aimed at supporting refugee pupils. Luthar et al (2000) state that research describes three sets of factors involved in the development of resilience:

(1) attributes of the children themselves
(2) aspects of their families, and
(3) characteristics of their wider social environments.

Hamilton and Moore (2004) provide a summary of the areas that support resilience for the individual, within the family and within wider social environments. This summary can be found in appendix 2.3 and is a useful summary for school staff to consider for promoting resilience in refugee children.

EPs have a role to play in supporting school staff to develop factors within the classroom and whole school environment that promote resilience. Cefai (2007) gathered information from teachers in nine classes belonging to three different primary schools (in Malta), about the resilience of the pupils in their class. This information was gathered using a questionnaire that explored student prosocial behaviour, autonomy and problem solving and motivation and engagement. The three classes that scored highest overall for pupil scores on these areas were then selected to take part in a further study. In the further study, Cefai (2007) carried out observations in the three classes and semi-structured interviews with the teachers and students to identify specific features in these classrooms. The themes that emerged from these classrooms were caring relationships, active engagement, inclusion, collaboration, positive beliefs and expectations and recognition. This study suggests that classrooms which include the above features may act as protective factors for all pupils, including refugee pupils.

The TaMHS guidance (DCFS, 2008) outlines risk and protective factors that may affect whether a child develops mental health problems. TaMHS guidance (DCFS, 2008) states that schools have an important role to play in strengthening a child’s mental health,
through actions to limit the amount of risk factors and promote the protective factors, such as positive relationships, good communication skills and support in school.

### 2.7 Refugee children’s needs

In this section, the wide ranging needs that refugee children experience will be considered. Although the focus of this research is concerned with the SEBN of refugee children, these needs cannot be considered in isolation from other needs that a refugee child might be experiencing. The SEBN cannot be expected to be met if more basic needs remain unmet. To consider the range of needs displayed by refugee children, this section considers whether the basic needs of refugee children are being met (Maslow’s hierarchy of needs, 1968) before then considering other needs such as language needs, educational needs and SEBN. In this way a humanistic psychological approach is being taken by considering the needs of the whole child.

Hek (2005) highlights the fact that many studies (GLA, 2004; Marriott, 2001; Richman, 1998a; Stanley, 2001; Stone, 2000, in Hek, 2005)) describe refugee children being dealt with as refugees first and foremost before being seen as children. Hek (2005) also describes how these studies reveal that refugee children do face the same issues as other children but that there are also specific and different issues that they face that need to be taken account of when considering how to provide for refugee children.

#### 2.7.1 Basic needs

After refugee children have left their country of origin, travelled to safety (flight) and finally settled in a country of refuge, it might be expected that their basic needs would be met. However, literature reveals that the basic needs of refugee children, such as food, housing and clothing are still not always met in their country of refuge.

Perhaps one of the most distressing situations for refugee children to be placed in is detention centres. Detention centres are where people seeking asylum who are considered to be illegal immigrants or unauthorised arrivals into a country are placed.

Mares, Newman, Dudley and Gale (2002) described two case vignettes of families detained in an Australian immigration detention centre. From their observations and interviews they conclude that the children in this environment are ‘deprived of basic human rights such as adequate education, and opportunities for safe play and development’. (p. 94)
Sir Al Aynsley-Green (former children’s commissioner for England) (2010) states that each year around 2,000 children are detained in immigration detention centres in the UK. Sir Al Aynsley-Green states (2010) that he has visited Yarl’s Wood Immigration Removal Centre in Bedfordshire three times in the last four years due to his ‘profound concern’ over the treatment and management of children in that location. His reports (2009, 2010) state that although conditions for children have improved in these centres the administrative detention of children for immigration control must end.

An asylum-seeker is provided with basic support when seeking asylum in the UK (www.ukba.homeoffice.gov.uk/asylum). Housing is provided to those who are homeless, but there is no choice about where you live in the country. Different housing is provided to families at different stages of the asylum application process. This means that although housing (a basic need) is provided, until the family obtain refugee status there is no security that they can settle in that community or school or begin to build a social network of support.

Families that are seeking asylum are given a weekly living allowance (dependent on the number of adults and children in the family). If an asylum application is denied and an appeal is made, the family move on to support known as ‘Section 4’ (because it is given under the terms of Section 4 of the Immigration and Asylum Act, Home Office, 1999). At this stage the family is provided with a voucher card to spend at certain supermarkets, but no money is given.

Hardwick and Rutter (1998, in Arnot and Pinson, 2005) criticise the voucher system and state that it does not allow for children’s needs to be met, in that families cannot afford things such as toys and books. They state that children are therefore denied aspects of a normal childhood.

Studies have highlighted that a family’s basic needs might not be met by this support (Gosling, 2000; Humphries and Mynott, 2001, in Hek, 2005). Families may face poor nutrition due to a lack of money, and if the family has vouchers then appropriate foodstuffs may not be easily available. Hek (2005) carried out a literature review of the needs and experiences of refugee children over the last ten years. Hek (2005) reports that many children and young people say that the poor housing conditions they live in contribute to illness, and unsuitable accommodation leads to emotional difficulties such as having to cope with parents’ feelings of isolation and depression, which in turn affects them. This is
an example of how unmet basic needs have a direct link to the social and emotional well-being of refugee and adults and therefore refugee children.

Sellen and Tedstone (2000) also reported that many refugee families are vulnerable to poor nutrition because of ‘poverty and the difficulties of adapting eating and child feeding practices to new sociocultural and economic conditions’ (p. 361). They state that sometimes asylum seeking families are placed in bed and breakfast accommodation where there are no facilities available to prepare food.

Families that are seeking asylum are also entitled to free healthcare from the National Health Service (NHS). Drennan and Joseph (2005) interviewed health visitors in London about the health needs of the refugee families worked with. The health visitors reported that when ‘faced with destitute families with children in short-term accommodation and with no family networks in a foreign country, the priorities were always to address the fundamental physiological and safety needs’ (p. 159). These needs were described as those at the base of Maslow’s hierarchy (Maslow, 1968).

Adults are not allowed to work while their asylum application is being considered and this can be a very frustrating and difficult time them. Children have the right to full time education and must receive full-time education, normally at their local school. However, accessing education in a new country and overcoming language barriers brings new challenges for a refugee child. These challenges are outlined in the next section.

2.7.2 Language needs
There is a wealth of literature relating to the needs of EAL pupils. However, full consideration of this is beyond the scope of this literature review. For refugee children, language needs are part of a cluster of needs and are often linked to the difficulties they face in the acculturation process.

Acquiring a new language plays an important role in the acculturation process for refugee children. Schumann (1986) stated that one area that affects how successful refugees are in adapting to their new environment is how successful in learning the host language they are. Refugee children often encounter the host language on a daily basis before their parents, when they are enrolled in school.

Hamilton and Moore (2004) state that due to their pre-migration experiences some refugee children may not arrive in school in the best psychological or emotional state to learn a new language. Literature also shows that education in a child’s first language
correlates significantly with increased English language proficiency in the post-migration stage (Westermeyer and Her, 1996 and Boua, 1990 in Hamilton and Moore, 2004). This shows the importance of the school finding out what educational experiences a refugee child has had post-migration.

Ellis (1994) outlines the ‘critical period hypothesis’ which states that there is a period in which learners can acquire a second language easily but that after this period it becomes more difficult. Although the age at which the ‘critical period’ ends is highly debated, there is evidence to show that primary aged children (8-11 years) become proficient in acquiring English than younger or older children (Collier, 1987). Ellis (1994) also found that in general, girls are better at learning a second language than boys.

Schumann’s acculturation theory for second language acquisition (1986) supports the need for pupils to be included in a mainstream class even when they have little or no English. This is so that refugee pupils will have contact with the target language group, which is essential for acculturation to take place. Rutter (1994) stated that when children are included in a mainstream class, they are motivated to learn English so that they can interact with other children in the classroom and in the playground.

Hamilton and Moore (2004) suggest that there may be some occasions when withdrawing children for separate English classes may be appropriate, for example helping total beginners, focusing on a specific assignment or to allow traumatised students to develop a relationship with an adult. Rutter (1994) states that where English classes are being taught outside mainstream lessons, the two teachers should work closely together and the responsibility of developing the second language should lie with both teachers.

Another way to support second language acquisition is to pair a newly arrived child with a peer in a ‘buddy system’ which can include first language and second language peers (Barnard, 1998 and van Hees, 1997 in Hamilton and Moore 2004). Hamilton and Moore (2004) state the importance of carrying out initial and ongoing assessments to determine whether school interventions and programmes are effective.

Hamilton and Moore (2004) state that it is important to recognise the language and literacy skills that the refugee child already possesses in their first language. Bolloten and Spafford (2001) state one way to do this is to provide books in the child’s first language. Rutter (2001) also stresses the importance of supporting the child’s first language in schools and giving them opportunities to talk about their home language and write in it.
This supports the most positive stage of acculturation, which is integration (Berry (1987; 1995) (in Hamilton et al. 2000).

Many local authorities define refugee children using an EAL model. Arnot and Pinson (2005) conducted exploratory telephone conversations with 58 English Local Authorities that had been identified due to having a high number of refugee pupils in those authorities. As part of these telephone conversations, Arnot and Pinson (2005) identified different approaches to meeting the educational needs of refugee pupils. The policies and provision in place differed due to the different ways in which local authorities defined refugees in place in the local authorities. These were:

- EAL pupil model
- Holistic model
- Minority ethnic model
- New arrivals model
- Race equality model
- Vulnerable children model

(see appendix 2.4 for full definitions of these models)

The model adopted by most local authorities was the EAL model, by 22/58 authorities. This was followed by the holistic model (18/58 authorities), which is the model that recognises the complexity of the needs of refugee pupils and takes a number of factors into account.

### 2.7.3 Educational needs

DfES guidance (2004a) outlines that the following groups of refugee children underachieve:

- many unaccompanied asylum seeking and refugee children;
- children who arrive in the UK late in their education careers with little or no prior education;
- Somali pupils;
- Turkish Kurdish boys;
- Eastern European Roma pupils.

The guidance states that unaccompanied asylum seeking and refugee children may underachieve because of the lack of support and guidance from a family. The guidance
also points out that asylum-seeking and refugee children who arrive in the UK with an interrupted prior education are one of the most educationally vulnerable. These children may feel very frustrated due to their inability to read and write and also due to being unfamiliar with a classroom set-up.

The DfES (2007a) have produced guidance relating to raising the attainment of Pakistani, Bangladeshi, Somali and Turkish heritage pupils. This guidance highlights the following key areas for the senior leadership in the school to consider: ethos for learning, pupil voice, making effective use of data, teaching and learning, partnership teaching, parents and community and working with the local community.

The focus of this guidance is on raising academic attainment. However, some of the areas in this guidance could be used to address the SEBN of these pupils. For example, the guidance discusses making use of data such as lesson observations and teacher feedback to ‘track and monitor’ pupils’ progress. In a similar way, playground observations could be carried out and teacher feedback given to monitor the SEBN of these pupils. The guidance does however highlight the importance of helping the pupils to meet the five ‘Every Child Matters’ (DfES, 2004b) outcomes, in order to create an ‘ethos for learning’.

There is specific research that has been carried out to examine the reasons for underachievement of certain groups. For example, the underachievement of Somali pupils has been examined in Lambeth schools (Demie, Lewis and McLean, 2007) and in Camden schools (Ali and Jones, 2000).

Demie et al. (2007) carried out an ethnographical research study to investigate Somali pupils’ attainment. The methodological framework of this study included four main areas: 1) analysis of KS1, KS2, KS3 and GCSE data 2) focus groups and group interviews with parents, pupils and community groups 3) teacher interviews and focus groups and 4) case-studies with nine schools (seven primary and two secondary), having a minimum of 5% Somali heritage pupils. Headteachers were asked to select a mixed group of pupils, parents, teachers and community groups for the focus groups and interviews. Focus groups and interviews were carried out in five different schools and each lasted for around an hour.

Ali and Jones (2000) aimed to outline the factors that hinder educational achievement for Somali pupils in Camden. The research involved consultation with seven Camden schools (four primary and three secondary), and interviews were held with teachers and Somali
students. Semi-structured interviews were also carried out with members of eight different Somali community groups, many of whom were parents or carers of Somali pupils in Camden schools.

There was a lot of overlap in the findings from these two studies with findings for underachievement including: pupils’ language barriers, unfamiliarity with the English system of education and disrupted or nonexistent prior education (school factors). Out-of-school factors included economic deprivation, poor housing, overcrowding, racism, health problems, translation issues and difficulties in relation to immigration status.

Demie et al. (2007) and Ali and Jones (2000) report strategies that schools have adopted to overcome some of the barriers to achievement for Somali pupils. These include: the employment of specialised staff/effective use of black teachers, focussed EAL support, support for Somali language classes, good home/school/community links – especially getting Somali parents involved with the school. A pastoral system responsive to the needs of Somali pupils was also seen as important as well as an overall inclusive ethos and curriculum. Ali and Jones (2000) specifically point out that ‘educational achievement is more than the measurable academic.’ They emphasise the importance of monitoring social skills and behaviour through observations and through close communication with pastoral team and families.

The DfES guidance (2004a) states that the underachievement among some asylum-seeking and refugee groups is complex. However the guidance states that schools have a responsibility to analyse attainment data to highlight underachievement of ethnic minority pupils, including refugee pupils. Where a group is underachieving, the school and LEA should plan a clear strategy for raising the attainment of that group. Such a strategy could include:

- use of bilingual/bicultural mentors to guide pupils
- ensuring that pupils have good pastoral care
- work to improve parental involvement in education
- after-school and vacation projects with study support
- EAL support

One of the difficulties for refugee children is that school staff may not be prepared for their arrival. This highlights the need for schools to have policies and procedures in place that are ready to meet the needs of newly arrived pupils.
Information in the basic needs section above also outlines the difficulties asylum seeking families face in terms of not having permanent housing in one place. This has huge implications to refugee children and means that their education, even in the host country will often be interrupted due to the need to move house at different stages of the asylum application process.

2.7.4 Social, emotional and behavioural needs
The majority of the literature describing refugee children’s SEBN has been written by mental health professionals and therefore it uses mental health terminology. This highlights the lack of research that has been carried out in school settings or by educational professionals with refugee children. In this section a few studies using SEBN terminology will be outlined first, before discussing the mental health literature, which refers to psychological disorders such as PTSD, anxiety and depression.

Cumming and Visser (2009) state that refugee children often display SEN due to their lack of previous school or due to traumas they have experienced. They state that often these needs lie in the area of SEBN. Cumming and Visser (2009) evaluated an art workshop run with six refugee children in a primary school. The focus of the workshop was to develop social skills that were lacking in refugee children, including: social interaction, smiling, talking, sharing pictures, group work and willingness to participate. The school recognised that an early intervention was needed for refugee children to build their self-esteem and develop their social skills. Self-esteem scores increased post-intervention (as measured by the Morris’ Self-Esteem Indicator) and positive social skills were gradually achieved as the weeks progressed. However, the limitations of this study were that improvements in social skills were evaluated through observations by the researchers, rather than through using a specific measurement or tool to evaluate the improvements made.

Rutter (2006) investigated the experiences of Congolese refugee children in London. She analysed SEN data and found that the Congolese pupils listed as having emotional and behavioural difficulties were usually included for poor social skills, lack of confidence and low self-esteem, rather than very challenging behaviour. Rutter (2006) explained that the pupils’ lack of confidence also seemed to be linked with their communication difficulties.

Szente, Hoot, and Taylor (2006) carried out interviews with refugee parents, teachers, social workers, counsellors and a school principal to try and better understand the special needs of refugee children. The teachers reported a range of behaviours seen in refugee
children including aggressive and hoarding behaviours. A teacher also described one pupil not communicating with another pupil from her same culture and this was because she was from a higher caste than the other girl within her native culture.

Fazel and Stein (2003) explored the mental health needs of 101 refugee children in six schools in Oxford, aged between 5-18 years old. The group of refugee children were matched with two other groups of children: ethnic minority children and white children. Teachers scored pupils from all groups on the SDQ. The results showed that more than a quarter of the refugee children had significant psychological disturbances, greater than in both control groups and three times the national average. The refugee children showed particular difficulties in emotional symptoms. This study aimed to explore the mental health needs of refugee children; however one limitation is that the SDQ is not a mental health diagnostic tool. Therefore the full extent of their mental health needs could not be explored using only the SDQ.

Rousseau (1995) carried out a literature review and summarised the knowledge on refugee children available at the time. Rousseau (1995) listed symptoms reported by refugee children in resettlement to include anxiety, recurring nightmares, insomnia, secondary enuresis, introversion, anxiety and depressive symptoms, relationship problems, behavioural problems, academic difficulties, anorexia, and somatic problems.

Although Rousseau (1995) listed a number of symptoms reported by refugee children, the majority of literature in this area refers to mental health problems in refugee children. This could be because it is easier to report something that is diagnosable against criteria for example, PTSD or anxiety, rather than a description of symptoms.

The figures for psychiatric disorders in refugee children vary considerably. Hodes (2000) stated that up to 40% of refugee children may have psychiatric disorders, mainly PTSD, depression and other anxiety-related difficulties.

Fazel and Stein (2002) show the psychological disorders and symptoms found in refugee children (table 2.2) (American Psychiatric Association, 1994).
**Table 2.2** A table to summarise the common presenting symptoms of psychological disorders in refugee children.

<table>
<thead>
<tr>
<th>Summary of common presenting symptoms of psychological disorders in refugee children</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Post-traumatic stress disorder</strong></td>
</tr>
<tr>
<td>Persistent avoidance of stimuli: specific fears; fear of being alone; withdrawal</td>
</tr>
<tr>
<td>Re-experiencing aspects of the trauma: nightmares; visual images; feelings of fear and helplessness</td>
</tr>
<tr>
<td>Persistent symptoms of increased arousal: easily aroused; disorganised and agitated behaviour; lack of concentration</td>
</tr>
<tr>
<td><strong>Other anxiety symptoms</strong></td>
</tr>
<tr>
<td>Marked anxiety and worry: irritability, restlessness</td>
</tr>
<tr>
<td>Other sleep disorders</td>
</tr>
<tr>
<td>Somatic symptoms including headaches and abdominal pain</td>
</tr>
<tr>
<td><strong>Depression</strong></td>
</tr>
<tr>
<td>Low mood</td>
</tr>
<tr>
<td>Loss of interest or pleasure</td>
</tr>
<tr>
<td>Declining school performance</td>
</tr>
<tr>
<td><strong>Conduct disorders</strong></td>
</tr>
</tbody>
</table>

**PTSD**

Various studies have highlighted that a high percentage of refugee children exposed to war, display PTSD symptoms. This literature highlights a range of 11% - 41% of refugee children exhibiting PTSD symptoms (Allwood, Bell-Dolan and Husain, 2002; Fazel, Wheeler and Danesh, 2005; Servan-Schreiber, Lin, and Birmaher, 1998; Papageorgiou, Frangou-Garunovic, Iordanidou, Yule, Smith, and Vostanis, 2000; Kinzie et al.1986). This makes it very hard to draw any firm conclusions about the prevalence of PTSD in this population. The validity of how the data was gathered is also questionable due to cultural and language barriers that may exist when interviewing the children.

Hepinstall et al. (2004) interviewed the parents of 40 refugee children referred to CAMHS. They found that the number of traumatic events experienced in the country of origin and the nature of the events (namely the death of family members) were associated with higher PTSD symptoms. Machsoud and Aber (1996) also found a similar relationship between the number of war traumas experienced by a child and PTSD symptoms. Despite
the lack of consistency in figures relating to the prevalence of PTSD in refugee children, it appears that higher PTSD symptoms can be linked to the number and nature of traumatic events experienced.

**Anxiety**

Anxiety is less frequently investigated than PTSD. However, Papageorgiou et al. (2000) found that 23% of children who had experienced war in Bosnia (n=95) scored within the clinical range on the Revised Children's Manifest Anxiety Scale (RCMAS). Data from this study revealed that children’s self-report measures were much higher than data reported by parents or teachers. Therefore the reliability of the RCMAS data is questionable.

Montgomery and Foldspang (2005) also found that two thirds of refugee children (n=311) who had been exposed to war, violence and torture suffered from anxiety and about 30% from sleep problems.

Muecke and Sassi (1992) measured anxiety among two Cambodian refugee adolescent groups: one group in transit camp awaiting resettlement to the United States and the other group in permanent resettlement in the United States. Interestingly, they found that the mean anxiety score was significantly higher for the group of adolescents in permanent resettlement in the US. One hypothesis for this result was that the adolescents were more hopeful in the transit camp about a preferred future. This highlights that anxiety may be linked to difficulties with resettlement.

**Depression**

Various studies have highlighted that a high percentage of refugee children, including those exposed to war, display depressive symptoms. This literature highlights a range of 11.5% - 47% of refugee children exhibiting depressive symptoms (Servan-Schreiber et al. 1998; Papageorgiou et al., 2000).

In interviews carried out with 170 Cambodian refugee adolescents and 80 of their mothers, Sack, Clarke and Seeley (1996) found that the strongest relationship with depressive symptoms was found for recent stressful events. Therefore, both pre and post migration stressors may lead to depressive symptoms. Hepinstall et al. (2004) found that the number of current life stressors was linked to refugee children's levels of depression. In particular, severe financial difficulties and insecure asylum status were related to greater depressive symptoms in refugee children.
Comorbidity
Comorbidity of depression with PTSD has also been reported. Hubbard, Realmuto, Northwood and Masten, (1995) interviewed 59 Cambodian refugee adolescents and young adults who had been exposed to war trauma as children. 24% of the refugees had PTSD, 59% of whom had an additional affective or anxiety disorder, with major depression and generalised anxiety disorder being the most common.

Conduct Disorders
Fazel and Stein (2002) list ‘conduct disorders’ (DSM-IV manual, APA, 1994) as common presenting symptoms of psychological disorders in refugee children. Conduct disorders are split into four main groupings in the DSM-IV manual (APA, 1994) which are: aggression to people and animals, destruction of property, deceitfulness or theft and serious violations of rules.

Much of the literature discussing behavioural difficulties in refugee pupils is specifically related to unaccompanied refugee minors. Sourander (1998) evaluated 46 unaccompanied refugee minors waiting for placement in an asylum centre in Finland using the Child Behaviour Checklist (CBCL). Nearly half of the unaccompanied refugee minors were functioning within the clinical or borderline range for behavioural difficulties.

In summary, most of the literature relating to mental health needs of refugee children discuss PTSD, anxiety and depression. Conduct disorders are also discussed in relation to unaccompanied refugee minors. Although not easily diagnosable against set criteria, symptoms such as recurring nightmares, insomnia, secondary enuresis, introversion, relationship problems, behavioural problems, academic difficulties, anorexia, and somatic problems have also been reported. Despite the discrepancies in the frequency of psychiatric disorders, higher PTSD symptoms have been linked to the number and nature of traumatic events experienced. Also the number of current life stressors has been linked to refugee children’s levels of depression (Hepinstall et al. 2004).

2.7.5 Carrying out research with refugees
A review of the research carried out with refugee children has highlighted some of the difficulties there are in this area. Some of the studies with refugee children raise questions about the tools that have been used, many of which are not standardised on a refugee sample. For example, the use of the Revised Children’s Manifest Anxiety Scale and the Depression Self-Rating Scale for Children (Papageorgiou et al. 2000) found much higher scores reported by the refugee children, than the parents or teachers.
Hubbard et al. (1995) also found that the use of interpreters limited the information that Cambodian refugee adolescents felt comfortable in sharing in an interview. However, on the other hand Poppitt and Frey (2007) carried out semi-structured interviews with Sudanese adolescent refugees and interpreters were not used, as the authors did not want to inhibit the adolescents. However, the lack of an interpreter may have compromised the adolescents’ understanding of the questions and therefore the validity of their responses.

Mackenzie, McDowell and Pittaway (2007) outline some of the ethical considerations that need to be addressed when working with such a vulnerable group. They state that:

*The vulnerability of refugee and other displaced participants is one of the main reasons why refugee research is ethically fraught.* (p. 302).

Mackenzie et al. (2007) state that the situations refugees have been through could have led them to mistrust officials or agency workers. This could lead to difficulties in obtaining consent for refugees to take part in research as they may be wary about the motives of the researcher and how the information will be used.

Mackenzie et al. (2007) also state that reliance on translators when carrying out research with refugees can also be ‘ethically problematic’. They state that:

*Poor translation can hamper the kind of mutual understanding required for ethical research, as well as potentially undermining the validity of the research.* (p. 6)

Difficulties with translators may include breaches of confidentiality or hostility due to cultural clashes. This highlights the need to make careful considerations if making translation arrangements.

Mackenzie et al. (2007) state that one way to build trust with refugee participants is to be explicit about confidentiality in the consent process. This could include refugees making informed decisions about what they want to be recorded from the information they share.

Research carried out with refugee children, should also adhere to guidelines that relate to all child participants. Morrow and Richards (1996) state that the two main difficulties when carrying out research with children are usually concerned with ‘informed consent’ and ‘protection of research participants’. Issues around informed consent are usually
concerned with whether the child is old enough to give their own consent or if consent should be obtained from a parent/carer. In terms of ‘protection’ of child participants, Morrow and Richards (1996) state that they should be entitled to the same degree of confidentiality as adult participants, with the added protection that the researcher will deal with any ‘case of disclosure’ or ‘potential harm’ if it arises during the research.

2.8 Wave 1
With many uncertainties surrounding the asylum process, the school environment may be one of the only constant experiences in the refugee child’s life in this final stage. Therefore it is vitally important for school staff to do all that they can to welcome and integrate the child into their new school. The TaMHS (DCFS, 2008) Wave 1 interventions include ‘effective whole school frameworks for promoting emotional well-being and mental health’. For refugee pupils these frameworks should include effective inductions and welcome procedures.

2.8.1 Induction procedures and programmes
The DfES guidance (2004a) on supporting the education of asylum-seeking and refugee children outlines the importance of providing a welcoming environment in schools. This guidance highlights that a good induction policy should include things such as parents being shown around the school and having all relevant information explained to them. Support for the child should include welcome materials such as a timetable, a plan of the school and a buddy. Where possible a bilingual teaching assistant should also be available to support the child in class.

Rutter (2001) states that the initial meeting and interview in school is an excellent opportunity for relationships to be established between school and the new refugee child and their parents/carers. Rutter (2001) also highlights the Refugee Council’s view that this initial meeting should seek to build trust with the parents/carers and not to bombard them with questions about their prior experiences. Rutter (2001) states that is reasonable to ask about issues such as: languages spoken, past schooling experience, relationship to child, medical needs and entitlement to free school dinners.

McCorriston and Lawton (2008) also give guidance on induction procedures for secondary refugee children. They include making pupils aware of things such as school policies, buddyng and mentoring schemes, relevant information about school culture in England, extra-curricular activities and agencies that can support them.
Doyle and McCorriston (2008) identify barriers to inclusion for refugee and asylum seeking young people and their parents/carers in secondary education. These barriers include language issues, bullying and racism, lack of familiarity with the schooling system and experiences of trauma and flight (which can have a profound impact on the behaviour of children).

The DfES guidance (2004a) includes a chapter on meeting pupils’ language needs. Strategies include teaching the pupils a few basic English phrases straight away, using pictures, labels and visual cues.

This guidance also includes a chapter entitled ‘Preparing all Pupils for Life in a Diverse Society’. The ideas suggested in this chapter are to overcome barriers of bullying and racism that some refugee children could face. The strategies given include using the Personal, Health, Social and Citizenship Education (PHSCE) curriculum and curricular projects to develop understanding about the diversity of national, regional, religious and ethnic identities in the UK and the need for mutual respect and understanding.

The barrier of a lack of familiarity with the schooling system is faced by parents as well as pupils. The DfES guidance (2004a) highlights the importance of working together with the school, home and community to form links. Rutter (2006) also highlights that having the support of their parents is the biggest protective factor for a refugee child and therefore it is very important to form links with them.

Some refugee children might need additional SEB support than others within an induction period. The DfES guidance (2004a) highlights that within an induction period, teachers should try to maximise the protective factors and minimise the adverse factors in a child’s life. By doing this they will be promoting well-being and trying to minimise the chances of the child suffering long-term psychological stress. The guidance suggests that a school can:

- Help parents to care for and support their child
- Signpost to other support agencies in the community
- Help children to integrate their past experiences into their belief system
- Encourage the child to maintain some links with their homeland and remember good things about life in the home country
- Help the child to feel happy in their new school, make friends (buddying system) and be able to achieve at school
• Help the child to feel optimistic about the future and about making progress
• Give opportunities for the child to talk about stressful events (if they are ready) and thus gain control over them
• Encourage the child to ask for help when things go wrong (mentoring system)
• Encourage the child to have a hobby or interest to pursue (after school club)

The DfES guidance (2004a) highlights the role that ‘play’ can have in helping refugee pupils to settle and gain confidence through interacting with their peers. The guidance (2004a) specifically emphasises the importance of play in the early years for refugee pupils and suggests using activities such as sensory and exploratory play, drama and free play. However the guidance (2004a) also states that role-play and creative activities can support older refugee pupils in making sense of changes in their life and gaining confidence.

Ingleby and Watters (2002) outline a Dutch programme called the ‘Pharos programme’, which is delivered as a more formalised induction package to newly arrived refugee pupils by a teacher and a mental health worker. There are various programmes for secondary and primary aged pupils focusing on areas such as ‘what do refugee children have in common?’ (with lessons including ‘where do I come from?’, ‘who am I?’, ‘prospects for the future’) and ‘welcome to school’. The primary aged ‘welcome to school’ programme includes eight lessons that incorporate a variety of verbal and non-verbal techniques to addressing areas such as school, friendship and play.

Ingleby and Watters (2002) report that reaction from staff and pupils to these programmes has been positive. They do not specify what evaluations have been carried out, however they state that there have been evaluations which have indicated positive effects on several areas important for children’s well-being (for example their sense of belonging and the number of health complaints they report).

Rotich (2009) outlines a mentoring intervention to support immigrant and refugee pupils new to an American middle school. An organisation to support immigrant and refugee pupils worked alongside the school and enlisted college and university students to act as mentors for the refugee pupils. The volunteer mentors ran programmes after school that included tutoring, help with homework, information on health and well-being, served healthy snacks, discussed acculturation tips and facilitated physical activity sessions. This article states that the intervention was offered to all immigrant and refugee pupils, but it does not state how many attended or for how many weeks the intervention ran. Focus
groups, interviews and daily journal reflections were used to collect information on the effectiveness of the scheme from the pupils. At the end of the programme the refugee pupils listed a number of benefits they had found, including: better grades, completing all homework, help understanding American culture, improved English speaking, receiving healthy snacks and learnt different sports.

2.8.2 Teaching of social and emotional skills
A school that provides a good induction procedure as well as trying to maximise the protective factors in a child’s life will be promoting psychological well-being. As well as these universal interventions for refugee children, all pupils will cover topics relating to developing mutual respect and understanding for each other in PHSCE lessons.

One recommendation for good practice is that schools should be delivering SEAL to all pupils. The SEAL programme (DfES, 2005a) is a whole-school curriculum resource to help develop children’s SEB skills. It includes assemblies and follow-up ideas for work in class. Humphrey, Kalambouka, Bolton, Lendrum, Wigelsworth, Lennie and Farrell (2008) discuss the fact that SEAL is delivered in three waves of intervention. The whole-school SEAL curriculum is ‘Wave 1’. Waves 2 and 3 of the SEAL programme will be discussed further in the next sections.

Circle time is also advocated as a way to deliver whole-school SEAL in the classroom (DfES, 2007b). Circle time is described as:

A time set aside each week when a whole class of young people and their teacher sit in a circle and explicitly engage in a structured programme of games, experiential activities, discussion and relaxation strategies. (DfES, 2007b, p. 105)

Circle time is a forum to discuss a range of issues, including peer relationships, conflict resolution and friendship. It is also a time where pupils can develop more effective social skills and develop their self-esteem.

The TaMHS guidance (DCFS, 2008) also promotes the use of SEAL related work with families at Wave 1. Family SEAL (DfES, 2006) aims to make links between the support parents provide for their children when they are developing SEB skills and engaging in school-based work. Family SEAL focuses on collaboration and sharing ideas and respects the beliefs and values of all participants. The Family SEAL workshops comprise an introductory workshop, seven workshop sessions and a farewell party. In the workshops, participants share ideas about supporting their child develop SEB skills and complete activities with their children.
Most refugee children will settle into a new school, develop friendships and feel happy. There may only be a few pupils for whom this universal intervention has not met all of their SEBN, and for them a more targeted intervention may be necessary.

### 2.9 Wave 2 interventions

Small group SEAL (2006) is group work aimed at children who need additional support to develop their SEB skills. The group work covers a range of themes such as ‘getting on and falling out’ and ‘good to be me’. Humphrey et al. (2008) evaluated the small group SEAL and found statistically significant evidence that it has a positive impact for pupils in areas such as emotional literacy and social skills. They found that the impact of the small group work was also sustained after a seven week follow-up measure was taken. These results indicate that the small group SEAL work may be an appropriate intervention to use with refugee pupils, to raise self-esteem and develop SEB skills.

Nurture groups are another small group intervention to address SEBN. Nurture groups were first set up in the 1970s by Marjorie Boxall, an EP. She describes nurture groups as:

> An in-school resource for primary school children whose emotional, social, behavioural and formal learning needs cannot be met in the mainstream classroom. (Boxall, 2002)

Cooper, Arnold and Boyd (2001) state that nurture groups are based around the theory that children who exhibit EBD are experiencing emotions and displaying behaviours that developmentally are appropriate to children of a younger chronological age. It is Bowlby’s attachment theory (1969, 1973 and 1980) that underpins the nurture group philosophy. The children spend a substantial part of each week in the nurture group but remain part of their mainstream class, joining the other children daily for planned activities. The nurture group classroom is set out to be both home and school. The group should offer a range of domestic and personal activities as well as activities that overlap with the National Curriculum. The aim is to offer structure and routine for the children in a nurturing environment (Cooper, Arnold and Boyd, 1999). The research evidence for nurture groups is growing and shows that many pupils show an increase in their SEB functioning (as measured by tools such as the SDQ and Boxall profile) after belonging to a nurture group. (O’Connor and Coldwell, 2003; Cooper and Whitebread 2002; Iszatt and Wasilewska, 1997). Some refugee children may express emotions and behaviours that appear developmentally below their chronological age. This could be due to their past experiences, which may include being separated from a primary care giver or missing out.
on early childhood experiences. For such refugee children, nurture group provisions may be an appropriate intervention.

### 2.10 Wave 3 interventions

There is literature that outlines and evaluates Wave 3 interventions for refugee children with SEBN run in schools. These interventions have usually been carried out by specialist professionals and therefore are not directly relevant to the focus of this research. There is not the scope to expand on these interventions in this literature review, however as an overview these interventions have included Cognitive Behavioural Therapy groups (Stein, Jaycox, Kataoka, Wong, Tu, Elliott and Fink, 2003; Kataoka, Stein, Jaycox, Wong, Escudero, Tu, Zaragoza and Fink, 2003; Möhlen, Parzer, Resch and Brunner (2005) and Entholt, Smith, and Yule, 2005), groups to reduce depression (Fox, Rossetti, Burns, and Popovich, 2005), art and expressive therapy groups (Rousseau, Drapeau, Lacroix, Bagilishya and Heusch, 2005 and Cumming and Visser, 2009) and a school-based mental health service (O'Shea, Hodes, Down and Bramley, 2000).

A summary of some of these interventions can be found in appendix 2.5, for the interest of the reader.

### 2.11 Role of the EP in supporting schools

The SEN Code of Practice (DfES, 2001) outlines that the EP is a very important resource for the school. The Code of Practice outlines that the EP can offer more to a school than consultation, problem solving and assessments around an individual child. This can include:

> Work with groups of pupils and teachers and learning support assistants at the classroom or whole school level, for example helping to develop knowledge and skills for school staff and assisting with projects to raise achievement and promote inclusion. (DfES, 2001, section 10.8).

The area highlighted above outlines a very collaborative way that the EP can work with staff in school to develop skills and move things forward in terms of achievement and inclusion.

Curran, Gersch and Wolfendale (2003, in Cameron, 2006) outlined that EPs have the potential to work at three different levels:
Farrell, Woods, Lewis, Rooney, Squires and O'Connor (2006) also discuss the role that EPs have at the strategic level in helping schools and organisations to ‘develop, implement and evaluate policies and procedures’. Farrell et al. (2006), provide examples of EPs’ distinctive contributions to strategic and capacity building work, in areas working with: parents and carers, Youth Offending Team (YOT), SEN, EBD, organisations and Looked After Children (LAC). The respondents who provided examples of EPs' strategic work (Farrell et al. 2006) were also able to outline the following specific psychological contributions that an EP could bring to this work:

- Communication of psychological knowledge, principles, methods or needs, and their implications for policy.
- Application of psychological methods, concepts, models, theories or knowledge.
- Development or training in the application of psychological skills (British Psychological Society (BPS), 2006).

This shows that EPs have a distinctive psychological contribution to make in strategic work and have demonstrated this work in a number of different areas.

In 2000, the Educational and Child Psychology journal published a whole journal (volume 1) focusing on organisational change and the role of the EP within this change. Some of the articles within this journal specifically outlined the role of the EP in carrying out action research. Although these articles do not relate specifically to work with refugee pupils they illustrate transferrable research skills and approaches that could be usefully applied by EPs working with refugee pupils.

Baxter (2000) explored staff members’ perceptions of behavioural issues in a primary school using an action research approach. The approach was organised into an exploratory phase and a feedback phase. The exploratory phase consisted of individual interviews with staff and a whole staff session. The feedback stage consisted of a whole school session, problem-solving in staff groups and a written report to the school, via the head teacher. Through the problem-solving in groups, staff tackled issues that were raised
and generated possible solutions. The job of implementing possible solutions was left with the staff in school. Baxter (2000) reported that nine months later staff had made a number of changes including implementing circle time, introducing a new induction system for Year 3 pupils and teaching children about the school rules so they understood them.

Durkin (2000) describes a small scale action research project which was carried out collaboratively between two Special Educational Needs Co-ordinators (SENCOs) and an EP. The focus of the action research was around transition from infant to junior school. The SENCos from each school met with the EP to discuss the issues involved in transition which mainly focused on not having the voice of the child in the process. This was identified as key, as some children found the transition process difficult due to past experiences and losses. Through the action planning group, it was agreed that ten Year 2 pupils would complete a booklet which would be passed up to their new school. This action research project only involved one collaborative meeting between the EP and the teachers. The author highlights the need to carry out a second action research cycle in the future.

More recently, Simm and Ingram (2008) outlined a collaborative action research project where they (two EPs) worked with staff in four primary schools to develop the use of solution-focused approaches. The first cycle of action research (AR) involved the EPs and SENCo working together to develop their own use of solution-focused approaches. Subsequent cycles focused more on ways to involve other members of the school staff in using solution-focused approaches. Semi-structured interviews were carried out with the SENCo and a teacher from each school at the end of the first year of the project. Using realistic evaluation, the EPs found 15 different mechanisms that staff members felt had been important in producing successful outcomes. These mechanisms included: engaging in research cycles, support from an EP and collaboration. Although the findings from the interviews were positive, staff may have been influenced by the fact that it was the researchers carrying out the interviews.

German (2008) outlines the role of EPs in supporting refugee parents. German (2008) highlights that action research can be used to establish better home/school cultural understanding. She describes three case examples where collaborative action research has been used. One case example involves collaborative action research between two EPs, Somali refugee parents and staff in a primary school (the other two examples involve action research with a voluntary agency and a refugee organisation, rather than a school). In this case example, the refugee team EP in the authority (German), worked alongside
the school EP to carry out two focus groups with school staff and 15 Somali parents. The aim of the focus groups was to investigate the participants’ perceptions, understandings of the school system and parental expectations. A Somali interpreter was used in the focus groups and parents’ views were transcribed and analysed using interpretative phenomenological analysis (IPA). Major themes raised by the parents included: a lack of understanding about the school system, an inability to help their children with homework due to linguistic barriers and experiences of racism at the school gate. German (2008) states that the outcome of this research led to agreed actions such as: the EMA team running workshops to explain the reading programme (using a Somali parent for translation) and a senior member of staff monitoring the school gates. The use of a Somali interpreter may have inhibited some of the parents in sharing their views within the focus groups, however it is clear from the research that a number of themes arose from the focus groups. Although this action research did not focus on the needs of refugee children, the actions agreed upon to support Somali parents would have an impact on further supporting their children in school.

The above articles (Baxter, 2000; Durkin, 2000, Simm and Ingram, 2008 and German 2008) outline the work that EPs can carry out at an organisational level using an action research model. There is also literature relating to EPs using the ‘Research and Development in Organisations’ (RADIO) approach as a collaborative action research model. The RADIO approach was developed by Knight and Timmins (1995) to help Educational Psychologists in Training (EPiTs) to conceptualise and manage their school improvement work. The steps in the RADIO framework will be described in more detail in the methodology section.

Ashton (2009) described a transition project that involved a number of different strands, including action research with five schools (using the RADIO model). Ashton (2009) outlines the different stages of the RADIO model including ‘agreeing the focus of concern’ with key members of staff and deciding to gather data through focus groups with Year 7 pupils. Ashton (2009) found that an extra step was needed in the RADIO model (step 10 plus) to share the findings with the pupils. Themes that emerged from the focus groups included the social side of life at school and support from family members in transition. Ideas from these themes were discussed in action planning meetings that led to the implementation of various strategies to support transition. Ashton (2009) reflected that the success of the research was due to the motivation and interest of staff members and due to key members of staff being able to make important decisions and implement actions. Ashton (2009) highlights that in some of the schools it was harder for the work to be
embedded at the end of the research. This perhaps suggests that more work needed to be done at the ‘agreeing focus of concern’ stage, to ensure stakeholders were in agreement about the aims of the research.

Timmins, Shepherd and Kelly (2003) describe research carried out using the RADIO model to evaluate the work of four behaviour support teachers (BSTs) in three different high schools. A TEP carried out the research and used the RADIO model to facilitate the planning of the research and to work collaboratively with the behaviour support teachers. Semi-structured interviews were carried out with the BSTs and questionnaires were completed by staff in school. A co-operative inquiry group was set up to discuss the findings from the research and plan future developments for the role of BSTs. Findings included the fact that support from BSTs had reduced exclusions in the schools and school staff had developed more strategies for managing behaviour. The co-operative inquiry group also recognised the need for BSTs to develop whole school approaches to managing behaviour in the schools.

Timmins, Bham, McFadyen and Ward (2006) describe how the RADIO model enabled TEPs to negotiate research with an EPS around evaluating and developing consultation work with schools. After discussing the initial stages of the RADIO model with the EPS, it was agreed that the TEPs would carry out telephone interviews with teachers. The TEPs presented six main themes to the EPS after analysing the telephone interviews, these included: the consultation process, EPs’ facilitation skills, the written record, protected time, prior briefing on consultation process and practical action strategies. As a result of the feedback the EPS agreed to promote and market the consultation further in schools and to develop EP surgery sessions operating in a cluster of schools. The TEPs reflected on some of the benefits of using the RADIO model, which included support in negotiating the research with colleagues and managing research involving a range of stakeholders.

The RADIO model appears to be a useful tool, especially for TEPs in facilitating and planning a piece of collaborative action research. Themes that have appeared in literature relating to EPs carrying out action research have included transition, consultation, behavioural issues, behavioural support and solution focused approaches. This study highlights that the TEPs struggled to use the RADIO model at the beginning of this research. This highlights that perhaps more guidance is needed in certain stages of the framework, for example the ‘clarifying organisational and cultural issues’ stage.
In the literature relating to EPs carrying out action research in schools, no research was identified that focused on identifying and meeting the needs of refugee children. The article by German (2008) involved collaborative action research with Somali refugee parents, however the focus of this research was on the parents’ perceptions and understanding of the school system. A search for the term ‘refugee children’ in two leading Educational Psychology journals (Educational Psychology in Practice and Educational and Child Psychology) over the last 15 years only found three articles (Hart, 2009; German, 2004 and Jennings and Kerslake, 1994). This is surprising as EPs have a sound knowledge of child development and an understanding of psychological models and theories that relate to areas such as trauma, loss and resilience. EPs also have a distinct role in working with vulnerable pupils. For example, Dent and Cameron (2003) explore the concept of ‘resilience’ and offer suggestions on how EPs can work with parents and teachers to generate strategies that will enable them to enhance the resilience of vulnerable children and young people. Other literature relating to EPs working with vulnerable groups includes the use of Solution Focused Brief Therapy (SFBT) to support pupils vulnerable to bullying in both primary and secondary schools (Young and Holdorf, 2003). Imich, Bayley and Farley (2001) also outline the role of an EP in supporting gay and lesbian pupils and also their parents and teachers and whole school settings. The TaMHS guidance (DCFS, 2008) lists refugee and asylum seeking children and families as ‘particularly vulnerable to mental health problems, due to their experiences both before and after their arrival in a country of refuge’. (p. 44).

The three articles relating to refugee children carried out by EPs included found three articles: Hart (2009), German (2004) and Jennings and Kerslake (1994). Hart (2009) outlines some casework carried out with a 13 year old refugee from Montenegro. Hart (2009) also outlines literature relating to trauma and migration and advocates that an interactionist and ecosystemic perspective is needed when trying to understand the difficulties faced by refugee children. German (2004) explores relevant literature relating to the experiences and the needs and strengths of unaccompanied refugee children. German (2004) provides implications of the literature for EP practice with unaccompanied refugee adolescents and also outlines 3 case studies involving input from an EP.

Jennings and Kerslake (1994) describe research carried out by EPs in a secondary school to address the needs of bilingual students with EAL in science lessons. They report that many of these pupils were refugee children; however the focus was not primarily for refugee children but for bilingual learners. The authors describe this study as a ‘descriptive study’, exploring factors which affect performance in school as EAL learners.
The research involved observing how ‘protocols of good practice’ for bilingual learners were met in the classroom by analysing teacher and student behaviour and learning tasks and context. Five teachers were also interviewed to gather additional information. A number of findings, linked to successful features of teaching the bilingual pupils are discussed. Interestingly, the authors mention the research proceeding by a method of ‘co-operative inquiry’, but this method is not elaborated upon. If a co-operative enquiry group had been set up then this could have fit within an action research model as outlined in the research by Timmins et al. (2003). However, this study does not take the form of an action research project.

The literature written by EPs in relation to work with refugee children is sparse. Only two of the three pieces of literature outlined above focused specifically on refugee children. These articles (Hart, 2009; German, 2004) mainly focus on a review of relevant literature relating to refugee children and the outline of casework carried out by EPs with refugee children. German (2004) states that EPs can play a role in the development of whole school approaches in work with refugee children, however to date, no literature addressing this area of an EPs work has been published.

2.12 Summary of the literature review

A refugee is someone who has been forced to flee their country of origin due to fear of persecution. Refugee children fall into two categories: accompanied and unaccompanied children. The current literature review focused on the needs of accompanied refugee children.

The literature review outlined four main theoretical perspectives that are important in understanding the literature relating to refugee pupils. These were: the mental health perspective, the ecological approach, theories of migration and acculturation and the theory of resilience.

The literature reveals a range of pre-migration experiences refugee children may have experienced, including violence (Leyens and Mahjoub, 1989 in Bemak, Chung and Pederson 2003 ), war, death of family members and political unrest (Hepinstall et al. 2004). The trans-migration stage means surviving displacement from their homes and sometimes time spent in a transitional placement, such as a refugee camp. (Papadopoulos, 2001). The post-migration stage involves loss of the familiar and ‘cultural bereavement’ (Eisenbruch, 1991). It also involves the difficult process of ‘acculturation’ (Berry, 1995 in Hamilton et al. 2000) and the risk of developing ‘acculturative stress’
(Williams and Berry, 1991). Finally, in the new host country, refugee children may have to deal with psychological difficulties due to past traumatic experiences.

The literature highlights a number of risk and protective factors to refugee children developing psychological disorders (Fazel and Stein, 2002) including parental factors (Garmezy, 1983; Rousseau, 1995), child factors and environmental factors (Lee, 1988). However, Hamilton and Moore (2004) provide a summary of the factors which can promote resilience in children. The area of resilience in refugee children is very limited (Daud et al. 2008) and this highlights that the focus of refugee literature is still mainly focused on their risk of developing psychological difficulties.

The needs of refugee children documented in literature include basic physiological needs (Maslow, 1968), language needs (Schumann, 1986), educational needs (DfES, 2004a, 2007a) and SEBN (Fazel and Stein, 2003). The SEBN range from difficulties with social interactions (Cumming and Visser, 2009), lack of confidence and low self-esteem (Rutter, 2006) to more angry and aggressive behaviours (Szente et al. 2006). However the majority of literature relating to the needs of refugee pupils is concerned with psychiatric disorders such as PTSD, anxiety and depression (Hodes, 2000).

The school environment may be one of the only constant experiences in the refugee child’s life in the post-migration stage, therefore it is vitally important for school staff to do all that they can to welcome and integrate the child into their new school. Wave 1, Wave 2 and Wave 3 interventions that have been carried out with refugee children or may be appropriate in supporting refugee children are discussed.

EPs are described as being able to work at a number of different levels, including: individual, group and organisation or system level (DfES, 2001; Curran et al. 2003 in Cameron 2006). There is literature that discusses EPs carrying out strategic work using an action research design (Baxter, 2000; Durkin, 2000, Simm and Ingram, 2008 and German, 2008) and also the RADIO approach (Ashton, 2009; Timmins et al. 2003; Timmins et al. 2006). Despite the skills that EPs have in carrying out action research, and working with vulnerable children, no such study has been carried out by an EP focusing on the needs of refugee children. In fact the literature written by EPs relating to work specifically with refugee children is very sparse indeed (Hart, 2009; German, 2004; Jennings and Kerslake, 1994).
2.13 Research gap

The current literature review has highlighted the range of SEBN that refugee children may display, due to their past and current experiences. EPs are skilled in working with school staff to support vulnerable groups, including refugee children. However, there has been very little research carried out by EPs in this area. German (2008) carried out action research with refugee parents, however most of the available literature relating to the specific needs of refugee children describes individual case work carried out by EPs. There is no literature relating to EPs working at a whole school level to support the SEBN of refugee pupils.

I have identified through literature that there is a gap in EPs working with schools at a strategic level to ‘develop, implement and evaluate policies and procedures’ (Farrell et al. 2006) relating to refugee children. I also identified that although successful research had been carried out by EPs using action research, this design has not been used by EPs to focus on the needs of refugee pupils. Therefore the research gap identified is to work collaboratively with staff in a school with refugee children, using an action research design to identify and better meet the SEBN of refugee pupils.

The research questions that will be explored in this thesis are:

1) What are the social, emotional and behavioural needs of refugee children identified in a primary school and how are these currently being met?

2) How can provision be developed in a primary school to better meet the social, emotional and behavioural needs of refugee children?
3.1 Introduction

Guba and Lincoln (1994) state that:

Questions of method are secondary to questions of paradigm, which we define as the basic belief system or worldview that guides the investigator, not only in choices of method but in ontologically and epistemologically fundamental ways. (p. 105)

Therefore, it seems appropriate to start this methodology section by considering the paradigm that the researcher is committed to working in.

The researcher considered five main inquiry paradigms outlined by Guba and Lincoln (1994, 2005). These inquiry paradigms included positivism, postpositivism, critical theory, social constructivism and participatory. From considering these positions the researcher placed herself as having a 'social constructivist' worldview and approach to this research.

When searching for a definition of ‘social constructivism’, most research textbooks discuss ‘constructivism’ as an overarching inquiry paradigm in this area. Constructivism begins with the assumption that the human world is different to the physical world and therefore must be studied in a different way (Guba and Lincoln 1990, in Patton 2002). Patton (2002) states that human beings have developed the capacity to interpret and construct reality. He states that the world of human perception is ‘made up’ of their cultural and linguistic constructs.

Patton (2002) states that to take a constructivist approach means to:

study the multiple realities constructed by people and the implications of those constructions for their lives and interactions with others. (p 96).

Therefore, to take a ‘social constructivist’ approach means that these realities are constructed in interactions with others. Greene (2008) states that social constructivism emphasises:

the collaborative nature of much of learning (p. 245).
This means that what humans perceive as ‘real’ and the knowledge and meaning they create, has been shaped by their experiences and interactions with other humans and the language used in these interactions.

**Ontology**

Adopting a social constructivist approach will inform the researcher’s overall approach. Ontology is the study of the nature of being or reality. When considering ontology, Guba and Lincoln (1994) invite the researcher to ask ‘what is the form and nature of reality and therefore what is there that can be known about it?’ (p. 108). Guba and Lincoln (2005) state that a constructivist paradigm assumes a relativist ontology. This position also applies to a social constructivist paradigm and this is the position that the researcher is taking.

A ‘relativist’ ontology assumes that there are multiple realities that will exist between different individuals, created through each person’s social interactions and experiences. Guba and Lincoln (1994) state that some elements of these realities can be shared by individuals and also across cultures. Individuals can change their constructs through their different experiences and interactions and therefore they can change their associated ‘realities’.

**Epistemology**

Adopting a social constructivist approach also has implications for epistemology, or theory of knowledge. When considering epistemology, Guba and Lincoln (1994) invite the researcher to ask ‘what is the nature of the relationship between the knower or would-be knower and what can be known?’ (p. 108). Guba and Lincoln (2005) state that a constructivist paradigm assumes a subjectivist epistemology. This position also applies to a social constructivist paradigm and this is the position that the researcher is taking.

A ‘subjectivist’ epistemology assumes that the knower and the respondent are co-creating understandings (Guba and Lincoln, 2005). Therefore they are interdependent and the researcher brings their own perspectives and experiences to the research as well as those that the participants bring.

McNiff and Whitehead (2006) consider ontological and epistemological commitments in relation to action research. It will become apparent that the features of action research link clearly with the researcher’s own ontological and epistemological commitments, therefore highlighting action research as an appropriate design for this research.
Ontological commitments
McNiff and Whitehead (2006) state that whereas positivist forms of research are usually value free, action research is value laden. Part of action research begins by examining your own values and deciding if you are following these values in your practice. In action research you will also interact with those who hold other values and this may lead to negotiations around future practice.

McNiff and Whitehead (2006) also explain that action research is ‘morally committed’. They explain that in action research you are aiming to improve an area of your practice, in line with what you believe to be ‘better’ practice. Again, McNiff and Whitehead (2006) state that what one person perceives as ‘better’ will be different to another person.

These ideas are in line with a ‘relativist’ ontology, in that multiple realities will exist between different individuals in terms of values, morals and knowledge. McNiff and Whitehead (2006) also state that a central ontological commitment in action research is that:

\[
\text{Action researchers always see themselves in relation with others, in terms of their practices and also their ideas, and the rest of their environment. They do not adopt a spectator approach, or conduct experiments on others. They undertake enquiries with others, recognising that people are always in company'. (p. 25)}
\]

Therefore in action research the researcher is interacting with others and not simply being a silent observer. This fits with a social constructivist approach and will be further explored in the epistemological commitments in action research (below).

Epistemological commitments
McNiff and Whitehead (2006) state that in action research the focus of the study is researching yourself, ‘I’. This means that the participants are asking questions about their own practice, such as ‘How do I improve it?’ and ‘What am I doing?’ McNiff and Whitehead (2006) also highlight that the researcher does not need to take an external position (watching what other people are doing) but that the researcher can become an ‘I’ existing alongside other ‘Is’. In this way the boundaries can ‘dissolve’ as the researchers seek to develop together a ‘common understanding about what they are doing and why’.

\[
\text{Boundaries become permeable membranes (Capra, 2003), where meanings and commitments flow between lives, and people perceive themselves not as separate entities, though still unique individuals, but as sharing the same life space as others. (Rayner 2002, 2003; Whitehead 2005, in McNiff and Whitehead 2006 p. 11).}
\]
McNiff and Whitehead (2006) also state that in action research knowledge is uncertain in that one question may generate a number of possible answers. They state that knowledge is ‘created’ rather than ‘discovered’ and therefore knowledge is open to modification. McNiff and Whitehead (2006) also state that knowledge is created through a collaborative process. This supports the researcher who can become an ‘I’ existing alongside other ‘Is’. Each stage of the process in action research (for example negotiating the research, gathering the data, analysing the findings, planning the next steps) involves working with others and one ‘I’ in the research can never be understood in isolation from another ‘I’.

This epistemological position for action research is in line with a ‘social constructivist’ epistemology (outlined above) where the participants and researcher are co-creating understandings together. Knowledge is ‘created’ through social interactions with others and therefore the way to find out about socially constructed knowledge is through joint research and the creation of meaning with participants.

3.2 Research questions
At the end of the literature review it was identified that EPs are ideally placed and well qualified to work with pupils with SEBN and also to work with vulnerable pupils. Refugee pupils are more at risk of developing mental health needs than their peers (TaMHS, DCFS, 2008) due to their past experiences and risk factors in their lives. However schools are well placed to support refugee pupils and to try to increase the protective factors in their lives. Despite this fact there is little research with refugee children in educational settings as most is carried out in clinical settings.

EPs can work to support pupils with SEBN at an individual level, group level, or an organisational or systemic level. The literature written by EPs working with refugee children is very sparse and is mainly concerned with reviewing current literature or discussing case studies. There is a gap in EPs working with schools at a strategic level relating to meeting the needs of refugee children. Therefore the research questions identified fit within an action research design (described in the next section), where I will work collaboratively with staff to identify and better meet the SEBN of refugee pupils. The action research design fits within a social constructivist paradigm (as outlined above) as I will be interacting with members of staff and refugee pupils to create an understanding about the needs of refugee pupils and ways to better support them in school.
The research questions are:

1) What are the social, emotional and behavioural needs of refugee children identified in a primary school and how are these currently being met?

2) How can provision be developed in a primary school to better meet the social, emotional and behavioural needs of refugee children?

3.3 Design

In this section the researcher will discuss action research. Approaching this research from a social constructivist inquiry paradigm, the researcher was aware that her focus would be to work collaboratively with members of staff to understand and reconstruct each other’s constructs about refugee pupils. The aim would be to move towards a consensus of constructs which could then inform future action in the school. The researcher did not want to take the role of a ‘disinterested scientist’ but of a ‘passionate participant’ who was interested in facilitating the understanding of different constructs and using this understanding to bring about change in the school. An action research method fits with the collaborative way that the researcher wanted to work with members of staff in a primary school.

Action research will be discussed and critiqued in this section. The specific methodology of this research will then be discussed in the ‘negotiating framework for information gathering’ section (3.10) which aims to select an appropriate methodology and research design to address the research aims.

Action Research

One of the founding figures of action research is Kurt Lewin and he first mentioned this area of research in his 1946 paper “Action Research and Minority Problems”. Lewin was a Jewish refugee from Nazi Germany and his response to the Second World War was to work to change attitudes towards minorities in areas such as segregation and discrimination (Lewin and Grabbe, 1945 in Hollingsworth, 1997). Lewin developed this model as a response to problems he perceived in social action (Kemmis, 1988 in Kemmis and McTaggart, 1988).

Lewin (1946) saw social theory as highly important but stated that it needed to be integrated with social action. Lewin stated that:

*Research that produces nothing but books will not suffice. (Lewin 1946, reproduced in Lewin 1948: 202-3)*
For Lewin, action research was a way to further develop social theory by linking it with practice. Adelman (1993) stated that for Lewin, action research was focused on a discussion of problems and then a group discussion around how to overcome these problems. Adelman (1993) also stated that according to Lewin:

*Action research must include the active participation by those who have to carry out the work in the exploration of problems that they identify and anticipate.* (p. 9)

McNiff and Whitehead (2006) state that the ‘social commitments’ are one area that all forms of research differ on. They state that in action research the aim is to:

*Improve practice through improving learning.* (p. 32)

McNiff and Whitehead (2006) state that practitioners then have a responsibility to share how their improved learning has led to improved practice through ‘public accounts’. In this way other people’s practice may benefit from the improved learning and a body of evidence may form in a new area.

Lewin’s model of action research (1958) involves three steps: unfreezing, changing and refreezing. This action research is depicted as a cyclical process of change. Lewin’s cycle begins with a series of planning actions initiated by the client and the change agent working together. The second stage involves planning and executing behavioural changes and the third stage involves evaluating changes in the behaviour and making necessary adjustments.

Since Lewin’s action research model (1958) many more recent models have been developed. However, all of these follow the same cyclical process of change, often comprising of a series of steps, for example Reflection – Plan – Action – Observation (Kemmis and McTaggart, 1988) or clarifying vision and targets – articulating theory – implementing action and collecting data – reflecting on the data and planning informed action (Sagor, 2005).


*Action research is not a ‘method’ or a ‘procedure’ for research but a series of commitments to observe and problematise through practice a series of principles for conducting social enquiry.* (p. 248)
McNiff and Whitehead (2006) state that the ‘methodological commitments’ are one area that all research differ on. They state that action research is different to other approaches in that:

*Action enquiries do not aim for closure, nor do practitioners expect to find certain answers.* (p. 30)

They state that in action research the participants see what might be a useful next step and try it out. They state that one step leads to another and each cycle of action research will lead on to another.

Cohen, Manion and Morrison (2000) outline some typical definitions of action research (Corey, 1953; Kemmis and McTaggart, 1992; Cohen and Manion, 1994). However, they provide a clear and comprehensive definition given by Kemmis and McTaggart (1988):

*Action research is a form of collective self-reflective inquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices, as well as their understanding of these practices and the situations in which these practices are carried out . . . The approach is only action research when it is collaborative, though it is important to realise that the action research of the group is achieved through the critically examined action of individual group members.* (p. 5).

Kemmis and McTaggart (1988) place an important emphasis on the collaborative role of action research, for example a group of professionals planning, carrying out and evaluating a change in their practice. However, Cohen et al. (2000) state that participatory action research has a role for the researcher to play in the process. Weiskopf and Laske (1996, in Cohen et al. 2000) state that in participatory action research, the researcher can act as:

*Facilitator, guide, formulator and summarizer of knowledge, and raiser of issues (e.g. the possible consequences of actions, the awareness of structural conditions).* (p. 132-133)

Kemmis and McTaggart (2005, in Denzin and Lincoln 2005) criticise the role that the researcher sometimes plays as facilitator, stating that:

*Too often the facilitator lapsed into the role of ‘process consultant with pretensions or aspirations to expertise about a ‘method’ of action research, a role quite inconsistent with the commitment to participate in the personal and social changes in practice that had brought participants together’.* (p. 569)
Kemmis and McTaggart (2005, in Denzin and Lincoln 2005) highlight that if the researcher focuses too much on their role (using techniques of facilitation) they can appear more important that the other participants. However on the other hand, if the researcher sees their role as merely a ‘neutral’ participant then they risk avoiding their responsibility in being part of the social change process.

The researcher recognised the importance of her role in the action research process. The researcher also recognised the importance of choosing an action research model that would not simply be followed as a procedure but would allow the participants to ‘observe and problematise through practice’ (McTaggart 1996, p. 248 in Smith, M. K. (1996, 2001, 2007))

The researcher considered the RADIO approach, which is described as ‘fitting within a collaborative action research framework’ (Timmins et al. 2003). The RADIO approach was developed by Knight and Timmins (1995) to help EPITs to conceptualise and manage their school improvement work. The RADIO approach is designed to support the work of an EP in school or service improvement. It has been designed so that the stakeholders (those who work in the systems being researched or improved or are likely to be affected by research and development outcomes) participate in the process of school improvement and hold a positive response to the change and take ownership of the change process.

The 12 stages of the RADIO approach can be broken down into three phases (see appendix 3.1) (Timmins et al 2003):

- Phases 1- 4 involve identifying needs in the school/service and forming a collaborative partnership between the facilitator and organisation
- Phases 5-8 involve collaborative decision making about the research methodology and methods
- Phases 9-12 involve collaborative proposals for organisational change

The RADIO model could be criticised due to its structured, sequential nature. However Timmins et al. (2003) state that phases can be re-visited at any point in the initiative, which provides more of a flexible model of working.

Timmins et al (2003) describe the RADIO approach as being:

*Reflected in ‘real world’ approaches to research (Robson, 1993, in Timmins et al. 2003, p. 234)*

and also described it as:
These approaches are in line with the researcher’s social-constructivist approach, where stakeholders will be trying to understand and reconstruct the views that they each hold and bring together in this collaborative approach.

The researcher felt that the RADIO approach was an appropriate model to use in this research for the following reasons:

- The approach fits within a social constructivist inquiry paradigm
- The 12 stages of the approach provide a structure that focus on a ‘collaborative action research’ which will support the EPiTs role as researcher and facilitator
- The 12 stages of the approach can be revisited and therefore allow for a more flexible model
- The approach has been successfully developed and used by EPs working with school staff (Timmins et al, 2003 and Timmins, Bham, McFadyen and Ward, 2006, Ashton, 2009)

A table to show how each step in the current research maps on to the RADIO approach can be found in appendix 3.1.

Summary

In the current research the design can be described as action research. The research was carried out following the RADIO approach which fits within a collaborative action research model. Stages 1-7 of the RADIO approach will be described in the methodology section and stages 8-12 of the RADIO model will be described in the results section.

In approaching this research from a social constructivist perspective, the researcher is highlighting the fact that knowledge is ‘created’ through social interactions and experiences with others. Therefore the action research design fits in with the researcher’s epistemology that knowledge can be created through joint research and the creation of meaning with participants. Although the participants themselves are the object of the enquiry, ‘I’, McNiff and Whitehead (2006) also highlight that the researcher can exist alongside the participants as part of the enquiry. The researcher decided that she wanted to work alongside the participants in this research rather than taking an external position. The researcher also wanted to develop an understanding alongside the participants. Therefore, it seems appropriate to explain the methodology of this research, using the first person (I) to refer to the researcher.
3.4 Validity and Reliability

Evaluating qualitative Research
Lyons and Coyle (2007) state that:

Quantitative psychological research tends to be assessed in terms of criteria such as reliability and internal and external validity. These rely on an assumption of objectivity – that the researcher and the research topic can be independent of each other. (p. 20).

Lyons and Coyle (2007) state the aim within a positivist research paradigm is to limit researcher ‘bias’, which means a ‘deviation from some definitive truth or fact’. Although this research involves a mixed methods approach, the research inquiry paradigm is firmly rooted in a social constructivist approach where I (as researcher) am taking a ‘subjectivist’ approach. This means that the researcher and the respondent are co-creating understandings and the researcher is a ‘passionate participant’ rather than a ‘disinterested scientist’. Therefore, because of the researcher taking a ‘subjectivist’ approach, quantitative evaluative criteria relating to eliminating ‘bias’ are inappropriate.

In considering evaluative criteria more appropriate for qualitative research, Lyons and Coyle (2007) state:

As yet, there is no consensus about the best criteria for evaluating qualitative research (p. 23).

Lincoln and Guba (1985) named four terms that they state have a better fit with qualitative research compared to the terms used in quantitative research. They replaced internal validity with ‘credibility’, external validity with ‘transferability’, reliability with ‘dependability’ and objectivity with ‘confirmability’. However these terms have been criticised as simply replacing the quantitative terms but not offering a different way of evaluating qualitative research.

I considered various different guidelines to evaluate qualitative research, such as Henwood and Pidgeon (1992), Yardley (2000) and Elliott, Fischer and Rennie (1999). Lyons and Coyle (2007) state that Elliott et al (1999) have produced one of the ‘most systematic evaluative schemes’. This was achieved by considering a number of different sources including Lincoln and Guba (1985). Lyons and Coyle (2007) state that some researchers prefer Yardley’s (2000) ‘looser evaluative schemes’ which states that qualitative research should contain elements of four main areas: ‘sensitivity to context’,
‘commitment and rigour’, ‘transparency and coherence’ and ‘impact and importance’. However Lyons and Coyle (2007) do state that Yardley’s (2000) criteria overlap with Elliott et al. (1999) in some areas. After considering a range of evaluative schemes for qualitative research (Henwood and Pidgeon, 1992; Yardley, 2000; Elliott et al. 1999 and Lincoln and Guba, 1985) I decided to evaluate the current research in relation to the guidelines by Elliott et al. (1999), favouring the seven more specific areas in comparison with Yardley’s (2000) ‘looser evaluative schemes’. The seven guidelines will be described below in relation to the current research:

- **Owning one’s perspective**

In this area the researcher should be clear about their ‘theoretical orientations’ and ‘personal anticipations’. It expects that the author will explain in advance and during the study their ‘values, interests and assumptions’ in that doing so the reader will be able to more clearly understand the researcher’s data.

In this research, I have written in the first person so that it is clear throughout the research about my views and assumptions and that I am taking a ‘subjectivist’ approach. I have also recorded my ‘awareness of a need’ (step 1 RADIO approach) to explain my personal reasons in approaching this area of research.

I have described my methodological position as a ‘social constructivist’ so that the readers will understand how I am approaching this research. The literature review and discussion highlight my views around certain relevant theories and my beliefs about the area that I am studying.

- **Situating the sample**

In this area the researcher should describe the research participants and some information about them, for example their age, gender, ethnicity. This is to aid the reader in understanding the findings in relation to the participants represented.

In the staff questionnaire, information was provided about all refugee pupils that the SDQ was completed for (n= 46). The information included gender, year group and country of origin and highlighted the fact that the refugee children were represented in every year group across the school and from 11 different countries of origin.
In the pupil focus groups the gender, year group and ethnic origin were provided. This information might help the reader to understand how certain themes were identified from the discussion between pupils of the same ethnic origin.

In the staff focus groups, the role of the member of staff was provided (for example, class teacher or SENCo) and the year group(s) that they taught in. A general description of the age range, gender and ethnic origins of the staff members was also provided. This information should help the reader to understand how some of the themes developed from staff discussions, for example some themes were more related to pupils taught in younger or older year groups. Some discussions also reflected the role of the staff member, for example if they taught them English or only observed the pupils at play time.

- **Grounding in examples**

In this area, the researcher should provide examples of the data to show how they have analysed it and how ideas and themes have developed from the data. By providing such examples the reader can clearly see and seek to understand how the reader has developed their ideas and understanding from the original data.

In the results section, I have provided one or two specific quotes to represent each sub-theme discussed. For example, when representing the sub-theme ‘internalising’ a quote is provided where a staff member is describing some refugee pupils who become very withdrawn and sometimes will not talk.

I have also made it explicit to the reader how I have followed the ‘thematic analysis’ (Braun and Clarke, 2006) process. This is highlighted in the data analysis section of the methodology (appendix 3.17). I have also included in the appendices an example of the codes created from the transcripts (appendix 3.2) and the final thematic map created from the codes (see appendix 3.3).

- **Providing credibility checks**

In this area, the researcher should describe the methods used for providing credibility of the categories or themes described. The range of methods may include: a) checking the themes or accounts with the original participants; b) using multiple qualitative analysts or an additional ‘auditor’; c) comparing two or more varied qualitative perspectives; or d) ‘triangulation’ with external factors or quantitative data.
In this research the information gathered from the pupil focus groups was continuously checked with the pupils themselves by reflecting back their answers to them throughout the focus groups. The information gathered from the staff and pupils focus groups was also presented to the participants from the staff focus group. The purpose of this was to verify that the data collected was in line with the views that the staff participants held.

I also asked another trainee EP working in my EPS to act as an ‘additional auditor’ and to review my data analysis. The trainee EP was using ‘thematic analysis’ in her doctoral research which meant that she had a good understanding of this approach. I discussed how I had arrived at my major themes and sub-themes and the trainee EP asked questions that made me consider whether I could justify the themes that I had produced from the original data. From this discussion I also discarded a few minor sub-themes that we agreed did not have enough evidence to support them.

Throughout the planning and carrying out of this research I have reviewed my work with both a senior EP in the local authority and with an academic university tutor. This has enabled me to constantly reflect on the research and receive guidance on the correct methods to collect and analyse the data.

Two different perspectives were gathered in this research using qualitative approaches. Information was gathered concerning the needs of refugee pupils and the provision in school from the pupils themselves and from the staff in school. The pupils’ views were gathered through two focus groups and the staff views were gathered through a focus group with five members of staff represented and through a questionnaire where the whole staff views were represented. These views were then compared in the discussion section to evaluate the differences in the perspectives. If only the staff perceptions had been gathered, this would have reduced the credibility of the research findings. However I am also aware that if it had been possible to gather the views of the refugee pupils’ parents then the credibility of the findings would have been even greater.

The information gathered in the focus groups through a qualitative approach was also compared with the data obtained through the staff questionnaire using a quantitative approach. The results section shows that many of the views represented through the focus groups were also supported by the quantitative findings from the SDQ. The support of the quantitative data adds to the credibility of the qualitative data.
The multiple sources of data collected and the checking of that data was useful for triangulation but also to highlight unexpected patterns and anomalies that might generate new insights.

- **Coherence**
  In this area the researcher should present their themes or findings in a way that is logically connected to the data and tells the story of the whole data set.

To ensure that the themes and findings are logically connected to the data I have collected a chain of evidence which includes audio recordings of all of the focus groups and hard copies of the whole staff questionnaires. When analysing the data I have used transcripts that were typed directly from the audio recordings. I have also kept very close to the data when analysing the transcripts.

The results section in this research is clearly linked to the data in that the themes are explained under the headings of ‘whole staff questionnaire’, ‘staff focus group’ and ‘pupil focus groups’. In that way it makes it easier for the reader to link the themes to the original data.

I have included the final thematic map (appendix 3.3) to show a summary of the major themes and sub-themes that were gathered through carrying out thematic analysis.

- **Accomplishing general vs. specific research tasks**
  In this section the researcher should be clear about whether the aim of the study is to provide a general understanding of a phenomenon or if understanding a specific instance is the aim. The researcher should explore the topic in sufficient detail to achieve the aim and describe this to the reader. The researcher should also discuss the limitations of extending the findings to other contexts or instances.

In this research, the focus was to gain understanding of a specific instance, which was one primary school. The design is ‘action research’ and therefore the focus was to work specifically with one school to understand the needs of refugee pupils and to improve their practice to support these pupils. Through data collected by the staff questionnaire, staff focus group and pupil focus groups, the views of staff and pupils have been studied, analysed and described. The limitations of extending the findings of this research to other instances are clearly described in the discussion section.
Resonating with readers

In this section the researcher must present their findings in a way that the reader believes it to have accurately represented the subject matter.

I reported some of the initial findings back to the members of staff from the focus group, who stated that the findings accurately represented their views. However the views of the pupils also resonated strongly with what staff members had observed in class and in the playground. As well as the school staff, my university tutor has read the findings of this research and indicated that certain findings were clearly represented in the results, such as the needs of Somali pupils.

Creswell (1998) identifies eight procedures for checking qualitative research findings and recommends that at least two of these procedures are used in any piece of research. Some of these areas have already been discussed, such as triangulation, peer review, member-checking (staff members) and external audits. However it is also worth mentioning that I was involved in carrying out the research over a period of nine months in one primary school. This time represents ‘prolonged engagement’ in the school and allowed me not only to gather a lot of data but also to become familiar with the ethos and systems within the school.

3.5 Awareness of a need (RADIO stage 1)

Before I became a trainee EP I was already aware of some of the needs of refugee and asylum seekers due to a high number joining the church that I attend. As a youth worker in the church I also spoke regularly with one asylum-seeker girl from Africa about the difficulties she was facing understanding the education system in England and adjusting to the cultural and social differences in England.

When I started my second year as a TEP, working in an EPS, I was given an inner city patch of schools, many of which had a high number of refugee and asylum-seeker pupils. I carried out some individual case work with refugee pupils, many of them around issues such as not being able to access the curriculum in the classroom due to lack of skills (especially in the early years), lack of concentration and attention, sometimes quite aggressive and violent behaviour and also frustrated behaviour, sometimes due to a lack of language.

As well as my work in schools I had the choice to become involved in one of five research groups in the service. Each of the five research groups related to one of the five ‘Every Child Matters’ (DfES, 2004b) outcomes. I joined the ‘staying safe’ group, which involved project and research work with vulnerable groups of pupils, including refugee and asylum-
seeking pupils. Through this work I was able to carry out some more in-depth therapeutic work with an unaccompanied asylum seeker. However, one of the areas on the ‘staying safe’ action plan was to further understand the needs of refugee and asylum seeker pupils in schools. Through discussions with the senior EP in this team, it was agreed that this area of the action plan could be targeted through my doctoral thesis.

I also consulted the local authority’s ‘Children and Young People’s Plan’ to identify if this research area was in line with local priorities. One of the main priorities highlighted in this plan was for ‘practitioners to be able to spot when a child or young person is vulnerable and know how to work with them and others to address issues at an early stage.’ The current research will support practitioners in school to identify when refugee children are vulnerable to SEBN and therefore to be able to plan interventions to support them at an early stage. The findings from this research study will therefore be of value to other schools across the local authority with a high number of refugee pupils.

### 3.6 Invitation to Act (RADIO stage 2)

After the general focus of the research had been agreed upon by the senior leadership in my EPS, the next stage was to identify stakeholders to engage in this research. The design section of the methodology outlines a discussion around action research. Before approaching any potential stakeholders I had decided that the design of this research would use an action research methodology. I had also decided that the action research would be carried out in a school with a high number of refugee pupils.

To select an appropriate school for this study, data was first requested from the ‘Performance Management and Information Team’ (PMIT) in my local authority. A contract was agreed between the PMIT and me, which stated that the data provided by the PMIT would only be used by me and that the following conditions would be followed when provided with the data:

- The raw data will be kept secure at all times
- No other person(s) other than the research team will be permitted to have any access to the raw data
- The raw data will not be published in any form under any circumstances
- Any example data quoted in any research report will confine itself to general cases and no living individual will be identified in any way directly or indirectly
- When the research project is completed, all copies of the raw data will be permanently destroyed

The data provided an overview of the number of refugee and asylum-seeking children in every primary and secondary school in the local authority. It included the language spoken
and the country of origin for each pupil. The PMI team stated that the figures could only be considered a rough estimate of the number of refugee pupils currently on roll at the schools. The difficulty with this population is that they are very transient and therefore numbers on roll at a school can change often. Another difficulty is that school staff members are sometimes not aware of the status of refugee pupils and therefore this information is not always accurately passed on to the PMI team.

I chose to carry out this research in a primary school rather than a secondary school as I felt that class teachers may have a deeper awareness of pupils’ SEBN due to the daily contact they have with these pupils. I rank-ordered the primary schools from the one with the highest number of refugee pupils on roll to the one with the lowest number of pupils on roll. To select a primary school for this research I telephoned each school starting with the one with the highest number of refugee pupils on roll. I introduced myself to the SENCo in each school and briefly outlined my research proposal and the commitment needed but also the benefits for the school if they chose to be involved. The first SENCo that I phoned stated that although they were interested in the research proposal, they would not be able to be involved because they were currently without a headteacher. The second SENCo that I contacted was interested in the research proposal and agreed for me to speak to herself and the deputy head at a meeting in school on July 10th 2009. This meeting was arranged so that we could clarify any issues, identify the stakeholders, agree the focus of the research and negotiate the framework for gathering information. All of this had to be discussed in the meeting in July so that the data gathering stage could begin in September.

The school identified to work with was described in the latest Ofsted report as:

A larger than average inner-city community school situated to the north of ********* city centre. Almost all the pupils come from a diverse range of minority ethnic backgrounds with three quarters whose first language is not English. These include a significant number of economic migrants, Gypsy/Roma travellers, economic migrants and refugees. The number of pupils with learning difficulties and/or disabilities is average and there is a lower than average number of pupils with statements of special educational need. The proportion of pupils entitled to free school meals is significantly above average. Pupils start Nursery with exceptionally low skills, with over three quarters of pupils with no English language. The number of pupils joining or leaving school other than at the usual time is much higher than average. A small number of pupils regularly take extended leave. The school has received the highest level Stephen Lawrence Award for its work in supporting pupils and families in the community.

3.7 Clarifying organisational and cultural issues (RADIO stage 3)

In my initial meeting with the SENCo and deputy headteacher they stated that they engaged with a wide range of professionals and outside agencies and were therefore
quite open to the initial request for research to be carried out with them in their school. The SENCo reported that she has a good relationship with the school EP and I felt that this also facilitated my request to work with them, as they already had a good experience of the EPS.

The SENCo and deputy headteacher recognised that there were many pupils in the school who had SEBN and they also recognised their need to support these pupils. The deputy headteacher alluded to the school development plan and stated that the inclusion of all pupils in school was an important part of the plan, due to the number of pupils from a diverse range of minority ethnic backgrounds. She stated that although refugee children had not been singled out in the school, they would be very interested to find out more about their specific needs. They also stated that by focusing on how to support refugee pupils' SEBN, they may also be able to transfer this knowledge to support other vulnerable groups or minority groups in school. The deputy head teacher and SENCo agreed that they were happy to engage in the research. However, they first wanted to clarify the following areas relating to the research:

- The SENCo and deputy head teacher were most concerned about the time that staff would have to give to this research project. I discussed with them the fact that we could agree on a manageable framework for data gathering together.

- The SENCo and deputy head teacher were also concerned about ethical issues regarding information that would be gathered and shared relating to their school, staff and pupils. At this stage I gave a brief overview of my ethical beliefs in line with the BPS code of ethics and conduct (2006).

- As I was proposing to carry out work with refugee children the SENCo and deputy head teacher were also concerned about the language barriers for some of the pupils and parents in accessing and understanding the research. We discussed the need to consider using interpreters and to translate any written information into key languages spoken by the refugee pupils and parents. We also discussed the need to use visuals to support refugee children in accessing parts of the research that may directly involve them.

3.8 Identifying stakeholders in area of need (RADIO stage 4)

In the meeting with the deputy headteacher and SENCo it was agreed that the SENCo would be the key person that I would liaise with throughout the research, for example via emails and over the telephone, with the SENCo and the deputy headteacher being the two major stakeholders overseeing the research.
Due to time constraints, it was decided that at this meeting key decisions needed to be made regarding the focus of the research and the data gathering methods even though just the SENCo and deputy headteacher were present. However, it was agreed that other stakeholders, namely members of staff and pupils would be recruited when the next steps (focus of concern and research design) had been agreed upon.

3.9 Agreeing focus of concern (RADIO stage 5)

I discussed with the SENCo and deputy headteacher how I had originally become aware of the need to gain further information about the SEBN of refugee pupils (see ‘awareness of a need’ section). I also shared some key findings from literature that highlighted the needs of refugee pupils (Fazel and Stein, 2003; Rousseau, 1995; Hodes, 2000; Heptinstall et al., 2004).

The major stakeholders’ initial response was that the SEBN of refugee pupils in the school were probably not much different to the needs of other groups of pupils in the school. This was because they considered there to be a high level of SEBN throughout the school. They were interested in exploring SEBN of pupils but on a larger scale across the school. When I explained that the research I was carrying out would have to be carried out on a smaller and more specific scale, the stakeholders agreed that it would be interesting and beneficial to focus on the needs of refugee pupils. As stated in the last section, the deputy headteacher also outlined the fact that ‘inclusion’ of all pupils in the school featured on their school development plan, due to the number of pupils from a diverse range of minority ethnic backgrounds. I shared that I had approached their school because they had the second highest number of refugee children in all primary schools across the city. The stakeholders agreed that it would be beneficial to focus on the needs of these pupils.

The stakeholders then discussed that they felt that they had not received much support from outside agencies for refugee pupils and that perhaps there were areas that they could offer more support to these pupils in school. I soon realised that the ethos of the school was very inclusive and that they were very open and willing to do as much as they could to support and include all pupils. From these initial discussions, the stakeholders and I agreed to focus on the following research areas through two research questions:

1) What are the social, emotional and behavioural needs of refugee children identified in a primary school and how are these currently being met?

2) How can provision be developed in a primary school to better meet the social, emotional and behavioural needs of refugee children?
3.10 Negotiating framework for information gathering (RADIO stage 6)

After the research areas had been decided upon a discussion was held about what data gathering methods to use. The discussion was held between me and the two major stakeholders.

The discussion started with a short explanation of the approach that I wanted to take in gathering information. I outlined an action research design and emphasised the fact that I wanted to work collaboratively with the staff in school rather than be seen as an outside researcher. I also explained that it was important for individuals in school to share their ideas about the needs of refugee pupils and the provision in school which would then help us to create a shared understanding of these areas together.

The SENCo and deputy headteacher were keen to allow the members of staff and the pupils to share their views in this research. They were aware that they had never formally discussed these areas as a staff group and had not formally collected refugee pupils’ views before.

I outlined some of the different methods for collecting data such as questionnaires, individual interviews, group interviews and focus groups. A discussion was held around which of these methods would generate appropriate data and which would be manageable in terms of the amount of time needed. Both I and the staff in school were aware that there were time constraints around the amount of data we could collect.

The major stakeholders stated that they would like to offer all staff members the opportunity to share their views. However, as the number of teaching staff and TAs in school totalled 70, it was agreed that to carry out any type of interview or focus group to include all members would be too time consuming. Therefore it was agreed that a whole staff questionnaire would be carried out as the first stage in the data gathering process.

The major stakeholders then discussed the fact that they would like to gain some more in-depth information from staff members. They were concerned that an individual member of staff might not be confident in answering questions on their own in an interview and therefore perhaps a group interview or focus group would be more appropriate. It was also agreed that one of these two methods would be more time efficient than carrying out six individual interviews. I explained that the main difference between the two methods was that in a focus group the emphasis is more on the interaction and discussion between the
participants, whereas in a group interview the interaction is between the researcher and a participant within the group. I stated a preference towards a focus group and explained that discussion and interaction amongst the participants often creates a more relaxed atmosphere and produces a more rich discussion as participants share their understanding on an area and co-create new understandings.

The major stakeholders agreed that a staff focus group would gather some appropriate data and also suggested that we carry out a pupil focus group. We discussed the fact that it would be easier to have similar aged pupils together in a focus group to aim the questions at an appropriate level of their understanding. However we also discussed the fact that it would be good to hear the views of a range of different aged refugee pupils. It was agreed that two pupil focus groups would be carried out, one with Year 3 and 4 pupils and one with Year 5 and 6 pupils. We discussed wanting to obtain views from KS1 pupils, but due to language barriers and time constraints it was agreed that the pupil focus groups would only be carried out with KS2 pupils.

A discussion was held around obtaining parents’ views in a focus group. However, a number of barriers were raised as concerns. These included language barriers, confidentiality issues and whether parents would be willing to volunteer. Although the major stakeholders identified parents’ views as highly important, they agreed to focus on staff and pupils’ views. This was also justified by one of the research areas focusing on provision in school.

In summarising the data gathering methods that we had agreed, I explained to the major stakeholders that these were all qualitative data gathering methods and not quantitative. The stakeholders then raised the question as to whether there was any way of gathering some numerical data about the needs of refugee pupils in their school. I suggested that there might be a way to gather some quantitative data through the whole school questionnaire and it was agreed that I would investigate this area further. It was later agreed that the SDQ would be incorporated into the whole school questionnaire to generate some numerical data. The aim of gathering the SDQ data was to provide some general information about the level of refugee pupils’ needs in the school, rather than to try and predict or explain a theory.

Overall the data gathering methods were mainly qualitative in nature. However, due to the inclusion of the SDQ in the questionnaire, there was some quantitative data gathered. Therefore the overall design of this research was a mixed method design.
3.11 Gathering information (RADIO stage 7)

3.11.1 Sampling and participant recruitment

The sample group for this research comprised the whole staff of a large primary school and the refugee children from Nursery to Year 6 in the same primary school.

At a staff training day (September 2009) I explained that I had approached this school because of the high number of refugee pupils. I stated that I was not there because the school was failing to meet the needs of these pupils but that I wanted to find out about the needs that they perceived these pupils had. I also explained that I wanted to find out about how the school was addressing the pupils’ needs. I knew from a previous telephone conversation with the primary EAL consultant that this school currently had some good practice in place regarding supporting ‘new arrivals’. Therefore I made it clear to staff that I was not carrying out this research because of their poor practice, but on the contrary, to find out what was working well and how this could be improved upon.

I explained to the staff that the SENCo, deputy headteacher and I had agreed that a whole staff questionnaire would be an effective method of collecting their views on the SEBN of refugee children. I then asked if the staff would fill in one questionnaire for each class represented in school from September 2008 to July 2009. As the staff had not yet met their new class, the questionnaire was carried out focusing on the needs of the refugee children they had taught the previous year. The class teacher and any other members of staff involved in supporting the particular class (for example TAs) were invited to collectively fill in the questionnaire. The staff members were told that although they did not need to write their names on the questionnaire, information such as the class year group and the designations of those filling in the questionnaire would be required. The staff were given time later on in the training day to complete the questionnaires which I collected from school the following week.

At the same time as the questionnaires were handed out to the school staff, a request slip was handed out asking staff to volunteer for a focus group discussion that would be held at a mutually convenient time for staff. It was explained that the focus group would be to discuss the SEBN of refugee pupils in school and the current provision that the school offered to address these needs. It was also explained that staff who volunteered for the focus group would also be invited to attend further group meetings to reflect on findings and to plan the next actions as part of the research cycle.

Only one member of staff volunteered via the reply slip, however the SENCo recruited two more members of staff through further explanation of the focus group process at a staff
As well as the researcher, in total there were three staff volunteers (two teachers and the induction /EAL co-ordinator), the SENCo and the deputy headteacher (major stakeholders) who took part in the staff focus group (five in total). The staff sample represented three different ethnic groups: white British, Asian and Afro-Caribbean. The staff members were all female and ranged from being in their 20s to being in their 50s (specific ages were not obtained).

The sample of pupils selected for the pupil focus groups were all refugee pupils in KS2. KS1 pupils were not included in the sample as it was felt that due to the younger pupils already having language difficulties (English as an additional language (EAL)) they might find it harder to express their views and opinions orally. To recruit participants for the pupil focus group a letter was sent out to the parents of all refugee children in Key Stage 2 in the school (see appendix 3.4). I consulted with the SENCo to find out the main languages spoken by refugee parents, which were Somali and Farsi. Although there were other languages spoken, the SENCo advised that letters sent out in English would be accessible to all of the other parents. This was due to information that the school held on the preferred language that they sent letters out to parents in. An English version of the letter was sent to the translation service in the local authority who then sent me a translation of the letter in Somali and Farsi.

The letter explained to the parents who I was and that I was interested in finding out how pupils who had moved to England felt about starting a new school. It also explained that I was interested in finding out the things that helped them to feel happy and settled and to make friends. The letter explained that I wanted pupils to volunteer to take part in a group discussion which would last about 45 minutes in school time. It explained that the discussion would be recorded so that information could later be gathered from it. However, it also clarified that no individual children would be named in the findings. The letter asked for parents to return a consent slip, agreeing for their child to take part in the group discussion.

Twenty-four letters were sent out to the parents of refugee pupils in KS2. Consent letters were received for nine pupils out of the 24. Five of these pupils were in Year 5 or 6 and 4 of these pupils were in Year 3 or 4. However one of the pupils in Year 5/6 decided that she did not want to be part of the focus group. It was agreed that there were enough volunteers to run two pupil focus groups, one with four Year 5/6 pupils and one with four Year 3/4 pupils. The Year 5/6 focus group comprised one girl and three boys. Three of the pupils were from Asian countries of origin and one was from an African country of origin. The Year 3/4 focus group comprised two girls and two boys. Two of the pupils were from Asian countries of origin and two were from African countries of origin.
At the start of each focus group, I explained to the participants who I was and that I had invited them to the group to have a discussion. I explained that the discussion was about how they felt when they first joined the school and also the factors that had helped them to settle and to make new friends. Although I had consent from the pupils’ parents to take part in the group, I also checked that each pupil was happy to take part and made it clear that they could leave at any point in the discussion if they would rather be back in class. At this point one pupil in the Year 5/6 focus group said that she really wanted to return to class as she was missing an art lesson and this was her favourite lesson. I also explained to the pupils that what they shared in the discussion would be kept confidential by me unless I felt that I needed to share something with another adult to help keep them safe. I asked them to keep the information confidential too and not to share things that the pupils had said with other children in the class. Bloor, Frankland, Thomas and Robson (2001) state that there should be an opportunity for debriefing at the end of each session if participants desire it or appear upset. Therefore the pupils were told that if they felt upset or wanted to discuss further what had been talked about in the focus group then they could talk to their class teacher or the induction /EAL co-ordinator when they returned to class.

At the end of the staff focus group, all of the participants were invited to become part of an action planning group. The aims of the action planning group were firstly to discuss the findings from the whole staff questionnaire and the staff and pupil focus groups, and secondly to identify, plan and evaluate future actions to support the needs of refugee pupils in the school.

All five participants from the staff focus group volunteered to be part of the action planning group. However, only three members were present in school on the date of the first action planning group. For the subsequent four action planning meetings, the staff agreed that due to time constraints, only the SENCo, deputy head teacher and EAL co-ordinator would attend. These three members of staff attended each of the action planning groups and were involved with the implementation of the agreed actions from the group.

3.11.2 Data gathering methods
Table 3.1 shows the data that was gathered to address each of the two research questions:
Table 3.1 A table to summarise the data gathering methods that relate to each research question.

<table>
<thead>
<tr>
<th>RQ</th>
<th>Data gathered to answer research question</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Whole staff questionnaire</td>
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<tr>
<td></td>
<td>Staff focus group</td>
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<tr>
<td></td>
<td>Year 5/6 focus group</td>
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<td></td>
<td>Year 3/4 focus group</td>
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<tr>
<td>2</td>
<td>Action planning group</td>
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</tbody>
</table>

3.11.2.1 Whole staff questionnaire

In a meeting held between me and the two major stakeholders it was agreed that a whole staff questionnaire was the most time efficient way to collect the views of all members of staff. The purpose of the questionnaire was to obtain staff members' views of the SEBN of refugee pupils in the school and also to identify the provision that these pupils were able to access through school. It was decided at the meeting in July that I would design the questionnaire and then email it to the stakeholders for them to agree on the content before it was administered with staff in September.

Due to the fact that the questionnaire would be administered in September, the staff was asked to reflect upon the SEBN of refugee pupils in their class from the last academic year (Sept '08 – July '09). No names of refugee pupils were mentioned on the questionnaire as the aim was not to pinpoint the needs of individual pupils. The aim was to obtain an overview of the range of needs displayed by refugee pupils in one primary school and the provision that the school were offering to support these pupils.

Wilson and McLean (1994) (in Cohen, Manion and Morrison, 2000) state that questionnaires are useful instruments for collecting survey information which can provide structured data which is often comparatively straightforward to analyse. They also state that an advantage of carrying out questionnaires is that they can be administered without the presence of the researcher.

However, Wilson and Mclean (1994) (in Cohen, Manion and Morrison, 2000) also highlight that questionnaires take time to develop, refine and pilot and that the data collected might be limited in its scope and not allow a flexibility of responses. Other disadvantages when using questionnaires can include low response rates and respondents misinterpreting or missing out questions.
Oppenheim (1992, p. 48-49) discusses that all aspects of a questionnaire should be piloted from the questions, their wording and their sequence to the colour of the paper and the type-face used. Although this process is time consuming, I decided that by piloting the questionnaire it would reduce the risk of respondents misinterpreting questions. Therefore, I piloted the questionnaire with two teachers who worked in schools other than the research school. The schools they worked in were both primary schools and had a high number of refugee and ethnic minority pupils. The feedback given was related to the wording of some questions and the layout of the questionnaire. Changes were made to the questions which were then approved by the teachers piloting it a second time.

After considering different types of questionnaire items (Cohen, Manion and Morrison, 2000) the final design of the questionnaire included both closed and open questions and rating scales. In this way the range of data generated was not as time consuming in terms of analysis, as it would have been with all open-ended questions. However including some open-ended questions allowed for respondents to give a more detailed response. As information on the questionnaires would also be followed up in more detail through the staff focus group, this also gave an opportunity to probe further into information provided on the questionnaire (Kitzinger, 1995).

Although staff members were given the opportunity to withdraw from completing the questionnaire no member of staff did, so a 100% response rate was achieved. There are 15 classes in the school, one class in Nursery and two classes in Reception and in each Year group from 1 – 6. Therefore the questionnaire was designed to be delivered on quite a small scale and one questionnaire was completed for each of the 15 classes.

This response rate was probably achieved because the senior leadership allowed me to explain the questionnaire at a staff training day and time was then set aside for staff to complete the questionnaire later in the day. Due to the fact that I explained how to complete the questionnaire to all staff and answered their questions on the process, this also reduced the risk of staff members misunderstanding a question. When the questionnaires were collected some of the questions had been missed out. However, the SENCo asked the members of staff to complete the gaps so all the questionnaires were fully completed.

The design of the questionnaire was in three parts: a) closed questions and multiple choice questions b) the SDQ and c) open ended questions and rating scales (see appendix 3.5). The closed questions included:
The aim of the first section of the questionnaire was to gain some information about the staff and refugee pupils in each class in the school. The second section of the questionnaire incorporated the SDQ (Goodman, 1997). The SDQ is a brief behavioural screening questionnaire for 3-16 year olds. It exists in several different versions to meet the different needs of researchers and clinicians. The version that was incorporated in the questionnaire for staff was the ‘one-sided informant-rated version for teachers and parents of 4-16 olds’. The SDQ asks the teacher about 25 attributes, some positive and others negative. These 25 items are divided between 5 scales:

1) emotional symptoms (5 items)  
2) conduct problems (5 items)  
3) hyperactivity/inattention (5 items)  
4) peer relationship problems (5 items)  
5) prosocial behaviour (5 items)

The SDQ focuses on identifying both internalising behaviours (emotional symptoms) and externalising behaviours (conduct problems, hyperactivity and peer relationship problems) that a child might be displaying. Both internalising and externalising behaviours are recognised in the definition of SEBD (section 2.3.1) that will be explored in refugee children in this research. Therefore the SDQ tool is appropriate to use in this research.

The SDQ was used in a large national survey of child and adolescent mental health. The large representative British sample (10,438) included boys and girls aged between 5 -15 years old (Meltzer, Gatward, Goodman, and Ford, 2000). The mean scores obtained from this standardisation sample can be obtained from the SDQ website [http://www.sdqinfo.com/bb1.html](http://www.sdqinfo.com/bb1.html) and used to compare with other samples of children tested on the SDQ.

One disadvantage of using the SDQ in this research is that it has not been standardised on a sample of refugee pupils and it was originally developed for use with European
populations (Goodman, 1999). However, due to the fact that the standardisation sample was taken from a list of pupils receiving child benefit, it cannot be ruled out that some refugee pupils were included in this sample. The SDQ was still seen as an appropriate tool to use with refugee pupils as it had been used in other studies to obtain teachers’ perceptions of refugee children’s difficulties (O’Shea et al. 2000; Fazel and Stein, 2002; Rousseau, Benoit, Gauthier, Lacroix, Alain, Rojas, Moran and Bourassa, 2007).

The SDQ has been compared to other behavioural screening questionnaires and has been found to be as good as and in some ways better than other methods in identifying children with clinically significant levels of behavioural disturbance. The SDQ was found to be better than the Child Behaviour Checklist (Achenbach, 1991) at detecting inattention and hyperactivity (Goodman and Scott, 1999). The SDQ was also found to be comparable with the Rutter Behaviour Scale (Rutter, 1967) but favoured because it focused on strengths as well as difficulties and was better at detecting inattention, peer relationships and prosocial behaviour (Goodman, 1997).

The SDQ has also been favoured over the Rutter Behaviour Scale due to its shorter format (Goodman, 1997). This feature of the SDQ was one aspect that was important in choosing it to be used with the staff in school, as the major stakeholders had stated that they did not want the questionnaire to be too time consuming. The fact that the SDQ identifies areas such as peer relationships and prosocial behaviours was also seen as a benefit in choosing to use the SDQ as it provided more information around social strengths and difficulties.

The accuracy of the SDQ in correctly predicting a clinical psychiatric diagnosis has been examined by Goodman, Renfrew and Mullick (2000). They looked at the agreement between SDQ prediction and an independent clinical diagnosis. They found that ‘a "probable" SDQ prediction for any given disorder correctly identified 81-91% of the children who definitely had that clinical diagnosis.’ They also found that ‘there were more false positives than false negatives, i.e. the SDQ categories were over-inclusive.’ Goodman, Ford, Simmons, Gatward and Meltzer (2000) also found that the SDQ identified children with a psychiatric disorder with a specificity of 94.6% and a sensitivity of 63.3%. They also found that the sensitivity was substantially poorer with single-informant rather than multi-informant SDQs.

In this research only single-informant teacher SDQs were used for each of the refugee pupils in the school. I was aware that the information gathered would have been more accurate if parents had completed a SDQ as well as teachers. Papageorgiou, Kalyva,
Dafoulis and Vostanis (2008) found that the level of agreement between parents' and teachers' reports was low to moderate for the SDQ (0.16-0.34). In this study parents reported more hyperactivity, emotional, and conduct problems than teachers did. However, the aim of the current research was not to predict psychiatric disorders in individual pupils. In this study single-informant ratings were deemed adequate as the purpose was to obtain a general overview about the needs of refugee pupils in a school context which could be compared with a standardised sample of British children.

Normally a separate SDQ would be completed for each individual child, however, as the SDQ was being incorporated into the research questionnaire, members of staff were asked to fill it in for all of the refugee children in their class (Sept ’08 – July ’09). To distinguish between the different refugee children, the staff was asked to use a different colour pen for each child. The staff was asked to work down the list of 25 attributes and start a tally to show which attributes were ‘not true’, ‘somewhat true’ or ‘certainly true’ for each refugee child. At the bottom of the SDQ section, the staff was asked to complete a key to indicate the gender and country of origin that linked to each child and to show what colour pen they had used for that child, for example, a red pen could mean ‘Female, Somalia.’

The third part of the questionnaire was aimed at gathering information about the provision in the primary school to meet the SEBN of refugee children. This section split the provision in three areas: universal (Wave 1), targeted (Wave 2) and specialist (Wave 3). For each of these areas two open-ended questions were used to find out what types of provision had been offered to refugee children in their class and if staff felt this provision could be improved in any way. Another question for each area then asked staff to rate how effective they felt the provision they had discussed had been in meeting the SEBN of the pupils. This question was answered using a rating scale from 0 to 10. 0 being not at all effective, 5 being fairly effective and 10 being extremely effective.

Cohen et al. (2000) state that rating scales can be ‘useful devices for the researcher, as they build in a degree of sensitivity and differentiation of response whilst still generating numbers.’ In this questionnaire a ‘Likert scale’ (Likert, 1932) was used to measure ‘effectiveness of a provision in meeting the SEBN of refugee children.’ Oppenheim (1992) states that Likert scales should only be used to measure one thing.

Cohen et al. (2000) also state that the categories given in a Likert scale need to be ‘discrete’ and to offer the respondents the range of possibilities that they might wish to
give. In the scale used on the questionnaire the categories offered were: not at all effective, fairly effective and extremely effective. However, the Likert scale also ran on an 11 point scale, from 0-10. Friedman and Friedman (1986 in Freidman and Amoo, 1999) found that an 11 point scale may produce more valid results than a 3, 5, or 7 point scale, however they concluded that researchers could use Likert scales ranging from 5 to 11 points.

Oppenheim (1992) states that there are some problems with using rating scales. He identifies one problem as respondents giving a different meaning to an item being rated. In the rating scale used in the questionnaire, the item to be rated is ‘the effectiveness of the provision’. Although staff members might have all had a different understanding of the term ‘effective’, I gave a definition of this term in the introduction to administering the questionnaire to try and reduce this discrepancy. I described the term ‘effective’ as ‘producing the expected or intended result’. I explained that this meant that if a child had accessed a social skills group (Wave 2 intervention), that the ‘effectiveness’ of this provision would be based on if the class teacher had seen any improvement in the child’s social skills (expected result). A small improvement would mean that the intervention had perhaps been ‘fairly effective’ (5 on scale), whereas a bigger improvement could be scored higher up on the scale.

Oppenheim (1992) also stated that the ‘Halo effect’ (Thorndike, 1920) can be a problem in rating scales. The ‘halo effect’ occurs when respondents are asked to make multiple judgements, however they decide on one overall or general judgement and apply that to all of the questions. In the current questionnaire respondents could have decided how effective provision in school was in general, rather than considering the provision at the three different areas (universal, targeted and specialist). In the introduction to the questionnaire I also asked respondents to try and think about each of the different areas of provision before responding to the question.

3.11.2.2 Staff Focus Group

The participants of the staff focus group included the SENCo, the induction co-ordinator, the deputy head, and two teachers. The SENCo liaised with the staff to find a mutually convenient time for the staff members to take part in the focus group. It was arranged for after school in September, to be held in a school meeting room.

The purpose of the staff focus group was to explore some of the issues and information raised in the staff questionnaire in more depth. For example, staff had named certain provisions on the questionnaire but there was only room to list them on the form and not
to give any more details about them. Although the questionnaire highlighted SEBN through the SDQ, the focus group aimed to give staff opportunities to explore these difficulties in more depth.

Morgan (1988) states that a focus group relies on the interaction within a group who discuss a topic supplied by the researcher. This method is in line with my social constructivist approach to this research in that the interaction through language in a focus group will support staff members to share their own constructs about refugee pupils and also to reconstruct new meanings. Kitzinger (1995) also states that focus groups fit well within an action research methodology as they can ‘empower’ the stakeholders as they become an active part of the process.

Kitzinger (1995) states that a focus group should be relaxed, for example carried out in a comfortable setting, sitting round in a circle with refreshments provided. Kitzinger (1995) also states that the session usually lasts between one to two hours and that the ideal group size is between four and eight people. The facilitator should also explain that the aim of focus groups is to encourage people to talk to each other rather than to address themselves to the researcher.

The staff focus group lasted for one hour and was carried out in a relaxed meeting room, with staff sat round in a circle and refreshments provided. As well as myself as facilitator and a separate moderator, there were five staff members who took part in the focus group. However the deputy headteacher had to leave halfway through the focus group, leaving only four participants. Although this number is still within Kitzinger’s (1995) suggested number, a larger group could have facilitated a richer discussion.

In line with what Kitzinger suggests, I also read an introductory statement to the staff at the beginning of the group (see appendix 3.6). The statement explained who I was and why I was interested in carrying out research in this particular primary school and involving the staff and pupils. The statement also explained the aim of focus groups and encouraged the participants to engage in discussion with each other and to share their own opinions. I also obtained consent from the participants to audio record the session and stated that if anyone wanted to leave the group then they were free to do so. To comply with the BPS ethical guidelines (2006) I also explained that any information I use in writing up my research will not be able to be traced back to an individual or to the school. Therefore the names of individual staff and the school will be kept anonymous.
Kitzinger (1995) states that one disadvantage of focus groups is that dependent on the group dynamics, some individual voices might be silenced from speaking out about certain issues. Kitzinger (1995) also stated that having a group of research participants together could compromise the confidentiality of the discussion. To overcome these areas I outlined some clear guidelines about group rules for the focus group and asked if staff members could give verbal consent to adhere to the rules. An opportunity was also given for staff to add their own group rules to the list (see appendix 3.7). I also explained the need for confidentiality within the group (see appendix 3.6).

Dawson and Manderson (1993) outline the role of a moderator and an observer when carrying out focus groups. In this staff focus group I took on the role of the moderator and I introduced an Assistant Educational Psychologist (AEP) to the group who was taking on the role of an observer for the session. The skills of the moderator include asking the questions in the focus group and also encouraging and controlling the discussion to ensure that all participants have an opportunity to share their views. The skills of the observer include recording any notes throughout the session and also observing and recording non-verbal messages that the participants portray. In this focus group the session was audio recorded, however the AEP still recorded who was speaking and different times so that I could be aware of who said what when listening back to the recording. The AEP also recorded any non-verbal messages that she observed throughout the session.

Dawson and Manderson (1993) state that when designing the ‘question line’ for the focus group, the questions should be open-ended and should allow the respondent to answer in any way they choose. I decided that I wanted the questions in the focus group to link closely with the staff questionnaire and therefore I split the questions into the following four areas:

1) The SEBN of refugee children
2) Universal provision in school focusing on the SEBN of refugee children
3) Targeted provision in school focusing on the SEBN of refugee children
4) Specialist provision offered to school by other agencies, focusing on the SEBN of refugee children

Within each of the four themes I had written two or three questions that related to each area. I printed out each theme in a different colour on A4 paper and each question was printed out separately on a piece of A4 paper, in the colour relating to the theme. I made
two copies of each question so that participants sat around in the circle could read the question at the same time as I was asking the question (see appendix 3.8 for full question line).

When I had written the first draft of the question line for the staff focus group I piloted the questions with two teachers both of whom worked in primary schools in other authorities, with a high number of refugee pupils. The main discussion we had was about the wording of the questions. Originally, some of the questions were quite long and difficult to understand. Through this discussion we modified the questions together to come up with the questions that were used in the staff focus group.

A few days before the staff focus group was due to take place I emailed a copy of the ‘question line’ to the SENCo. She checked through the questions and agreed that these seemed appropriate for the purpose of the focus group. She then gave a copy of the questions to each staff participant in the focus group. The aim of this was so that staff could familiarise themselves with the questions and start to think about their views in the area of refugee pupils. However, the SENCo told the staff not to worry about preparing any information in advance to bring with them to the focus group, as this was not an expectation.

Sections 1 and 4 of the focus group only consisted of the A4 questions. However in section 2 I also produced an A3 poster listing all of the universal provision that I had found out about in the school. I collected this information from the 15 completed staff questionnaires. The poster included three columns listing universal provision that came under the umbrella of language and learning, SEB and general induction (see appendix 3.9 for poster).

In section 3 I also produced an A4 sheet listing a number of different areas of SEBN for example, withdrawn or anxious behaviours and negative externalising behaviours (angry, defiant and aggressive). This list of difficulties summarises those described in the statements on the SDQ and provided a prompt for participants to look at when answering the questions in section 2 (see appendix 3.10).

The focus group lasted for just over an hour and although it could have lasted longer, I felt that this was long enough for the staff at the end of a full day at work. Some of the participants had also indicated at the start of the session that they had to pick children or partners up and were therefore limited with their time.
At the end of the focus group, I explained to the staff that I would be running some focus groups with refugee pupils in school and then analysing the data. I told the staff that I would invite them to a meeting in a couple of months time to share with them the findings from the focus groups. Bloor et al. (2001) suggest that feedback groups can form a number of important functions after a focus group has taken place (for example early dissemination of findings). One of the functions of feeding information back to these staff members was for them to form an action planning group, to discuss the next steps they would like to take in light of the findings. All of the staff members agreed to return to discuss the findings from the focus group and to form an action planning group.

3.11.2.3 Pupil Focus Groups

The participants of the pupil focus groups included four pupils in the Year 5/6 focus group and four pupils in the Year 3/4 focus group. The pupil focus groups took place after the teacher focus groups, with Year 5/6 first and Year 3/4 a week later.

The purpose of these focus groups was to find out more about how the refugee pupils felt when they first started at the current research school. The purpose was also to investigate what provision in the school had helped the pupils to feel settled and to make new friends.

In the pupil focus groups I applied the same principles as in the staff focus group. For example, we held the sessions in a relaxed room and sat round in a circle to promote discussion between each other (Kitzinger, 1995). I also decided that each focus group would last about an hour, which meant that pupils were only missing one lesson from class. I also felt that this was a long enough session for the pupils to concentrate on the discussion and tasks.

At the start of each of the two pupil focus groups I also read an introductory statement to the pupils (appendix 3.11) which explained who I was and why I was interested in their views. I explained to the pupils that I had gained consent from their parents but also asked pupils for their verbal consent to take part in the group. I also explained to pupils that they could ask to leave the group at any point. I highlighted the importance of not sharing what other pupils had discussed outside of the group and explained that what they shared would be kept confidential unless I felt that someone has shared something that made me concerned about their safety or welfare. In this instance I would have to share this information with another adult. Finally we discussed some group rules together (appendix
3.12) which encouraged the pupils to listen to one another and not to feel that there was a right or wrong answer in the discussion.

In terms of the format of the pupil focus group I wanted to incorporate some fun and interactive tasks into the session. Colucci (2007) outlines a range of activities to supplement verbal questions in a focus group. These activities include: free listings (moderator records all ideas on flip chart paper), rating scales, ranking, pile sorting (sort cards into piles according to their similarity to and differences to each other), magic tools and projective techniques.

When planning the ‘question line’ for the Year 5/6 pupil focus group I split it into four different sections. The first section involved five sentence completion activities (projective technique). These were:

- The best thing about this school is.........................
- My favourite thing to do at home is.....................
- The person who has helped me most in this school is.......... 
- The thing that helped me to make friends in school was...........
- When I was new at this school the things that helped me were.............

For sentence number five I also recorded all of the answers on flip chart paper for the pupils to see (free listings).

For the second section of the focus group I wanted the pupils to be able to explore their feelings about starting a new school without having to share them with the group if they were uncomfortable with this. To achieve this I produced a sheet with 20 feelings faces on (adapted from Attwood, 1998) (appendix 3.13). Each child had a sheet and I asked them to tick two feelings for:

- How they felt in the classroom on their first day at this school
- How they felt in the playground on the first day at this school
- How they felt this morning in the classroom
- How they felt this morning in the playground

After pupils had ticked the different feelings I gave them the opportunity to share these with the group if they wanted.

In the third section of the focus group I showed the participants two A4 pictures of children (one looking ‘sad’ and one fighting and looking ‘angry’) (See appendix 3.14 and 3.15). I created a case study around these pupils, for example describing which country they had
come to England from and how long they had been in their new school. For each picture I then asked the participants to discuss two things:

- How they thought the pupil was feeling and why
- What things they thought could help the pupil in school

By using this technique I hoped that if pupils related in any way to the feelings shown in the two case studies that they would be able to share them in a safe way. Through focusing on the picture of the pupil, anything they shared was seen as relating to a third person rather than to themselves.

To end the focus group I explained that the pupils now had magic powers (magic tool activity) and asked them if they could change one thing in school what would it be?

Due to limited time I did not have the opportunity to pilot the content of the pupil focus groups with another group of pupils. However within the focus groups I had opportunities to check that the pupils understood the questions and to reflect their views back to them to clarify their meanings. The Year 5/6 focus group did help me to refine the process of the focus group for the Year 3/4 focus group. After the Year 5/6 focus group I did not record the answers to sentence five (1st section) on flip chart paper because this process took too long. All of the other sections of the focus group were repeated in the Year 3/4 focus group.

3.11.2.4 Action planning group

The action planning group formed stages 8-12 of the RADIO model and was used to answer research question 2. All five participants from the staff focus group volunteered to be a part of the action planning group. However, only three members of staff were available to attend the first meeting. It was then agreed between the staff members that the SENCo, deputy head teacher and EAL co-ordinator would attend all future action planning meetings. A detailed description of the information discussed and agreed upon is presented in section 4.3 to answer research question 2. The information below provides a more general account of the data that was discussed and generated in each meeting.

Action planning meeting 1

I summarised and presented the data that had been gathered from the staff questionnaire and staff and pupil focus groups at the first action planning meeting. Appendix 4.1 shows a summary of the information that was presented to the staff, which included:
• The number of refugee pupils who scored in the abnormal range on each of the SDQ scales.
• A summary of the refugee pupils’ responses from the focus group
• A summary of the staff responses from the focus group
• Ideas of areas to develop in school to further support refugee pupils (from the staff focus group)

This information then initiated a discussion between the staff members which included their initial ideas for future action in the school. Throughout this discussion I acted as a facilitator and used questions to prompt the staff members to consider different areas. This discussion was audio recorded.

**Action planning meeting 2**

At the start of the second action planning group I presented twelve ideas that staff had discussed in the last meeting as areas for improvement. These twelve ideas (section 4.3.2) then facilitated the discussion around which of these areas staff wanted to prioritise for further action in school and why. At the end of this planning meeting, staff had prioritised five areas to develop. Their discussions focused on any new information they needed to gather and how the systems in school could be developed to meet these five areas. This discussion was audio recorded.

**Action planning meeting 3**

Myself and other staff members brought any information agreed upon at the last meeting to discuss and develop in the third session. Ideas were discussed and draft ideas developed in this session. This discussion was audio recorded.

**Action planning meeting 4**

Draft ideas were drawn up and brought to this session. The discussion focused on how to improve the initial drafts and include any new ideas discussed. At the end of this meeting a final new system that would be ready to implement in school was agreed upon. At this stage I ended my involvement in the planning meeting to focus on starting to write up the research. This discussion was audio recorded.

**Action planning meeting 5**

The three staff members met for the final action planning meeting. At this stage they discussed the specific details of who would oversee the implementation and running of the new system in school. The staff members also decided to pilot the new system in the last few weeks of term before introducing it in September 2010. This discussion was not audio
recorded, however the staff members took minutes at this meeting which they emailed to me (appendix 4.7).

3.11.3 Data analysis methods

In the 'gathering information' phase of the RADIO approach (stage 7), a staff questionnaire, staff focus group and two pupil focus groups were the methods used. In this section I will describe how the data gathered by these methods was analysed.

3.11.3.1 Whole staff questionnaire

The staff questionnaire was divided into three sections:

a) closed questions
b) SDQ
c) open-ended questions

The information gathered in the first section was used to report specific information, such as class year group, staff that filled the questionnaire in, experience of staff (number of years), number of refugee children in each class and country of origin of refugee children. This information was simply lifted from the questionnaire and reported in the results section.

The information recorded on the SDQ (second section) had to be scored for each individual pupil. Staff had filled the SDQ in for each pupil in their class (September '08 – July '09) using a different colour to represent each child. Therefore when scoring the SDQ I looked at one child at a time and used the information to score the informant-rated SDQs by hand from the website (www.sdqinfo.com).

The 25 statements on the SDQ comprise five scales of five items each. As suggested on the SDQ website, I scored each of the five scales first and then scored for total difficulties. An answer of ‘somewhat true’ is always scored as one, however the scoring of ‘not true’ and ‘certainly true’ varies between each item as zero or two. For each of the five scales the score can range between zero and ten. The total difficulties score is generated by adding together the scores from each of the scales apart from the prosocial scale. This score can range between zero and 40.

I recorded the information for each child into a spreadsheet (see appendix 3.16) showing the gender, class (for example, Reception, Year 1) and country of origin for each
individual. I then recorded a score for prosocial behaviour, emotional symptoms, peer problems, hyperactivity, conduct problems and total difficulties for each child.

Using the scoring guidelines from the SDQ website I also classified the scores into ‘normal’, ‘borderline’ or ‘abnormal’ bands from the teacher-rated questionnaires. On the spreadsheet of scores I then colour-coded these bands for each child: normal = green; borderline = orange; abnormal = red. Therefore it was easy to see how many pupils scored in each band for the separate scales and also for the total difficulties. These scores were described using descriptive statistics in the results section.

Although obtaining quantitative data is usually associated with more of a positivist approach, in using the information from the SDQ I was focusing on obtaining an overall picture of the pupils’ needs. The information obtained from the SDQ was a starting point to identify if the refugee pupils did have SEBN, which could then be explored further using the qualitative approaches. The information from the SDQ was reported using descriptive statistics in the results section.

The information obtained for the refugee pupils’ on the SDQ was also compared with the British standardisation sample to describe if there was any difference between the two samples. I obtained the mean score and the standard deviation (SD) scores for each of the five scales and the total difficulties scale from the SDQ. The mean and SD scores were obtained by entering the pupil scores into SPSS (Statistical Package for the Social Sciences) and analysing the data using descriptive statistics. These scores were then compared with the British standardisation sample using descriptive statistics.

The information, from the six questions in the third section of the questionnaire was collated across all 15 questionnaires. Thematic analysis was then carried out on this data. The information was used to generate codes and then potential themes. These potential themes were then fit into the entire data set to generate an overall thematic map (appendix 3.3).

Staff scored each area of provision (universal, targeted and specialist) from 0 = not at all effective to 10 = extremely effective (5 = fairly effective). For each area of provision an average score was determined for how affective overall staff in the school felt that each provision met the SEBN of refugee children.
3.11.3.2 Staff and pupil Focus Groups

The staff and two pupil focus groups had all been audio recorded. Therefore the first stage of analysing the content was to transcribe the material. I decided that I would transcribe all three focus groups as this would be the first step in helping to familiarise myself with the material. The verbatim transcripts represented word for word what was spoken in each of the focus groups. The observer had recorded who was speaking at each point in the focus group and therefore this information was included in the transcripts. At the start of each new person speaking, an initial was typed to indicate who was speaking. This also helped to indicate which of the participants held certain views as their comments could be linked to each other throughout the transcript.

The main aim of running the three focus groups was to discover the views of staff and pupils regarding the SEBN of refugee pupils in the school. It was also to explore their views about what provision existed in school already to support these pupils and how effective this provision was.

Before deciding on how I would analyse the qualitative data in this research, I considered a range of different approaches. Smith (2008) outlines different approaches to analysing qualitative research, such as IPA, grounded theory and discourse analysis (DA). Smith and Osborn (2008, in Smith, 2008) discuss that the main aim of IPA is to:

*explore in detail how participants are making sense of their personal and social world.* (p. 53)

They also state that IPA studies the specific meanings that particular experiences or events hold for participants, such as the death of a family member or a personal illness. This approach appeared to be most appropriate when using individual interviews with participants to explore a detailed account of their individual experiences. However, the current research focuses on creating an understanding of the needs of refugee children through a focus group.

Charmaz (2001, in Smith, 2008) states that grounded theory consists of:

*systematic guidelines for gathering, synthesizing, analysing and conceptualising qualitative data to construct theory.* (p. 82)

Charmaz (2001 in Smith, 2008) also explains that grounded theory should be approached with an overall topic or general questions to explore further and generate theories from the data. However, in the current research, specific research questions to explore had already
been agreed with the major stakeholders. Therefore grounded theory was not an appropriate tool to analyse the data in this research.

Willig (2001, in Smith 2008) states that there are two versions of discourse analysis, discursive psychology and Foucauldian DA which are both concerned with:

*the role of language in the construction of social reality.* (p. 159)

DA focuses on how discursive objects are constructed and the differences between these constructs. It also analyses the different contexts that the discursive objects are created in. DA could have been an appropriate method to use if I was interested in how staff members talk about and discuss ‘refugee pupils’. However, what I was interested in was exploring the ideas or themes about needs of refugee pupils and the provision in school. From discarding certain approaches I decided to explore ‘thematic analysis’ as an approach to analysing the qualitative data in this research.

Boyatzis (1998) describes thematic analysis as a ‘process’ which can be used to ‘encode’ qualitative information. However Braun and Clarke (2006) refer to thematic analysis as a ‘method’ in its own right. Braun and Clarke (2006) refer to thematic analysis as:

*a method for identifying, analysing and reporting patterns (themes) within data.* (p. 79).


*accessible to students and those not particularly familiar with qualitative research.* (p. 77).

Due to the clarity of the six-step approach to thematic analysis and the accessibility of the explanation to students, I decided to explore Braun and Clarke’s (2006) explanation of thematic analysis further.

Braun and Clarke (2006) state that one of the benefits of ‘thematic analysis’ is that it is ‘flexible’. Whereas other approaches, such as IPA and grounded theory are bound to certain theoretical approaches, Braun and Clarke (2006) describe ‘thematic analysis’ as:

*essentially independent of theory and epistemology, and can be applied across a range of theoretical and epistemological approaches.* (p. 78)
This flexibility of thematic analysis would allow it to be used from the ‘social constructivist’ epistemological approach to this research.

Braun and Clarke (2006) explain that there are a number of decisions a researcher needs to make if they decide to use a thematic analysis approach. One decision is whether to analyse and give a rich description of the entire data set or a detailed account of one particular aspect of the data set.

Braun and Clarke (2006) also highlight that when analysing the data, themes can be constructed in an ‘inductive’ or a ‘theoretical’ way. If constructed in an ‘inductive’ way, themes would be closely linked to the data, whereas if constructed in a ‘theoretical’ way, the themes would be closely linked to a theory that was driving the researcher’s interest in the area.

Braun and Clarke (2006) state that another decision in thematic analysis involves whether themes are identified at a ‘semantic or explicit level’, (the surface meaning of what a participant has said) or at a ‘latent or interpretative level’ (examining the underlying ideas that shape the semantic content of the data).

Braun and Clarke (2006) then clearly explain six phases that should be carried out in thematic analysis (see table 3.2).

**Table 3.2 Six phases of thematic analysis (Braun and Clarke, 2006 p. 87).**

<table>
<thead>
<tr>
<th>Phase</th>
<th>Description of the process</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Familiarising yourself with your data:</td>
<td>Transcribing data (if necessary), reading and re-reading the data, noting down initial ideas.</td>
</tr>
<tr>
<td>2. Generating initial codes:</td>
<td>Coding interesting features of the data in a systematic fashion across the entire data set, collating data relevant to each code.</td>
</tr>
<tr>
<td>3. Searching for themes:</td>
<td>Collating codes into potential themes, gathering all data relevant to each potential theme.</td>
</tr>
<tr>
<td>4. Reviewing themes:</td>
<td>Checking if the themes work in relation to the coded extracts (Level 1) and the entire data set (Level 2), generating a thematic ‘map’ of the analysis.</td>
</tr>
<tr>
<td>5. Defining and naming themes:</td>
<td>Ongoing analysis to refine the specifics of each theme, and the overall story the analysis tells, generating clear definitions and names for each theme.</td>
</tr>
<tr>
<td>6. Producing the report:</td>
<td>The final opportunity for analysis. Selection of vivid, compelling extract examples, final analysis of selected extracts, relating back of the analysis to the research question and literature, producing a scholarly report of the analysis.</td>
</tr>
</tbody>
</table>

Boyatzis (1998) outlines three areas that can cause a ‘threat’ to using thematic analysis effectively in research. These are: a) projection b) sampling and c) mood and style.
Projection can occur if the researcher projects their own values into interpreting and encoding the qualitative data. The risk with ‘sampling’ is that the sample might not represent the general population and could be contaminated by different factors that you are not aware of. Finally, the researcher’s approach to analysing the data is ‘subjective’ and can be affected by how they are feeling (mood) and their approach to developing codes and themes (style). I realised that I needed to be aware of these threats and considered some of Boyatzis’ (1998) suggestions to avoid these threats (p. 13-16).

Braun and Clarke (2006) also state that although an advantage of thematic analysis is its ‘flexibility’, this can sometimes be a disadvantage. It can be a disadvantage when trying to analyse the data at a deeper level and when trying to decide an area to analyse in more detail. Due to the fact that I wanted to analyse the whole data set, this would not cause a problem in the analysis. Braun and Clarke (2006) also state that a disadvantage of thematic analysis compared to methods such as DA is that it does not allow the researcher to analyse the actual language used. In this research I was more concerned with the themes produced than with the language used and therefore decided that this approach would not limit the focus of the research. Braun and Clarke (2006) also state that as yet their method of thematic analysis does not carry the same status as other approaches, such as DA and IPA. However they argue that the only way it can gain this status is by more people using this approach in their research.

In considering thematic analysis as a method of qualitative analysis (Braun and Clarke, 2006) I decided that this approach would be appropriate to analyse the three focus groups and the open ended questions on the staff questionnaire from my data set.

I decided to obtain a rich description of the entire data set, which Braun and Clarke (2006) recommend if you are ‘investigating an under-researched area’. I also decided to construct the themes in an ‘inductive’ way, in that the themes would be closely linked to the data. When analysing the data I did not have a specific theoretical area of interest and therefore decided that the analysis would be driven by the data. I also decided that the themes would be identified at a semantic level.

The six phases of thematic analysis (Braun and Clarke, 2006) were followed and a step by step description of the processes relating to the data set is given (appendix 3.17). An example of how the codes were grouped together is shown in appendix 3.2 and the final thematic map is also included in the appendices (see appendix 3.3).
After carrying out the six thematic analysis phases, I checked my analysis against the 15 point checklist of criteria for good thematic analysis to ensure that I had generated a good thematic analysis (Braun and Clarke, 2006) (see appendix 3.18).

3.11.3.3 Action planning group

The aim of carrying out the action planning group meetings was to focus on stages 8-12 of the RADIO approach. These stages focused on processing the information gathered with the stakeholders and then agreeing on and implementing future action in the school. The aim of the information generated in these meetings was not to be analysed in detail (for example to produce themes), but for the information to feed into the next action planning meeting to inform the staff participants of the next steps in the planning process.

I attended the first four out of the five action planning meetings with the three staff participants and these were all audio recorded. The fifth action planning meeting was attended by the three staff participants and minutes were taken at this meeting (appendix 4.7).

As the data from the action planning groups was not going to be analysed in detail, it was not transcribed. The data was audio recorded so that each meeting could be listened to where needed and key information could be identified and discussed at the next planning meeting. At the end of the first meeting, I listened to the audio recording and identified key information to present at the start of the second action planning meeting. However, at the end of the second, third and fourth action planning meeting, the next steps to be carried out had already been agreed upon in the meeting. Therefore it was not necessary to listen back to the audio recordings for these sessions. The next steps included staff members gathering information to bring to the next meeting or considering how draft procedures could be improved.

In this way, most of the information discussed in the action planning groups was informally analysed by staff members throughout the meeting to decide on which areas they wanted to move forward with. The audio recording from the first meeting was used to inform the next meeting, however subsequent audio recordings were there if staff members wanted to clarify an issue that had been discussed.

The details of the discussions and action planning that occurred in these meetings are described in section 4.3 which answers research question 2.
3.12 Critique of method
A full critique of the methodology and tools used in this research can be found in the discussion.

3.13 Time-line and time budget
A table to show the date that key activities were carried out and the time taken for each activity can be seen in appendix 3.19. This research is a main area of my work towards the Doctorate in Educational and Child Psychology. The work towards this research started in the second year of my doctorate course and I presented my initial idea at a thesis panel in February 2009. From feedback at this panel as well as an extensive literature review, my current research changed slightly to take its current form. In April 2009 a 10,000 word literature review was submitted as a university assignment. Two months after this in June 2009 the time-line (see appendix 3.19) of activities throughout this research began. My involvement with the primary school ran from July 2009 to April 2010, however I was then finishing the write-up of this research until July 2010.

The research and project work was divided into five teams, each one focusing on work around the five ‘Every Child Matters’ (DfES, 2004b) outcomes. I was part of the ‘staying safe’ team, which covered project and research work with vulnerable children. My research focusing on the needs of refugee pupils was included in the action plan for the ‘staying safe’ team.

As well as the time allocated to carrying out my research in my local authority I also received weekly supervision with a Senior EP. This supervision covered time for consultation and reflection around areas of my work as a trainee EP, including my research. I also received regular supervision from an academic tutor at the University of Manchester.

3.14 Risk analysis
A table that outlined the possible risk factors involved in this research can be found in appendix 3.20. The table includes risks in carrying out the action research process itself as well as in using the data gathering tools (questionnaire and focus groups). These risks were identified as low, medium or high and a contingency plan was outlined to overcome the risk if it occurred.

3.15 Ethical considerations
When planning this research project I consulted the BPS Code of Ethics and Conduct (2006) at each stage of my planning. I was very aware that the refugee participants in my research were a vulnerable group and wanted to ensure that I had made every ethical
consideration when carrying out this research. (BPS, 2006) Before starting to plan this research I read the introduction and the decision-making section of the BPS code of ethics and conduct (2006). Reading these sections outlined my responsibility as a researcher to my participants and raised my awareness to the areas that produce the most concern on ethical issues for psychologists (for example, breaches of confidentiality, competence and research issues, p. 7). I also consulted the Health Professions Council’s (HPC) (to which EPs are registered) standard of conduct, performance and ethics (2008). The HPC document outlines 14 standards which must be adhered to by registrants. In the current research all areas of these standards were adhered to, however the BPS Code of Ethics and Conduct (2006) was used more closely to guide the ethical considerations in this research.

The code of ethics and conduct (2006) is based on four ethical principles: respect, competence, responsibility and integrity. Each principle is described in a statement of values and by a set of standards. I will outline how I have considered each of these four areas in relation to this research project and the steps I will take to ensure that the highest ethical standards are upheld:

**Respect**

In this research I was aware of the need to show respect to each of the participants that took part, especially with regard to individual differences such as age, culture, language, ethnicity, gender, language, national origin, race and religion. I was also aware of the need to show respect regarding the knowledge and insight that the staff in the school shared and also to the knowledge and experiences that the refugee pupils shared. I specifically modelled a respect for cultural differences during the focus group discussions with children and adults. This was supported by ground rules that were explained at the start of each focus group. (BPS, 2006)

Throughout the research project I made sure that I stored all confidential information securely to avoid ‘inadvertent disclosure’. I obtained written consent from the parents of the refugee pupils to disclose any confidential information where there was sufficient evidence to raise concern about: (a) the health, welfare or safety of refugee children in the school; (b) the safety of other persons who may be endangered by a pupil’s behaviour. In the need to make a breach of confidentiality I arranged to discuss this with a senior EP and my university academic tutor, unless there was an immediate need to talk directly to a member of staff in school (SENCo). (BPS, 2006)
Before audio-recording the focus group sessions I obtained verbal consent from the members of staff and written consent from the parents of the refugee pupils. Due to the fact that an assistant educational psychologist acted as an observer in the focus groups I also ensured that she was aware of the BPS code of conduct (2006) regarding confidential information. (BPS, 2006)

When recruiting the staff and pupil participants I ensured that the role of a participant had been fully explained to them. Oral consent was obtained from staff members and written consent was obtained from the parents of refugee pupils to be participants in the focus groups. The consent forms for refugee pupils were kept for the duration of the research. I also made it clear to staff members and pupils that they could withdraw from the focus groups at any time. One pupil decided that she did want to withdraw from a focus group at the beginning and go back to class. I also informed all of the participants that if they wanted to withdraw from the research I would destroy any data by which they might be personally identified (if requested). (BPS, 2006)

**Competence**

Throughout this research I was aware that I had to maintain an awareness of the ethics in the BPS Code of Practice (2006). I was also aware that it was my responsibility to recognise any ethical dilemmas that arose and I had agreed to attempt to resolve any such dilemmas through reflection, supervision and consultation with a senior EP and a university tutor. (BPS, 2006)

To carry out this research I recognised my responsibility to obtain the knowledge and skills to design a questionnaire and run focus groups with staff and pupils. I also recognised my responsibility to analyse the data accurately. I drew on my knowledge from university seminars as well as reading at a doctoral level to obtain this knowledge. I also used regular supervision with a senior EP and a university tutor to reflect on the knowledge and skills I was using in this research. (BPS, 2006)

I also ensured that the assistant educational psychologist supporting me in the focus groups had a firm understanding of this area of methodology and felt competent in her skills. (BPS, 2006)
Responsibility

I also recognised my responsibility to consider how the participants were feeling at each stage of the research. In the staff focus groups I checked that the members of staff felt comfortable to participate in the group after a long day at work and also checked that they had enough time to continue over the agreed 45 minutes. In the pupils’ focus group I checked that they all felt relaxed in the group and we practised a few questions at the beginning to check that all the pupils understood and were happy with the format of the focus group. I also made sure that all of the participants knew that they did not have to answer a question if they did not want to. In the pupil focus group some answers were recorded on a worksheet and participants were given the choice of whether they wanted to share their answers with the group or not. (BPS, 2006)

At the end of each of the focus groups I gave a brief overview of the main ideas that had been shared in each session. However, in the staff focus groups I also invited staff to be part of an action planning group who would meet to hear the main ideas from the focus group at another meeting and plan for future action in school. At the end of the pupil focus groups the pupils were also told that they could speak to their class teacher or the induction co-ordinator if they felt upset or wanted to discuss anything further. I also reminded all the participants that any information used from the focus groups would not be identified back to them. The major stakeholders were also informed that I would inform them of the main conclusions from the research at the end of the research project. (BPS, 2006)

Integrity

I recognised my commitment to convey the research findings in an accurate way, that closely reflected the opinions and information that I had gathered in the results and discussion section. I also recognised my responsibility to outline the limitations of this research project in the discussion section. (BPS, 2006)

I was also aware that by carrying out the research and also analysing and writing up the findings of this research I could be bringing a conflict of interests to this research project. However, I was very careful to take precautions against doing this such as sticking closely to the steps in the thematic analysis (Braun and Clarke, 2006), using another EP in doctoral training to check my coding and themes and sticking closely to the raw data when carrying out the analysis. I also frequently revisited the raw data to check that the analysis linked closely to it. I used supervision sessions to discuss any ethical issues or conflicts that may have arisen. (BPS, 2006)
3.16 Summary

The methodology section introduces the fact that I approached this research from a social constructivist paradigm. This epistemological position for action research was described as being in line with a ‘social constructivist’ epistemology, where the participants and researcher are co-creating understandings together. Therefore action research was chosen as an appropriate design in this study.

The two research questions were then introduced in this section with a clear outline of how they fitted within the research gap identified at the end of the literature review. The action research design was then further described with reference to specific action research models (Lewin, 1958; Kemmis and McTaggart, 1988; Sagor, 2005). However the RADIO model was chosen as a framework to support the current research as it fitted within a social constructivist inquiry paradigm and also focused on collaborative action research. The RADIO approach has also been successfully developed and used by EPs working with school staff (Timmins et al, 2003 and Timmins et al., 2006, Ashton, 2009). The current research uses a mixed methods approach, however it is predominantly qualitative. The quantitative information is reported in the results section using descriptive rather than analytical statistics. Therefore, the current research was evaluated using an approach designed to evaluate qualitative research (Elliott et al. 1999).

The decisions and discussions linked to the first six stages of the RADIO model are then described in the methodology. These stages involved being aware of the need to research the current area (stage 1) and being invited to carry out the research in a primary school (stage 2). Discussions were then held with the major stakeholders to clarify and issues or concerns (stage 3) and identify who the stakeholders would be in the research process (stage 4). Finally the focus of the research was agreed with the major stakeholders (stage 5) and a framework to gather the data was also agreed (stage 6).

The methodology section ends by clearly outlining how the data was gathered and analysed in this research (stage 7). The whole staff group carried out a questionnaire which was analysed using descriptive statistics and thematic analysis. Five members of staff took part in the staff focus group, four pupils took part in the Year 3/4 focus group and four pupils took part in the Year 5/6 focus group. The focus groups were all analysed using thematic analysis (Braun and Clarke, 2006).
The methodology section ends by signposting the reader to sections of the thesis that critique the method, outline the time-line and time budget and consider a risk analysis. The ethical considerations for this research are also described in relation to the BPS Code of Practice (2006).
Chapter 4: Results

4.1 Introduction
The data that has been gathered and analysed in this research study will be clearly presented in the results section. The data will be presented under the headings of the two research questions to show which findings answer which question. A summary of the data presented for each research question is given below.

RQ.1) What are the social, emotional and behavioural needs of refugee children identified in a primary school and how are these currently being met?

To answer research question one, data will be presented from the quantitative and qualitative analysis of the staff questionnaire and the qualitative analysis of the staff and pupil focus groups. The whole staff questionnaire was completed by staff working in each of the 15 classes in school (class teacher and TAs). This information from section one was simply lifted from the questionnaire and reported in the results section. The information from section two (SDQ) was scored using information from the SDQ website (www.sdqinfo.com) and reported as descriptive statistics. The information in the third section of the questionnaire was generated into codes and then potential themes, which were included in the final thematic map (appendix 3.3).

The staff focus group included five members of staff and lasted for one hour. The Year 3/4 focus group consisted of four pupils and lasted around 45 minutes as did the Year 5/6 focus group. I followed the six stages of thematic analysis outlined by Braun and Clarke (2006) (see table 3.2) for each of the three focus groups. There were four themes that incorporated data from the staff and pupil focus groups (‘pupils’ emotions and behaviours’, ‘reasons for different emotions and behaviours’, ‘newly arrived pupils’ and ‘social, emotional and behavioural support in school’) and one theme that incorporated data only from the staff focus group (links with parents). There were different subthemes, within each theme. Some subthemes were common across the staff and pupil data and some were unique to either the staff or the pupil data. Data from the whole school questionnaire was represented in three themes (‘newly arrived pupils’, ‘social, emotional and behavioural support in school’ and ‘links with parents’).
RQ. 2) How can provision be developed in a primary school to better meet the social, emotional and behavioural needs of refugee children?

To answer research question two, Stages 8-12 of the RADIO approach will be described. These stages follow on from stages 1-7 that were presented in the methodology section. The focus of stages 8-12 is on ‘organisational change’. These sections fit well into the results section as they present the ‘story’ of what happens after data has been gathered. Stages 8 and 9 focus on sharing the findings from the data with stakeholders and discussing the findings in relation to the needs of the organisation. In stage 9 the stakeholders should also start to identify areas for action from the findings presented. In stage 10 the stakeholders lead an action planning meeting and in stage 11 the stakeholders facilitate the agreed change within their organisation. The final stage in the RADIO model approach (stage 12) involves evaluating the effectiveness of the action carried out. At this stage the stakeholders might request further EP involvement.

4.2 Research question 1

What are the social, emotional and behavioural needs of refugee children identified in a primary school and how are these currently being met?

In stage 5 of the RADIO model process (agreeing the focus of concern) it was agreed with the stakeholders that one of the aims of the research was to identify the SEBN of refugee children in the primary school and how these needs were being met. Quantitative and qualitative data was gathered and analysed to answer this research question. This data is clearly presented in this section, with reference to how the data was gathered, for example from the staff questionnaire, staff focus group or pupil focus groups. Information to support the description of the quantitative data is provided in the form of tables with descriptive statistics. Information to support the description of the qualitative data is provided in the form of extracts from the original source, to highlight each theme and sub-theme.

4.2.1 Quantitative data

Staff questionnaire

As part of the questionnaire, staff reported information about the refugee children who had been in their class from September ‘08 – July ‘09. Staff completed the SDQ for pupils who had been in their class (September ‘08 – July ‘09) which totalled 46 pupils throughout the school from Nursery to Year 6. There were five refugee pupils in Nursery, three in
Reception, four in Year 1, seven in Year 2, nine in Year 3, five in Year 4, seven in Year 5 and six in Year 6.

Information gathered from the question shows that eleven different countries of origin were represented in the school and the table below (Table 4.1) shows the number of pupils (male and female) represented from each country.

**Table 4.1 The number of male and female refugee pupils represented in school from eleven countries of origin.**

<table>
<thead>
<tr>
<th>Country of origin</th>
<th>Total number of pupils in school (number of male and female)</th>
<th>Percentage of whole school refugee population (to 1 decimal place) (male, female)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Somalia</td>
<td>23 (18 male, 5 female)</td>
<td>50% (39.1%, 10.9%)</td>
</tr>
<tr>
<td>Sudan</td>
<td>2 (1 male, 1 female)</td>
<td>4.3% (2.2%, 2.2%)</td>
</tr>
<tr>
<td>Pakistan</td>
<td>3 (1 male, 2 females)</td>
<td>6.5% (2.2%, 4.3%)</td>
</tr>
<tr>
<td>Congo</td>
<td>1 (1 female)</td>
<td>2.2%</td>
</tr>
<tr>
<td>Iran</td>
<td>2 (2 females)</td>
<td>4.3% (0%, 4.3%)</td>
</tr>
<tr>
<td>Afghanistan</td>
<td>9 (5 male, 4 female)</td>
<td>19.6% (10.9%, 8.7%)</td>
</tr>
<tr>
<td>Eritrea</td>
<td>1 (1 female)</td>
<td>2.2%</td>
</tr>
<tr>
<td>Syria</td>
<td>2 (2 males)</td>
<td>4.3% (4.3%, 0%)</td>
</tr>
<tr>
<td>Russia</td>
<td>1 (1 male)</td>
<td>2.2%</td>
</tr>
<tr>
<td>Albania</td>
<td>1 (1 female)</td>
<td>2.2%</td>
</tr>
<tr>
<td>France</td>
<td>1 (1 female)</td>
<td>2.2%</td>
</tr>
</tbody>
</table>

Table 4.1 shows that the country represented most in school was Somalia (50% of all refugee pupils), followed by Afghanistan (19.6% of all refugee pupils). It is also interesting that over a third of all refugee pupils in the school (September ‘08 – July ‘09) were Somali boys (39.1%).

The information from the SDQ was scored for each pupil as outlined in the methodology section. The scores obtained for each pupil, on each of the five scales were classified as ‘normal’, ‘borderline’, or ‘abnormal’, using the teacher completed SDQ scores. The table below (table 4.2) shows the number of pupils (out of 46) who scored in the ‘normal’, ‘borderline’, or ‘abnormal’ range for each of the five scales (prosocial scale, emotional symptoms scale, peer problems scale, hyperactivity scale and conduct problems scale) and also for total difficulties.
<table>
<thead>
<tr>
<th>Scale</th>
<th>Normal (percentage)</th>
<th>Borderline (percentage)</th>
<th>Abnormal (percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prosocial Scale</td>
<td>18 (39.1%)</td>
<td>7 (15.2%)</td>
<td>21 (45.7%)</td>
</tr>
<tr>
<td>Emotional Symptoms Scale</td>
<td>26 (56.5%)</td>
<td>10 (21.7%)</td>
<td>10 (21.7%)</td>
</tr>
<tr>
<td>Peer Problems Scale</td>
<td>16 (34.8%)</td>
<td>15 (32.6%)</td>
<td>15 (32.6%)</td>
</tr>
<tr>
<td>Hyperactivity Scale</td>
<td>24 (52.2%)</td>
<td>9 (19.6%)</td>
<td>13 (28.3%)</td>
</tr>
<tr>
<td>Conduct Problems Scale</td>
<td>26 (56.5%)</td>
<td>6 (13%)</td>
<td>14 (30.4%)</td>
</tr>
<tr>
<td>Total Difficulties</td>
<td>18 (39.1%)</td>
<td>6 (13%)</td>
<td>22 (47.8%)</td>
</tr>
</tbody>
</table>

In terms of the SEBN for the refugee pupils, two scores stand out as being very high in the above table (table 4.2). 21/46 refugee pupils (45.7%) scored in the abnormal range for prosocial skills and 22/46 refugee pupils (47.8%) scored in the abnormal range for total difficulties. This total difficulties score shows that nearly half of the refugee pupils scored in the abnormal range for their total SEBN.

It is more positive that over 50% of the refugee pupils scored in the normal range on the ‘emotional symptoms’, ‘hyperactivity’ and ‘conduct problems’ scale. However this still means that just less that 50% of pupils scored in either the borderline or abnormal range on these three scales.

The full table with individual scores for each of the 46 pupils on the five scales and total difficulties can be seen in appendix 3.16.

The mean scores and the SDs for each of the five scales and the total difficulties scale from the SDQ were obtained using SPSS. I compared the mean scores and SDs from my sample of refugee pupils (n=46) with the mean scores and SDs from the British standardisation sample of pupils (n=4801). The scores for the British standardisation sample can be found on the SDQ website. ([http://www.sdqinfo.com/bba3.pdf](http://www.sdqinfo.com/bba3.pdf)). By comparing the mean scores between the two samples I wanted to see if there was a difference between the two samples (see table 4.3)
Table 4.3 The mean scores and standard deviations for the British standardisation sample and the refugee sample for SDQ scales.

<table>
<thead>
<tr>
<th></th>
<th>Standardisation sample (N=4801) Mean score and (SD)</th>
<th>Refugee pupil sample (N = 46) Mean score and (SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total difficulties</td>
<td>6.7 (5.9)</td>
<td>14.8 (7.7)</td>
</tr>
<tr>
<td>Emotional</td>
<td>1.5 (1.9)</td>
<td>3.9 (3.1)</td>
</tr>
<tr>
<td>Conduct</td>
<td>0.9 (1.6)</td>
<td>2.4 (2.5)</td>
</tr>
<tr>
<td>Hyperactivity</td>
<td>3.0 (2.8)</td>
<td>4.9 (2.8)</td>
</tr>
<tr>
<td>Peer problems</td>
<td>1.4 (1.8)</td>
<td>3.7 (2.7)</td>
</tr>
<tr>
<td>Prosocial</td>
<td>7.3 (2.4)</td>
<td>4.9 (3.3)</td>
</tr>
</tbody>
</table>

Table 4.3 shows that the mean scores for total difficulties, emotional difficulties, conduct difficulties, hyperactivity and peer problems are all higher for the refugee sample, compared with the British standardisation sample. A higher mean score for a sample means that the group has more difficulties in this area. In each of these areas except ‘hyperactivity’ the mean score for the refugee sample is over twice as high as the standardisation sample.

In the area of prosocial behaviour a higher score on the SDQ shows that a pupil has more strengths in this area, therefore a higher mean score shows that a group has more strengths in this area. Table 4.3 shows that the mean score for prosocial behaviour is higher for the standardisation sample than the refugee sample, showing that the standardisation sample had more strengths in this area compared with the refugee sample. However, these results were obtained from scores of 46 refugee pupils in one primary school. Therefore these results have been obtained from a small sample and should be interpreted with caution as this is a small sample that does not represent the refugee population as a whole.

4.2.2 Qualitative data

The staff questionnaire, staff focus groups and pupil focus groups were analysed using thematic analysis. The final thematic map created from this analysis is shown in figure 4.1. This final thematic map will guide the reader through the presentation of the five themes and subthemes in this section.

4.2.2.1 Pupils’ emotions and behaviours (theme 1)

The theme of pupils’ emotions and behaviours were discussed by staff and pupils. Staff tended to discuss a range of emotions and behaviours that fitted into the two subthemes
Social, emotional and behavioural support in school

Newly arrived pupils

Reasons for different emotions and behaviours

Past experiences

Language difficulties

Socio-cultural factors

Friendship difficulties

Induction procedure

Play leaders

Settling in process

Staff and pupils in school

Buddy system

Language and learning support

Targeted

Universal

Specialist

Links with parents

Offering support

Home-school contact

New to school

Currently

Difficult managing emotions

Angry/aggressive pupils

Figure 4.1. A final thematic map for the full data set

Themes and sub-themes relating to pupil focus groups

Themes and sub-themes in common (staff and pupils)

Themes and sub-themes relating to staff focus group and relating to questionnaire (highlighted in yellow)

Externalising

Internalising

Figure 4.1. A final thematic map for the full data set

Themes and sub-themes in common (staff and pupils)

Newly arrived pupils

Social, emotional and behavioural support in school

127
'internalising' and 'externalising'. Pupils also talked about internalising and externalising behaviours, however the subthemes that fitted within the pupils’ data were ‘new to school’ and ‘currently’.

**Staff focus group**

**Internalising (subtheme)**

In the staff focus group, language was used that described internalising SEBN. For ‘internalising’ behaviours staff described pupils as being ‘scared’, ‘withdrawn’, ‘frustrated’, ‘worried’ and anxious’. Examples of how staff discussed these needs will be described with examples from the staff focus group. In this section some discussions about the link between this subtheme and the ‘externalising’ subtheme will also be given.

Staff described pupils as being ‘scared’ of the school system and of talking to others:

> A lot of them come across as quite scared, just of everything, even of talking to others, they just don’t know what to do, sometimes they haven’t been in school at all. (lines 14-16).

Staff also commented on observations of ‘withdrawn’ behaviour in school:

> we’ve got some children who become withdrawn and completely refuse to talk. (lines 147-148).

> they’re often withdrawn because of their language and because of their experiences. (lines 4-5).

It was also discussed that sometimes there is a link between the internalising ‘withdrawn’ behaviour and more externalising ‘angry’ behaviour:

> I think that they’re both linked sometimes, the anger and the withdrawn behaviour. Probably that they seem withdrawn but they’re still angry inside and just don’t really know how to communicate everything. (lines 149-152).

Another internalising behaviour of ‘frustration’ is subtly described with a link to ‘aggressive’ externalising behaviours:

> I think you get levels of aggression within all new arrivals, because they haven’t got any English, they’ve no idea, they’re aware that they’re being bullied or taunted, or things are happening that they know doesn’t feel right. (lines 157 – 160).

When a member of staff commented on internalising behaviours of ‘worry’ and ‘anxiety’ and asked if other members of staff thought these behaviours were as evident as other behaviours, one staff member replied:
I have seen that with one child last year, but I do think it’s partly because of the top one (social skills), it’s friendships, so as soon as they start to form friendships, all of that goes. (lines 663-665).

Externalising (subtheme)
In the staff focus group, language was used that described externalising SEBN. For externalising behaviours staff described observing ‘angry, aggressive and violent behaviours’. In discussing externalising behaviours, staff also focused specifically on the Somali pupils in school. Examples of how staff discussed these needs generally and also in relation to Somali pupils will be described below with examples from the staff focus group.

When asked about SEBN, staff spoke generally about some of ‘angry, aggressive and violent’ behaviours that refugee pupils display in school:

*Violence, violence and aggressive.* (line 6)

A refugee girl could not be ‘contained’ in Year 1 and had to be taught in Reception, in this situation, staff described the girl as:

*Very aggressive.* (line 22 and repeated by another member of staff in line 23).

When a KS1 member of staff asked what the main SEBN were higher up the school, the SENCo described externalising aggressive and angry behaviours:

SENCo: *Negative behaviours, dealing with negative behaviours.*

KS1 staff: *So anger, and things like that?*

SENCo: *Yes. The aggression.* (Lines 625-627)

Although the above comments were reported generally about refugee pupils in school, it became apparent as the focus group discussion continued that staff particularly identified the Somali pupils as displaying these aggressive and angry behaviours. It is not clear whether the above comments link to Somali pupils or not, however the following comments were given specifically in relation to Somali refugee pupils in school:

*As they [other refugee children] settle, it tends to be the Somali children that are still continually aggressive.* (Lines 161 – 162).
those [Somali pupils] are the ones that tend to display anti-social behaviour. (lines 184-185).

they [Somali pupils] will react quickly – they will kick out and think about what they’ve done after. (lines 132-133).

they’re [Somali pupils] defending their personal area and space and if defending means to hit out and attack, that’s usually what I’ve seen displayed. (lines 134 – 136).

Pupil focus groups

In the pupil focus groups the different emotions and behaviours were mainly discussed in relation to when the pupils were ‘new to school’ and ‘currently’, therefore these formed two subthemes in the pupil data. As well as discussing how they felt themselves when they were new to school, pupils were able to describe how a fictional pupil (presented in a photo) might feel as a new pupil in school. Pupils also described how they currently felt in school and also how another fictional pupil (presented in a photo) might feel currently in school, having been attending for a few months.

Year 5/6 focus group

New to school (subtheme)

In the Year 5/6 focus group pupils identified how they felt when they first arrived in school. These emotions and behaviours were a mixture of negative (worried, shy, lonely and sad) and positive (happy and good).

When they first arrived in school, pupils described feeling the following:

I was feeling worried and like…….everything was strange. (lines 230 and 233).

When I was new to this school I was feeling a bit shy. (line 238)

I was sad…..when I came to this school I had sisters and brothers here and I couldn’t find them, I was lonely….. (lines 261-264).

However pupils also described feeling some more positive emotions:

Does anyone want to share how they were feeling?

Good.’

Were you, A? Why were you feeling good?

Because in class everyone was helping me. I was doing my work and the teacher helped me, then I was happy. (lines 223-228).
Table 4.4 shows a summary of what each of the four pupils in the Year 5/6 focus group identified that they felt in the classroom and in the playground when they were new to school. Pupils were presented with a sheet with 19 feelings to choose from and one blank feeling to add their own if needed.

**Table 4.4 Year 5/6 pupils’ feelings in the classroom and the playground when new to school.**

<table>
<thead>
<tr>
<th>Pupil</th>
<th>Classroom</th>
<th>Playground</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Shy, lonely</td>
<td>Sad, surprised</td>
</tr>
<tr>
<td>2</td>
<td>Worried, frightened</td>
<td>Lonely, surprised</td>
</tr>
<tr>
<td>3</td>
<td>Sad, frustrated</td>
<td>Happy, interested</td>
</tr>
<tr>
<td>4</td>
<td>Shy, lonely</td>
<td>Worried, surprised, interested</td>
</tr>
</tbody>
</table>

Pupils were presented with a picture of a ‘sad’ boy who was described to them as having been in school for two weeks and having come to England from an African country. They were asked to describe how he might feel. This projective technique (Colucci, 2007) was used to allow the pupils to voice their internal feelings in a safe way, by focusing on another refugee pupil. The Year 5/6 pupils commented that he might be feeling ‘sad’, ‘lonely’, ‘scared’, ‘upset’ or ‘mad’:

*Mad (line 341)*

Sad…because he hasn’t got any friends. (lines 343, 345).

*Maybe he’s feeling lonely? (line 349).*

He’s scared in school. (line 348)

*Maybe he’s scared of people. Maybe he’s scared. (line 352).*

Or nobody likes him and he’s lonely. (line 364).

*Maybe he’s scared of the teachers? (line 367)*

He looks like he’s crying. (line 377).
Currently (subtheme)

In the Year 5/6 focus group pupils identified how they felt currently in school. Again, pupils reported a mixture of negative (sad and hurt) and positive (happy and confident) emotions.

One pupil described feeling ‘sad’ on the morning of the focus group, due to having a spelling test and another pupil described feeling hurt due to being pushed over:

Yes, sad, because first when I went into class, the teacher goes do your spellings. (lines 284-285).

I was feeling hurt because some boys were pushing me over and I hurt myself. (lines 300-301).

However other pupils described themselves as feeling ‘happy’ and ‘confident’ both in the classroom and in the playground:

I felt happy because I went to collect S and we played games. (line 281)

I was feeling confident. (line 291)

I was feeling happy and confident.

Those are lovely feelings, do you know why you were feeling happy and confident?

Because I was playing this game, it was coppers and robbers, I was a robber and I was running and I was surrounded, there were 3 robbers and 4 police, but we were winning.’ (lines 308-313).

Table 4.5 shows a summary of what each of the four pupils in the Year 5/6 focus group identified that they felt in the classroom and in the playground on the day of the focus group. Pupils were presented with a sheet with 19 feelings to choose from and one blank feeling to add their own if needed.

Table 4.5 Year 5/6 pupils’ feelings in the classroom and the playground at the current time.

<table>
<thead>
<tr>
<th>Pupil</th>
<th>Classroom</th>
<th>Playground</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sad, angry</td>
<td>Confident, happy</td>
</tr>
<tr>
<td>2</td>
<td>Happy, bored</td>
<td>Interested, hurt, angry</td>
</tr>
<tr>
<td>3</td>
<td>Confident, bored</td>
<td>Negative, angry</td>
</tr>
<tr>
<td>4</td>
<td>Confident, bored</td>
<td>Happy, interested</td>
</tr>
</tbody>
</table>
Pupils were then presented with a picture of an ‘angry’ boy who had been in school for a few months and had come from Russia. Using the same projective techniques as described above (Colucci, 2007) pupils were asked to describe how this boy might be feeling ‘currently’ as he has had some time to settle in his new school. For the ‘angry’ boy, pupils commented that he might be feeling ‘bad’, ‘angry’ and ‘jealous’.

Bad, he’s angry about killing people. He wants to fight. (line 438).

He’s jealous about everything and he thinks I can just kill him or bully him because I do not like this boy and I get angry. (lines 450-452)

Yes, you know that new guy, he’s good at everything, then the boy tries to kill him and tries to fight him because he’s good at everything but he is not. (lines 463-465).

**Year 3/4 focus group**

**New to school (subtheme)**

In the Year 3/4 focus group pupils identified how they felt when they first arrived in school. These pupils only described negative feelings (frightened’, ‘shy’, ‘lonely’, ‘sad’, ‘bored’, ‘bad’ and ‘hurt’) as opposed to the Year 5/6 pupils who described both negative and positive feelings.

When they first arrived in school, pupils described feeling the following:

I was sad, I told my dad I don’t want to go, I’ll go next week. He said let’s go now, today is better. (lines 336-338).

I felt frightened because I didn’t know anyone and I didn’t know the teachers and some people looked scary. (lines 341-342).

I felt lonely because whenever I went outside no-one was playing with me and whenever I asked anyone they said no. (lines 344-345)

I felt bad because people were pushing me and being racist to me when I came first. (lines 357-358)

I felt hurt because some people were bullying me and stuff and some people kept pulling my hair. (lines 367-368)

Table 4.6 shows a summary of what each of the four pupils in the Year 3/4 focus group identified that they felt in the classroom and in the playground when they were new to school. Pupils were presented with a sheet with 19 feelings to choose from and one blank feeling to add their own if needed.
Table 4.6 Year 3/4 pupils’ feelings in the classroom and the playground when new to school.

<table>
<thead>
<tr>
<th>Pupil</th>
<th>Classroom</th>
<th>Playground</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Interested, thoughtful</td>
<td>Sad</td>
</tr>
<tr>
<td>2</td>
<td>Sad, shy</td>
<td>Worried, horrified</td>
</tr>
<tr>
<td>3</td>
<td>Frightened, lonely</td>
<td>Lonely, hurt, sad</td>
</tr>
<tr>
<td>4</td>
<td>Sad, lonely</td>
<td>Lonely, hurt, bored</td>
</tr>
</tbody>
</table>

Year 3/4 pupils were also presented with the picture of a ‘sad’ boy who was described to them as having been in school for two weeks and having come to England from an African country. The year 3/4 pupils commented that he might be feeling ‘shy’, ‘sad’ and ‘worried’:

*I think he feels shy and worried. I think he feels shy because he’s hiding his face and I think he feels worried because he’s new to the school.* (lines 428 -430)

*He was shy and he was sad. He didn’t meet anyone and the teacher didn’t call somebody to be his friend and look after him in the playground.* (lines 438-440)

Currently (subtheme)
In the Year 3/4 focus group pupils identified how they felt currently in school. Pupils reported a mixture of negative (angry and aggressive) and positive (happy) emotions.

One pupil described feeling ‘angry’ and ‘aggressive’ on the morning of the focus group and shared that this was because somebody had been teasing her in the playground:

*I was feeling angry and I was feeling aggressive. I was feeling angry because I saw my friends and they were playing with the boys and at least one of them was making fun of me and saying ‘midget, midget!’ and I got angry.* (lines 395 – 298)

One pupil shared quietly to me that they had been feeling happy in class that morning:

*I think it’s really nice that you were feeling happy in the morning in class.*(lines 405-406)

Table 4.7 shows a summary of what each of the four pupils in the Year 3/4 focus group identified that they felt in the classroom and in the playground on the morning of the focus group. Pupils were presented with a sheet with 19 feelings to choose from and one blank feeling to add their own if needed.
Table 4.7 Year 3/4 pupils’ feelings in the classroom and the playground at the current time.

<table>
<thead>
<tr>
<th>Pupil</th>
<th>Classroom</th>
<th>Playground</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Shy, confident</td>
<td>Happy, confident, aggressive</td>
</tr>
<tr>
<td>2</td>
<td>Happy, interested</td>
<td>Happy, confident</td>
</tr>
<tr>
<td>3</td>
<td>Confident, happy, excited</td>
<td>Disappointed, bored, aggressive</td>
</tr>
<tr>
<td>4</td>
<td>Happy, surprised</td>
<td>Angry, aggressive</td>
</tr>
</tbody>
</table>

Pupils were then presented with a picture of an ‘angry’ boy who had been in school for a few months and had come from Russia. Pupils were asked to describe how this boy might be feeling ‘currently’ as he has had some time to settle in his new school. For the pupil looking angry, pupils commented that he might be feeling ‘bad’, ‘angry’ and ‘sad’.

*I think he feels sad because this boy is bullying him and he’s getting angry so he’s bullying him back.* (lines 475 – 476)

*I think he might be angry and jealous because he’s got good toys or because sometimes he might be really clever and he could say tell me the right answers or I’ll beat you up and bang you in a rock.* (lines 479-481)

### 4.2.2.2 Reasons for different emotions and behaviours (Theme 2)

The theme of ‘reasons for different emotions and behaviours’ was discussed by staff and pupils. Within this theme staff and pupils shared three subthemes in common, these were ‘language difficulties’, ‘socio-cultural factors’ and ‘friendship difficulties’. Staff discussed a further subtheme unique to their data, which was ‘past experiences’. Pupils also discussed a further subtheme unique to their data which was ‘difficulties managing emotions’.

**Staff focus group**

In this discussion, staff sometimes commented on a pupil’s SEBN without giving any reasons that could explain these needs. This could be due to a lack of understanding of why certain needs are displayed in pupils, possibly due to a lack of time spent observing the child in context or considering possible hypotheses for the behaviour. However, staff members did discuss four different areas that could explain some of the reasons for the SEBN that are displayed in refugee pupils. These areas are presented as the four following subthemes, within Theme 2:
These four subthemes will be described in the context discussed by staff and in relation to the different needs identified in pupils.

**Socio-cultural factors**
In this subtheme staff discussed socio-cultural factors that could link to pupils’ SEBN displayed in school. These included factors such as a lack of understanding about the English school system or perhaps no previous experience of school at all and also cultural expectations placed on the children by their parents.

In this subtheme staff identified that some pupils had no understanding of the English school system or perhaps had had no formal education at all. The SEBN that linked to this reason were internal feelings such as being ‘scared’ and external negative behaviours and external behaviours such as a lack of play skills.

One staff member recognised that pupils would understandably be feeling ‘scared’ if they had not experienced a school setting of formal school experience:

*A lot of the come across as quite scared, just of everything, even of talking to others, they just don’t know what to do, sometimes they haven’t been in a school at all.* (lines 14-16)

Staff described another Year 1 girl as ‘very aggressive’ (line 22 and 23) and linked her behaviour in class to a lack of understanding of the routines in school or the boundaries of a classroom:

*Can’t keep to routines, because they don’t know what routines are, we had one little girl who came into Year 1 had to go down to Reception because she just had no idea about being contained.* (lines 18-20)

One staff member felt that some of the refugee pupils probably had to act quite maturely at home due to their responsibilities in the family. They felt that the cultural expectations placed on girls in the home had a positive impact on their behaviour in school:
In my experience, they’re a bit more mature, girls in primary schools tend to be more mature than the boys. But is it because their demands, their expectations of being a second carer in the family take precedence over other things? Because to care for and look after and take care of, is what they do at home anyway. (lines 87-91)

However another staff member said even if this was the case at home, the mature behaviour was not reflected in school. She implied that negative behaviours she had observed were linked to a lack of previous school experience:

That's not reflected in the way they behave in school. I think a lot of it is lack of routine – it’s because they've not been to school. They haven’t been to school and they've had none of those experiences that children here in this country have had since the age of three. (lines 99 – 102)

Staff also discussed that a lack of early school experiences or lack of play experiences at home can be linked to a delay in their social development. Staff felt that if pupils were carrying out cultural expectations in the home then this might reduce their opportunities to experience play opportunities that children born in England experience in play groups and then more formally in Nursery and Reception.

Staff 1: That links in a way to what T said that if children at home are just doing what's expected of them in a way they don't have that play like children in homes here have from the start.

Staff 2: So they've never really experienced been a child – never really played. (lines 103-107).

Staff 3: Yes, definitely, and they can then seem years behind in terms of like how they are, and maturity-wise. It is the whole routines thing. (lines 111-112).

Staff members discussed seeing a lack of turn-taking and sharing in the children, but one staff member said that she had observed difficulties in these areas with parents. She described feeling that she was modelling these skills to parents in the English for speakers of other languages (ESOL) classes:

And I often feel that I’m doing that even with the parents in the ESOL classes and there it's like a Sunday dinner table – taking turns, it's those kind of skills. Quite lacking, even amongst the adults in certain communities. They all want to speak at the same time, they all want to grab at things at the same time. (lines 651-655)

Staff members also discussed the fact that a particular group or culture can be identified by observing their behaviour:
Yes, within a group, within a culture, you do see similar behaviours in terms of their parenting skills and the way the parents behave and in the way the children behave in school. So you do, identify that group of children over there and you can identify what culture they come from by their behaviour. (lines 66-70)

Although the member of staff did not name a certain group or the types of behaviours observed in the above extract, later on in the discussion the Somali group was discussed in a similar context. The extract below shows that staff link Somali cultural issues with some of the negative, angry and aggressive behaviours witnessed by pupils in school:

We found that when the number of Somali children or families started to grow, we thought that there would be some kind of sense of community and bonding but actually there was quite a bit of in-fighting. And that brought itself into school, because the parents were antagonistic towards each other outside of school; the children witnessed it and brought that into school. (lines 191-196)

Language difficulties
In this subtheme, members of staff described a ‘barrier’ that exists for refugee pupils in school due to their language difficulties. The main type of difficulty they associated with pupils’ lack of language was ‘withdrawn’ behaviour.

They’re often withdrawn because of their language and because of their experiences. (lines 4-5).

As can be seen in the above extract, the withdrawn behaviour is also linked to the next point, which is refugee pupils’ past experiences.

Linked to the pupils’ past experiences
As seen above, in this subtheme staff felt that ‘withdrawn’ behaviours are often linked to the pupils’ past experiences. As well as ‘withdrawn’ behaviours, staff also described seeing emotional behaviours displayed by refugee pupils. Staff felt that emotional behaviours were often triggered by reminders of past experiences:

Quite emotional, quite weepy sometimes, I think when certain things, visual scenes, you can see that they’re physically affected by what they’re looking at and they’re just reminded of what they’ve seen. (lines 9-12)

One teacher did not specify what behaviours might be displayed due to past experiences but she highlighted the fact that refugee pupils respond differently to other children in class. She highlighted that the trigger to the behaviour might not seem a threat to other pupils but due to past experiences it causes a reaction in refugee pupils:
I think it’s the triggers that are the most important bit though. It can be something that seems very normal to some children. I don’t know – triggers can be different but it’s all linking back to what they’ve seen and things, that’s the different part I guess. (lines 36-39)

In a discussion about the behavioural traits of the Somali group (lack of ability to socialise (118), unstable and aggressive (lines 132-133)) staff described how they assume the behaviours are linked to the pupils’ past experiences:

We assume it’s because of their experiences. But we know from jumping to conclusions that it’s not always. You assume they’ve seen things that they haven’t always seen. (lines 122-124)

It was clear from the discussion that staff members were sometimes wary about linking all behaviour to the pupils’ past experiences. One reason for this was that they had made assumptions about a pupil’s past experiences due to some disturbing art work he had produced. However further investigation revealed that the refugee child had been playing violent computer games:

Staff 1: Although we have made perceptions previously, haven’t we, of things that children have seen and actually they haven’t seen anything like it.

Researcher: Yeah, you jump to a conclusion because of where they’re from.

Staff 1: Yeah, because of where they’re from you make an assumption…

Staff 2: And actually it was just a video game. (lines 40-45)

The example above appeared to have made staff members more wary about jumping to assumptions just because a child was a refugee. This part of the discussion highlighted the fact that staff did not know much about refugee pupils’ past experiences.

Friendship difficulties
In this subtheme staff discussed friendship difficulties that could link to pupils’ SEBN displayed in school. The SEBN that linked to this factor were internal feelings such as being ‘worried’ or ‘anxious’ and external behaviours such as ‘aggression’ and a lack of ability to socialise and make friends.

One member of staff stated that anxiety and worry were directly linked to pupils not forming friendships at first when they were newly arrived. Staff members described a lot of difficulties that refugee pupils’ had regarding their ‘lack of social skills’ and ‘lack of play skills’. These difficulties would impact on their ability to make friends:
One staff member discussed the fact that some refugee pupils still did not have the play skills that they would expect them to have by Year 2:

*I've got a role-play area and it's interesting to see how they still can't play at that age [Year 2].* (lines 643-644).

The same teacher carried on to talk about the role-play area that she has in her classroom and said:

*It's good that I've got that now because it's teaching them those skills [play] that they still need at that age.* (lines 645-646).

As well as identifying that some pupils struggle to develop play skills, staff also recognised that some pupils struggle with a lack of social skills, including playing together, sharing and co-operation. When asked what types of areas pupils needed support with staff listed the following areas:

Staff 1: *Even playing with each other, and sharing and friendships, that sort of thing. Something where they have to play with each other.*

Staff 2: *Co-operation*

Staff 3: *......and that would help with social skills.* (lines 617-620).

Another member of staff also commented that some of these skills take longer than expected to develop:

*Team work and working together sometimes takes longer than we expect.* (lines 668-669).

A staff member explained that when pupils had the necessary skills to form friendships, these worries disappeared:

*I have seen that (anxiety/ worry) with one child last year, but I do think it's partly because of the top one (social skills), it's friendships, so as soon as they start to form friendships, all of that goes.* (lines 663-665)

Another member of staff felt that initially, newly arrived pupils may be ‘bullied’ or ‘taunted’ by other pupils and that this produced aggressive behaviour in the new arrival:

*I think you get levels of aggression within all new arrivals, because they haven't got any English, they've no idea, they're aware that they're being bullied or taunted, or things are happening that they know doesn't feel right.* (lines 157-160)
In the theme ‘pupils’ emotions and behaviours’ staff discussed Somali pupils as displaying negative externalising behaviours. One possible explanation for these negative behaviours could be in their lack of ability to form friendships:

They can be quite loners actually. That group of children (Somali) specifically, not all of them. Those are the ones that find it hard to have friendships. (lines 182-184)

One member of staff discussed the fact that other black, African refugees could socialise and that it was specifically the Somali pupils who struggled with these skills:

They do socialise and they do integrate on the whole [black, African refugee pupils], but then there is one group within that who do not, and we recognise that. (lines 117-119).

**Year 5/6 focus group**

In the Year 5/6 focus group the pupils described reasons why they experienced emotional or behavioural difficulties in school or gave reasons why the pupils in the two case studies (described in the range of needs section) may have been experiencing difficulties. The reasons fell into four subthemes:

- Friendship difficulties
- Language difficulties
- Difficulties managing emotions
- Socio-cultural factors

Two of these subthemes (language difficulties and socio-cultural factors) were common subthemes across the pupil and staff data.

**Friendship difficulties**

In this subtheme the pupils mainly discussed friendship difficulties when presented with a scenario of a boy looking ‘sad’ who was new to school. Pupils described him as ‘sad’ (343) and ‘lonely’ (347). Pupils suggested that he might be feeling sad and lonely due to not have any friends or no-one wanting to play with him:

*Researcher: Why do you think he’s feeling sad, Y?*

*Pupil: Because he hasn’t got any friends. (lines344-345)*

*And he’s sad cos no-one wants to play with him and he doesn’t have friends.(lines 410-411)*

*Or nobody likes him and he’s lonely. (line 364)*
Pupils also discussed that he might be feeling sad and lonely because he was being bullied:

*It could be that he’s being bullied.* (line 351)

**Language difficulties**

In this subtheme, pupils described feeling ‘worried’ and ‘shy’ due to language difficulties:

One pupil described feeling ‘worried’ due to language difficulties:

*The speaking, something else, I didn’t know how to write.* (line 235)

Another pupil described feeling ‘shy’ due to language difficulties and also perhaps due to a lack of confidence:

*Like when you were doing some work in the classroom, the teacher might say read it and you feel shy.* (line 241-242)

**Difficulties in managing emotions**

In this subtheme the pupils mainly discussed difficulties linked to managing emotions when presented with a scenario of a boy looking ‘angry’. Pupils described the boy as feeling jealous and angry towards another boy. The two extracts below show the intensity of his struggle with these feelings, for example stating that he wants to ‘kill him’, ‘bully him’ and ‘fight him’:

*That boy is just like rich and everybody used to like him and this new boy came and had everything and he’s jealous about everything and he thinks I can just kill him or bully him because I do not like this boy and I get angry.* (lines 449-452)

*Yes, you know that new guy, he’s good at everything, then the boy tries to kill him and tries to fight him because he’s good at everything but he is not.* (lines 463-465)

The extract below shows how the boy might be feeling if someone has been calling him names and swearing at him over a number of weeks. The difficulty in managing these emotions might lead him to find a friend from his own country and to fight the bully together:

*Researcher: Yes, A how do you think he’s feeling?*

*Pupil: Maybe he sweared at him, saying bad words to him and he said to him stop but the bully keeps coming every week and he gets mad and he gets his friend, another Russian boy, who speaks his language and they see the boy in the playground and they say ‘what are you doing that for?’ and they get his neck and punch and kick and head lock him.* (lines 485-491)
**Socio-cultural factors**

In this subtheme, pupils described how ‘different’ or ‘new’ the social and cultural context of school felt to them. Pupils did not compare their current school context with their previous school context (or lack of school context), however they describe how the new environment impacted on them emotionally and behaviourally.

One pupil described feeling ‘worried’ when he was new to school because:

> Everything was strange (line 233)

Other pupils described that the ‘sad’ boy in the scenario might be feeling ‘scared’ because everything is new to him:

> Pupil: Maybe he’s scared of people. Maybe he’s scared.  
> Researcher: What might he be scared of A?  
> Pupil: Like if someone’s scared then he runs away.  
> Researcher: So he might be scared of something in school?  
> Pupil: Yes. (lines 352-356)

> Maybe he’s scared of the teachers? (line 267)

Pupils who described the ‘sad’ boy in the scenario as ‘scared’ and ‘lonely’ gave reasons that related to missing his home, parents or country:

> Maybe he wants to go back to his country? (line 358)

> He looks like he doesn’t want to go to school and he wants to stay with his Mum and Dad. (lines 360-361)

> He might miss his family. (line 379)

Pupils who described the boy in the second scenario as ‘angry’ also gave reasons that related to him not wanting to be at this school and wanting to go back to his own country:

> Pupil: He’s feeling like he wants to go to another school and not this school, he didn’t want to come to this country cos he thinks it’s bad. When he goes back to Russia he tells everyone about this is a bad country.  
> Researcher: So do you think that might be why he’s feeling angry because he doesn’t like the school and he wants to go back to Russia?  
> Pupil: Yes. (lines 457-461)

These projected feelings relating to the ‘sad’ and the ‘angry’ boy, give us an insight into how the refugee pupils might have been feeling themselves about missing their home country or wanting to stay at home with their family.

The pupils also described the boy in the second scenario as ‘bad’ and ‘angry’ and one reason they gave to explain his negative behaviours was that he was behaving how
people in his own country behave. In this way the pupils were linking his behaviours to being part of his culture and the way in which people from his country deal with difficult situations:

Pupil: I think him there… what country is he from?

Researcher: Russia.

Pupil: I think people there, maybe they kill people and they have fight with them.

Researcher: Ok, so do you think that’s why he’s doing it because that’s what they do in his country?

Pupil: Yes (lines 486-492)

These projected views about the ‘angry’ boy give us an insight into how the refugee pupils might justify some of their negative behaviours in school.

Year 3 /4 focus group
In the Year 3/4 focus group the pupils described reasons why they experienced emotional or behavioural difficulties in school or gave reasons why the pupils in the two case studies (described in the range of needs section) may have been experiencing difficulties. The reasons fell into three subthemes:

• Friendship difficulties
• Difficulties in managing emotions
• Socio-cultural factors

Although the pupil data overall is divided into four subthemes for Theme 2, the Year 3/4 pupils did not discuss ‘language difficulties’ as a reason for their different emotions and behaviours. However the Year 3/4 pupils did discuss socio-cultural difficulties, which were also discussed in the staff data.

Friendship difficulties
In this subtheme the pupils discussed friendship difficulties as the reason behind many of their own different emotions such as: ‘frightened’, lonely’, ‘bad’, ‘hurt’, ‘bored’ and ‘sad’.

I felt lonely because whenever I went outside no-one was playing with me and whenever I asked anyone they said no. (lines 344-345)

And I felt lonely because they kept on screaming in my ears and saying ‘go away’ and pushing me. (lines 372-372)
I felt bad because people were pushing me and being racist to me when I came first. (lines 357-358)

I felt hurt because some people were bullying me and stuff and some people kept pulling my hair. (lines 367-368)

Pupils also discussed friendship difficulties as a reason why the boy in the first scenario might have been feeling ‘shy’ and ‘sad’:

He was shy and he was sad. He didn’t meet anyone and the teacher didn’t call somebody to be his friend and look after him in the playground. (lines 438-440)

Pupils also discussed bullying as a reason why the boy in the second scenario might be feeling ‘sad’ and ‘angry’:

I think he feels sad because this boy is bullying him and he’s getting angry so he’s bullying him back. (lines 475-476)

Difficulties in managing emotions

In this subtheme the Year 3/4 pupils described the ‘angry’ boy in a similar way to the Year 5/6 pupils. They felt that he was struggling to manage his emotions of ‘anger’ and was fighting with the other boy:

I think he feels sad because this boy is bullying him and he’s getting angry so he’s bullying him back. (lines 475-476)

The pupils also felt that he might be struggling with a feeling of ‘jealousy’:

I think he might be angry and jealous because he’s got good toys or because sometimes he might be really clever. (lines 479-480)

Socio-cultural factors

In this subtheme, the Year 3/4 pupils described different emotions of being ‘shy’ and ‘worried’ due to being in a new social and cultural context, in a school in England.

One pupil described feeling ‘shy’ when he met his new teacher and class:

The teacher took me, my Dad said let’s go and meet your teacher and the class. (lines 334-335)

Another pupil described the boy in the second scenario as ‘worried’ because he was new to school:

I think he feels worried because he’s new to the school. (lines 429-430)
4.2.2.3 Newly arrived pupils (Theme 3)

The theme of ‘newly arrived pupils’ was discussed by staff and pupils. Within this theme staff and pupils shared two subthemes in common, these were ‘buddy system’ and ‘language and learning support’. Staff discussed a further two subthemes unique to their data, these were ‘settling in process’ and ‘induction procedure’. Pupils also discussed two further subthemes unique to their data, these were ‘play leaders’ and ‘staff and pupils in school’.

Staff questionnaire

On the staff questionnaire, provision was listed that fitted into all four of the subthemes relating to the staff data. Improvements were also suggested for ‘newly arrived pupils’ that fit into two subthemes. Table 4.8 shows that support with work or language was listed most often on the staff questionnaire.

**Table 4.8 Information listed on the staff questionnaire relating to the theme ‘newly arrived pupils’**.

<table>
<thead>
<tr>
<th>Subtheme</th>
<th>Information listed on the questionnaire (number of questionnaires listed on)</th>
<th>Improvements suggested</th>
</tr>
</thead>
<tbody>
<tr>
<td>Induction procedure</td>
<td>Induction programme (5/15)</td>
<td>Induction procedure to follow up in class</td>
</tr>
<tr>
<td>Settling in process</td>
<td>Informal supervision (1/15)</td>
<td></td>
</tr>
<tr>
<td>Buddy system</td>
<td>Buddy (1/15)</td>
<td></td>
</tr>
<tr>
<td>Language and learning support</td>
<td>EAL support (9/15), Resources to help language and learning (3/15), Allowed to talk in own language (1/15)</td>
<td>More language provision needed for language spoken by child, for example a TA</td>
</tr>
</tbody>
</table>

Staff focus group

When discussing provision for newly arrived pupils staff data fit into the following four subthemes:
Induction procedure

In this subtheme staff discussed the induction procedure itself, which is run for half a day for the new arrival. Parents are encouraged to stay for the induction (line 247) and part of the afternoon is spent filling out appropriate forms, looking at school uniform and having a tour of the school (lines 249-251). Staff stated that the induction procedure was for all new children (234) but that on occasions an English speaking child had missed out on the half day induction:

> Sometimes I realise that when there is an English speaker, they've come in and nobody’s informed me and the child has been shoved into the classroom. I personally feel it should be universal, it should be for everybody. (lines 259-263)

When members of staff are inducting a child from a different country they said that they are not always aware if they are asylum seekers or refugees and sometimes have to try and work out this information:

> I'm aware that they've come from a different country, I'm not always told that they're refugee or asylum seekers but from conversations I can sometimes work it out. (lines 234-236)

Staff members also stated that they see children relax and the tension leaves them as they make them feel really special in the induction programme;

> What I try to do, and I tell the staff who work with me, is to make the child feel really special. (lines 236-238)

> you can see the tension just disappearing as we go into the EAL room and sit down and relax. (lines 252-253)

Staff also talked about the relationship that the new child sometimes forms with the member of staff who carried out their induction:

> X was able to work with Z, when Z first came in to school, and wherever Z was, he could ask to go and see X. (lines 438-439)

> ‘And that happens to me a lot because they see me as overlooking all of the induction and they’ll find me if there’s a problem.’ (lines 441-443)
Whilst discussing the relationship between the new arrival and the induction member of staff, ideas were discussed about how this could further be developed:

_So maybe that could be an area of development. So the person that inducts that family into school whether it be KS1 or KS2 would induct that person into their class because we do have the key person for that year group who will oversee that child's wellbeing._ (lines 444-447)

Staff also discussed other areas that they would like to improve on or further develop within the induction procedure. Staff felt that the half day induction was not long enough (462) and would ideally like a two and a half day induction:

_The first half day would be induction and the next two days the child would bring the buddy into my room and have a full two days of play._ (lines 320-322)

The induction co-ordinator stated that she would like to offer more in terms of the time with the parents:

_I wish we could do more, maybe offer them a cup of tea or something. There just isn’t enough time to do all that._ (lines 353-355)

She also stated that there were resources that had not been used in the induction procedure due to time constraints:

_I mean, speaking of time constraints, because we’ve just got half a day. The video that we’ve made is not being used properly because we can’t show them that video within school – there just isn’t enough time._ (lines 454-457)

**Buddy system**

This sub-theme was discussed by both staff and pupils, showing that they both saw it as an important provision offered to ‘newly arrived pupils’. In this subtheme staff described how they chose pupils to be a ‘buddy’ to the new arrival:

_Every effort is made to set up a buddy system, so that child will have somebody and if we can match them with someone from the same background or country of origin then we will try to do that. But those that are sensible and good role models are often the ones we choose._ (lines 268-272)

Although the staff was generally very positive about the ‘buddy’ system, one staff member said it was sometimes more difficult with KS1 pupils:

_They [KS1 pupils] sometimes forget that they are the buddy, which can be a bit bad because they (new arrival) do end up on their own a little bit._ (lines 281-283)
As stated in the section above staff would also like to include the ‘buddy’ in the induction procedure (lines 320-322). Staff described the ideal situation being that the buddy could spend two days out of class playing with the new arrival and helping them to settle.

**Language and learning support**

This sub-theme was also discussed by both staff and pupils, showing that as well as the ‘buddy system’ they both saw this support offered to ‘newly arrived pupils’ as highly important. In this subtheme staff agreed that starting to learn English and settling in to the school were the main priorities for a new arrival (lines 303-305). To support the language acquisition the induction co-ordinator provides class teachers with any resources such as a dictionary or story books, which could support the new child in class (286-290). Staff commented that having these resources in class help the child feel a sense of belonging because they start to understand the language (298-299).

The induction co-ordinator takes pupils new to English three times a week for EAL lessons (374-377). Staff members think that what the school offers is good (378) but they would still like to offer more:

*I think it would be good if we could offer a week’s intense English lessons. (lines 366 – 367)*

Staff also suggested that pupils could benefit from learning vocabulary straight away that would help them around school:

*Staff 1: Yeah, they need more things like around school and school topics. Staff 2: Or even greetings or about the playground and knowing what things are called. (lines 383-386)*

Some staff recalled that in the past they had used EAL files in each class:

*Every year group had an EAL file and they had lesson plans which were given to you. They had focused vocabulary in it. The beginners on steps one and two were all supposed to sit with the support staff and have those lessons every day. (lines 287-291)*

However the main problem was that this provision was not currently being used due to time constraints (395-397). The EAL co-ordinator did state that these files were still available if staff wanted to ask her for them (400-401).

Staff also recognised that there was a gap in their language provision to Somali pupils in school. They felt that this was due to not having a Somali speaker available in school:
I also think that within that group specifically there’s a lack of people within school who can support them. They haven’t got an interpreter, we have no adult in school that speaks that language, that speaks Somali. And I think that’s huge. (lines 200-203)

Settling in process

In this subtheme staff discussed some more general areas of provision in school that they felt added to the process of supporting newly arrived pupils to settle in school. Staff focused on the fact that the overall ethos of the school was ‘inclusive’ and focused on the ‘well-being’ of each child.

I guess the care of the child and our care with them is what we seek first and foremost in school to make sure they’re looked after and they’ve got equal status and they adjust well. (lines 55-58)

I think we’re quite an inclusive school, we do take into account the needs of all the children within the community we serve. (lines 494-495)

They discussed an EAL board that was in the dinner hall with photos of the new arrivals on. This board gave some information about the new child, such as whether they could speak English, if they had any siblings in school etc and was aimed at helping the dinner ladies to know who the new pupils in school were (lines 534-547).

One teacher stated that seating newly arrived pupils with those who had recently arrived in school, sometimes facilitated friendships. She had observed that by forming these friendships pupils often settled without much teacher input (lines 525-530).

Staff members also discussed some of the difficulties for refugee pupils trying to settle in school. They stated that all pupils can be frustrated and sometimes aggressive at first due to their lack of English and feeling different, however they identified that as other refugee pupils settled, Somali pupils still struggled to settle:

As they settle, it tends to be the Somali children that are still continually aggressive. (lines 161-162)

Another teacher stated that if a new pupil doesn’t settle then the rest of the class can become quite hostile towards them:

One thing that I think is that perhaps the settling in period never really happened and then the whole class seems to turn against that one child then it seems like almost bullying the other way. (lines 168-170)
The teacher put these difficulties down to the fact that the new child had not made friends:

*It depends who attaches themselves to the children I think sometimes. It’s who they make friends with and how receptive the other children are.* (lines 179-181)

When asked if the staff had any procedures or ideas for monitoring the SEBN of the pupils as they settled, one staff member discussed a PHSCE questionnaire:

*There has been a questionnaire that’s been produced by the Authority to do with PHSCE and Healthy Schools.......and what it did was it actually looked into the social needs of every child – their physical, their emotional, their learning, how much sleep they get, whether they’re eating well, their diet.* (lines 423-428)

Staff felt that this particular questionnaire was difficult to administer because it had to be run online (line 432). However at this stage staff mentioned that an answer could be for the person who inducts the pupil into school could oversee their well-being (lines 444-447). This discussion is outlined above in the induction procedure section.

**Year 5/6 focus group**

When discussing the provision in school that helped them as newly arrived pupils, the Year 5/6 pupils discussed the following four subthemes:

- Staff and pupils in school
- Buddy
- Play leaders
- Language and learning support

**Staff and pupils in school**

In this subtheme pupils commented on the fact that teachers had helped them when they first started school:

*If you need help tell the teacher.* (line 64)

*Telling the teacher what’s happening to you in school.* (line 72)

The pupils also discussed how other pupils had been kind and friendly to them:

*Everyone was kind to me.* (line 94)

*When I was new to this school a boy was nice to me in maths, a boy say to me do you want to be my friend?* (line 159-160)

When presented with the ‘sad’ boy in the first scenario, pupils also felt that telling the teacher how he was feeling or someone at home would help him (lines 389-390, 393). The pupils also suggested that he would feel happier if someone helped him to find a friend (401).
**Buddy**
In this subtheme many of the pupils commented on how effective their ‘buddy’ had been in helping them to settle into their new school:

*When you come to the school new, yeah, the teacher says you have to have one boy with you, so you don't get lost.* (lines 89-90)

*Miss told me who do you know in this class, I just said 'that girl L' and she said 'can you look after this girl?'* (lines 122-123)

*When I came to this school the teacher choose one of them, yeah, he says to look after me. He said 'I don't want to,' and then one boy said 'I want to, he's my best friend now.* (lines 129-131)

**Play leaders**
In this subtheme pupils described who play leaders were and how they had helped them when they were new or how they help pupils in general in school:

*If you don't have any friends, I'm a play leader and people can come and play.* (lines 187-188)

*That's brilliant! So in this school you have play leaders. When you were new to the school, did any play leaders help you? Yes. They play games. And children go to them.* (lines 194-196)

**Language and learning support**
In this subtheme pupils discussed the help that they had received with their language and learning:

*When I was new to this school I didn't know how to read and they learn me how to read.* (lines 81-82)

*When I came to the school for the first time, in maths I was very bad, now I'm the top of the school.* (lines 104-105)

Pupils also felt that teachers had given them work at the right level because they were new to school and to learning English:

*The teacher gave them harder work, but not me. Because I was new.* (line 110)

When presented with the ‘sad’ boy in the first scenario, pupils also felt that helping him with his work would make him feel happier:

*Pupil: Persuade him to work.*

*Researcher: Yes, so do you mean kind of encourage him to do his work so then he might feel happier in school, if he's doing a bit of his work.*
Pupils: Yes, so in the morning he could just play some games and things, then in the afternoon he could do some work. (lines 425-429)

Year 3/4 focus group
When discussing the provision in school that helped them as newly arrived pupils, the Year 3/4 pupils also discussed all four of the subthemes from the pupil data:

- Staff and pupils in school
- Buddy
- Play leaders
- Language and learning support

Staff and pupils in school
In this subtheme the Year 3/4 pupils mentioned that staff had helped them when they were new to the school on a number of occasions. They commented on help from staff much more than the older Year 5/6 pupils did. The main areas that pupils commented on help from teachers were if they had any problems or friendship difficulties:

This school is good because if you’ve got a problem you can tell the teacher and the teacher makes lots of ideas for the playground if you’re by yourself. (lines 12-14)

If somebody’s going to bully you then you have to tell the teacher. (lines 55-56)

After I came into Year 2 the teacher brought S and A to take me and play with me all the time and we’ve become friends. (lines 207-209)

The teachers have helped me if they do it again they’ll come and if they do it again and they keep on doing it they’ll be sent out. (lines 272-273)

The pupils also talked about specific friends they had made when they were new who had helped them to settle:

So I found M and I really liked her … the teacher came and said play with M and she really knows how to speak English so she’ll learn you lots of things. (lines 158-163)

When presented with the ‘sad’ boy in the first scenario, pupils also felt that trying to play with him would help him to feel happier:

I might just go to him and say ‘do you want to play with me and my other friends, whatever you like to play, even cars?’ (lines 451-452)

Pupils also felt that talking to the headteacher might help to improve the situation for the ‘sad’ boy:
I’d tell the headteacher to put some good things outside so people don’t feel lonely. (lines 455-456)

Buddy
In this subtheme some of the Year 3/4 pupils explained that the specific friend that had helped them to settle in school had been their ‘buddy’:

Pupil: Miss B said that who does want to be M’s friends and some people put their hand up for me and we went along with each other…

Researcher: And did you make friends with them?

Pupils: Yes, we hang around with each other now. (lines 219-225)

Play leaders
In this subtheme the Year 3/4 pupils did not discuss being helped by a play leader themselves, but they described them as being one of the best things about the school to help children:

They make groups of friends, like if you don’t have any friends you just go to one of the children with a badge and that’s why you can be their friend if you want. (lines 17-19)

If you don’t have a friend, when people don’t have friends we make some good people to get a badge and they can help other people to another friend and they can be friends forever. (lines 29-31)

Language and learning support
In this subtheme pupils discuss the support they have received to learn English and Maths.

In the extract below, two pupils described the support in school to learn English:

Pupil 1: If you came to this new school and you didn’t know how to speak English, they get this kind of book and they’ve got a CD that you can put in the computer and then you can sit there and listen to it.

Pupil 2: So that’s how A [pupil in group] learnt English because Miss M was learning him all kinds of words and things. (lines 36-41)

Two pupils also described how they had been helped to learn English and Maths in school:

Pupil: We had to go to the Internet and do some a, b, c, d and we had to make a word with it. (lines 190-191)

Researcher: How have the teachers helped you?
4.2.2.4 Social, emotional and behavioural support in school (Theme 4)
The theme of ‘social, emotional and behavioural support in school’ was discussed by staff and pupils, however they did not share any subthemes in common. Staff discussed three subthemes unique to their data, these were ‘universal’, ‘targeted’ and ‘specialist’. Pupils did not have much discussion around this area and therefore only had one subtheme which was ‘angry/aggressive pupils’.

Staff questionnaire
On the staff questionnaire, provision was listed that fitted into all three of the subthemes relating to the staff data. Improvements were also suggested for ‘social, emotional and behavioural support in school’ that fit into each subtheme.

Table 4.9 shows that there is SEB support in school at each level (universal, targeted and specialist), however the improvements suggested show that staff identify more than could be offered in each area.
Table 4.9 Information listed on the staff questionnaire relating to the theme ‘social, emotional and behavioural support in school’.

<table>
<thead>
<tr>
<th>Subtheme</th>
<th>Information listed on the questionnaire (number of questionnaires listed on)</th>
<th>How effective has this provision been? Range (1-10) and mean</th>
<th>Improvements suggested</th>
</tr>
</thead>
<tbody>
<tr>
<td>Universal</td>
<td>SEAL (6/15), circle time (5/15), refugee week (3/15), general class induction (2/15), relationship with TA (2/15), Golden time (2/15)</td>
<td>1-10 (14 answers given) Mean = 6.4</td>
<td>Somalian interpreter, more resources and time, identifying children’s needs through voice of the child.</td>
</tr>
<tr>
<td>Targeted</td>
<td>Small group work, such as social skills (5/15), IEP (4/15), Speech therapy (2/15), Behaviour team (1/15), Learning mentors (1/15).</td>
<td>4-8 (9 answers given) Mean = 6.4</td>
<td>More time, resources, training and staff, more consistency of provision across school, counselling. Reported that only 4/46 refugee pupils were accessing targeted provision.</td>
</tr>
<tr>
<td>Specialist</td>
<td>Counselling (1/15), Referral to health specialist (1/15)</td>
<td>8 (only one answer given)</td>
<td>Offered specialist provision</td>
</tr>
</tbody>
</table>

**Staff focus group**

When discussing ‘social, emotional and behavioural support in school’ staff data fit into the following three subthemes:

- Universal
- Targeted
- Specialist

**Universal**

For this subtheme staff did not discuss as many ideas as were listed on the questionnaire. Staff found it difficult to think of universal provision specifically available to all refugee pupils (beyond the induction programme). However, they mentioned circle time as a provision that refugee pupils accessed along with other pupils in the class:

*It's a bit difficult to just think about refugee children because there is circle time.*
*(lines 488-489)*

156
Staff mentioned other general provision that was available to pupils in school, but as it did not specifically relate to the SEBN of pupils it has not been mentioned in the analysis.

**Targeted**

In this subtheme staff explained that a nurture group runs at lunch times. It is a provision for all vulnerable pupils at lunch time, which can include refugee pupils:

> There is the nurture group at lunch time. But it’s for any child that needs nurturing. I mean they wouldn’t be excluded from it, but it’s not just for refugee children. (lines 489-491)

> At lunch-time, children who aren’t happy going out in the playground, are vulnerable, our bursar, who does the lunchtime duty, she has the group in the library and plays games with them. (lines 520-522)

Although staff only described the ‘nurture group’ as a targeted provision available in school they were able to describe the types of targeted provision that they would prioritise to be run in school. The targeted provision focused on addressing different types of behaviours. The first type of behaviour discussed was angry and aggressive behaviour. Staff did not specify what type of targeted provision they would like, but they did link the problems to focusing around friendships:

> Staff 1: Negative behaviours, dealing with negative behaviours.
> Staff 2: So anger, and things like that?
> Staff 1: Yes. The aggression.
> Staff 2: Particularly with friendships and things, is that why they’re getting angry?
> Staff 1: Yes.
> Staff 2: And controlling emotions as well?
> Staff 1: Yes. That too.

The need for provision in school to target angry and aggressive behaviours was highlighted by staff describing a Year 1 girl who had to be taught in Reception. Staff described her as

> very aggressive (line 22)
> she just had no idea about being contained  (line 20)

This girl had to be taught in Reception to try to manage her behaviour.

Another big area that staff felt pupils needed targeted support was with their play skills and their ability to share and take turns. Staff would like to offer focused opportunities for pupils to play together and even have a key worker focusing on this area:

> Even playing with each other, and sharing and friendships, that sort of thing. Something where they have to play with each other. (lines 617-618)
I think it would be nice to be able to have a key worker focused on the area of play, sharing, taking turns, things that they haven’t maybe experienced themselves from where they’re coming from. (lines 635-637)

Specialist

In this subtheme staff explained that a qualified counsellor came into school to work with certain pupils and that this work had continued for longer with one refugee pupil:

*We have two children always, a rolling programme, for about a six or seven week input, who we think would benefit for one reason or another. But this particular child, who is, I think they’ve got refugee status now, we’ve let his carry on, because he needed it. I think he’s in his third term now, instead of half a term. (lines 511-516)*

The pupil who has specialist counselling has also received outreach from the CAMHS team in school:

*The CAMHS team. They’re working with the child that has the ***counselling......They have meetings in school and we have a review every term. (lines 689-691)*

When asked if the school would or had used the EPS to support refugee pupils with SEBN one staff member replied:

*I think if there was a need expressed that a group of asylum-seeker refugee children needed it, then yes, because we went to the EP team for a group of children in reception, who were very aggressive and violent, and the school EP came in and actually, three of them are now accessing a different provision for some sessions each week. They were there last week and this week. So we did that for that group of children, but no-one’s expressed to me that a group of children is needy enough to warrant EP support. (lines 727-734).*

Finally staff questioned whether there was a team in the local authority that might specialise in supporting refugee pupils:

*I mean there might be, for all we know, a section in the local authority that supports asylum-seeker and refugee children, but if there is, we don’t know about it. (lines 714-716)*

Staff though that it was strange if there was a service that they didn’t know about them and that they had not contacted the school or offered any outreach (lines 720-724).
Angry and Aggressive pupils

Year 5/6 pupil focus group

Year 5/6 pupils discussed the ‘social, emotional and behavioural support in school’ linked with the subtheme of ‘angry and aggressive pupils’. The discussion arose from being asked how they thought this boy could be helped in school. Surprisingly, the Year 5/6 pupils could not give any positive reasons about how to help this boy, whereas in the ‘newly arrived pupils’ theme, they could give different ways to support a ‘sad’ boy new to school.

One pupil stated that this boy did not need any help:

Pupil 1: He doesn’t need help.
Pupil 2: He’s killing people.
Researcher: So you think he doesn’t need help?
Pupil 1: No, because he’s killing people. (lines 475-478)

When asked what the teachers could do to help this boy, the pupils still did not have any positive answers to support him:

Researcher: What do you think the teachers should do?
Pupil: Exclude him.
Researcher: Do you think they should exclude him?
Pupil: Yes, to teach him a lesson. Okay, because of his behaviour. (lines 479-483)

When asked if anything else could be done if the boy had been excluded and then came back to school and was still acting angrily, two pupils gave the following answers:

Kick him out of the school. (line 499)

Tell a teacher and if he’s over 11 then take him to jail because he grows up then he might be a criminal. (lines 503-504)

The discussion highlighted that Year 5/6 pupils could not offer any positive ideas about things that could help the ‘angry’ boy.

Year 3/4 pupil focus group

Year 3/4 pupils discussed the ‘social, emotional and behavioural support in school’ linked with the subtheme of ‘angry and aggressive pupils’. Like with the Year 5/6 pupils the discussion arose from being asked how they thought this boy could be helped in school. However unlike the Year 5/6 pupils, one of the Year 3/4 pupils came up with a positive suggestion of how to help the ‘angry boy’:

I’d get the bad people to talk to bad people and make them nice and make happy people leave the happy people we’re that at and get some toys in the playground, they can play everyone. (lines 499-501)
Although there was not a long discussion around this topic with the Year 3/4 pupils, it is encouraging that one pupil came up with a positive way in which to help support the ‘angry’ boy or ‘bad people’ in general (in the playground).

4.2.2.5 Links with parents (Theme 5)
The theme of ‘links with parents’ was only discussed by staff. Within this theme staff discussed two subthemes which were ‘offering support’ and ‘home-school contact’.

Whole school questionnaire
On the staff questionnaire, the subtheme of ‘home-school contact’ was discussed when staff listed ‘links with parents’ (on two questionnaires), as being important in supporting refugee pupils. Staff also listed the area of parental involvement within school (home-school contact) as an area that still needed improving.

Staff focus group
When discussing ‘links with parents’ staff data fit into the following two subthemes:

- Offering support
- Home-school contact

Offering support
In this subtheme staff discussed support that had been offered to parents or that they would like to be able to offer to parents.

Staff discussed a support group for refugee parents that had been offered as a one-off focusing on behaviour management and parenting skills:

> looking at giving them rewards, how they can make the children feel good about themselves at home, and the parents appreciated that sort of input. (lines 340-342)

As well as being able to offer some training on parenting skills, staff felt that this group was a chance to try and understand more about the family’s background and experiences:

> It was a nice experience for us to see a lot of things going on in the life of that child and family that had come here. (lines 345-346)

Staff members stated that it would be nice to run a group like this more regularly (lines 339-242). Staff also mentioned that it was mainly mothers who had come to the parenting group (line 336), implying that it was harder to offer support to fathers.
One member of staff talked about family SEAL that had been run with Year 2 by the Parent Support Advisor (PSA). She stated that quite a lot of the refugee parents came to the session and it seemed to have a number of benefits for the parents. The session also highlighted the lack of play skills in the children, which has been raised as an area of need earlier in this section:

> It was good for them because they did get to speak to each other. Plus they got to play with their children at the end of it, and actually, watching them play, or not play, because they hadn’t necessarily done that, was quite interesting and good for them. (lines 599-603)

One member of staff commented that although the family SEAL is no longer running in school, the new PSA will be offering more courses to parents. These courses are not being designed specifically for refugee parents but will be offered to all parents:

> She’s developing some courses for parents to attend with their children, making stories up, making them playing games, role-play, to develop language. But it is for parents to attend with their children. Which will include asylum-seekers, but it’s not specifically for them. (lines 606-610)

A member of staff said that a parent had asked her for support to find toys for her child to play with at home. In the extract below the parent highlights that the children do not seem to have anything to do or play with at home.

> His [refugee child's] mother asked if I knew of any playgroups or places where they could get second hand toys or play with toys. She said that they’re just at home, in the house, there’s nowhere to go, so I said that our Parent Support Advisor, I’d put her in touch with her because she will know what’s available in the locality more than I do. (lines 551-556)

The above extract also highlights the potential role of the PSA in supporting refugee parents.

Staff thought it was good that the parent above asked school staff for their help, because they state that is often hard for parents to share their needs:

> That sort of privacy and not wanting to be open or verbal about problems that they might be identifying or experiencing at home is the problem. (lines 696-698)

As well as parents finding it difficult to ask for help, staff felt that refugee parents were not always aware of the help that was available for them:
If parents were able to realise the benefits of what an agency can do for them and for their families, they would probably take it up. (lines 699-701)

But also a lot of the refugee and asylum seekers, they don’t know how to ask because from where they come, you just find your way. There is no system like social services – there’s nothing there, you just fend for yourselves. So they often don’t realise here that there are places that are able to help so they often don’t even ask. (lines 743-747)

However the staff also felt a bit helpless in being able to guide parents to the right support because they were not aware what was available for these families:

I don’t know what parents can receive or what they’re entitled to. I don’t really know any of it, but I know as a school that none of us do. (lines 707-709)

One member of staff was aware of some support for refugee parents through the local church, but she highlighted that you need to know about these things to signpost parents on to receive the support:

But in the locality, I’m aware of the church hall … and they teach them English. There’s a crèche for the young children. Provision is also made for them to be fed and food is given out to the parents when they come along. So it’s just knowing where to go. (lines 737-741)

Two members of staff also stated that they have been able to support refugee parents by offering them voluntary work in school to support them in trying to gain experience in a work place:

I know one lady was very grateful to come into school and get some experience in a class for instance. (lines 755-756)

There’s another parent who asked to volunteer in the Foundation Stage, just to start her off. (lines 757-758)

Home-school contact

In this subtheme staff discussed the contact they had with parents in school and the input that parents could give when becoming more involved with the school.

One staff member had noticed that sometimes you only ever keep contact with one of the refugee parents:

Sometimes both parents come in but then you only ever see one again. It would be nice to see both of them again. (lines 357-358)

Staff also discussed that they would like to improve the contact they have with the refugee parents:
Another thing we could maybe do......just to get the parents to come in and speak to the teachers. (lines 354-355)

Staff explained that in ‘Mum’s and Dad’s week’ refugee parents had come into school and shared about some of their past experiences and their cultures.

When we had the dad’s and mum’s week, parents came and shared their experiences with the class and spoke openly about what it was like to travel and be in that centre or that centre. (lines 568-570).

Staff also added that it was quite emotional for them to hear about what some of the parents had been through and share in some of their experiences (lines 571-576). Staff felt that parents sharing these experiences highlighted the ‘diversity of the community’ (lines 575-576).

Staff spoke about the fact that they had used a parent as an interpreter in school before, which had been really beneficial:

I mean, we did use another mum as an interpreter, didn’t we, when we did the training on female genital mutilation. And she was great, but that was just for women. (lines 207-209)

Staff also identified that there were Somali parents who could be used to interpret for them in school apart from their being confidentiality issues:

There are parents, some Somali parents, who speak very good English but then there’s the confidentiality. (lines 204-205)

4. 3 Research question 2

How can provision be developed in a primary school to better meet the social emotional and behavioural needs of refugee children?

4.3.1 Processing Information with stakeholders (RADIO stage 8)

The staff members who took part in the focus group were those that had shown an interest in the research from the outset. These members of staff included a deputy headteacher, the SENCo, the induction co-ordinator and two members of the teaching staff. At the end of the focus group these members of staff had shown an interest in being involved in future discussions about the information gathered and action planning. Therefore these five members of staff were asked to form an action-planning group and work collaboratively with the researcher.
At an after-school meeting in December the action-planning group were invited to meet with myself to discuss the information gathered in school from the whole school questionnaire, the staff focus group and the two pupil focus groups. Unfortunately on this date only three members of the team were available to meet as the deputy headteacher had broken her leg and another teacher was ill. However the meeting went ahead as it was close to the Christmas holidays and staff wanted to have the first meeting.

The information was presented to staff as a summary of all the information gathered from the staff questionnaire and the focus groups (see appendix 4.1). The document showed the results of the SDQ for 46 refugee pupils in school. It also gave a summary of the pupil focus groups and the staff focus group. The document finished with a summary of the areas that staff had highlighted they would like to develop. I talked through the results with the staff and then allowed them time to comment on the results that they were presented with and discuss them together. These discussions were audio recorded to later obtain an overview of the areas highlighted, however the recordings were not transcribed.

**Summary of discussion**

**SDQ**
The staff was surprised at the high level of need that became apparent through the SDQ scores. However when they looked at the areas where the need was highest, such as lack of prosocial behaviours, they reflected that this area was one area that they recognised refugee pupils had significant difficulties with.

**Staff focus group**
Staff agreed with the SEBN that they had discussed in the focus group and especially reiterated the violent and aggressive behaviours that were still been seen in school.

Staff also agreed with information presented about two certain groups of refugee pupils and their needs. These were:

- Refugee pupils who had a lack of previous school experience or play experiences and therefore could seem more delayed in their social skills
- Somali pupils find it hard to make friendships and display anti-social behaviour.

The staff members were pleased that their focus group discussion had highlighted some of the provision for newly arrived pupils, such as the induction programme, buddy system, language support and board in the hall.
In terms of developing the provision for newly arrived pupils, staff felt that it was still not possible to extend the induction longer than the half day. However, areas that staff decided that they would like to explore further in the action research group were:

- Forming closer links with refugee parents
- One week of intense English lessons
- EAL file made more available to all year groups
- Some way of assessing social and emotional well-being for newly arrived refugee pupils
- Induction person to oversee refugee pupils well-being

Staff also felt that there was the need for someone in school who was able to deliver targeted interventions to support pupils in developing social skills, turn taking, friendships and managing negative behaviours.

In terms of specialist provision the main thing that staff discussed was the need to find out about what support could be offered, for example, from the EMA team in the local authority.

Pupil focus groups
The staff members were pleased to see that pupils had mentioned a number of things in school that helped them to settle and make friends, such as the buddy system, play leaders, teachers and the language support.

The staff was most concerned about the range of emotions pupils had described in the playground, both when they were new and currently, for example ‘hurt inside’, ‘lonely’ and ‘angry and aggressive’.

Staff mentioned that the current Year 5 pupils were a difficult year group and that the pupils have had lots of problems in the playground. The SENCo stated that the Year 5 pupils were having some extra input into lessons about dealing with negative behaviours through a programme called ‘FRIENDS’ (Cognitive behavioural programme, Barrett, 1999). This programme was being delivered by a TaMHS worker.

The comments from pupils about not being able to do anything to help a boy who was ‘angry and aggressive’ (scenario 2) made staff also question how they were dealing with pupils displaying these behaviours. They reflected that maybe there was not enough educating in school about how to change your behaviours or the link between behaviours, thoughts and feelings (Cognitive Behavioural Therapy (CBT)). Staff concluded this discussion by stating that refugee pupils often brought their thoughts and feelings about
what was going on at home into the school environment. Staff recognised that other factors in their lives impact upon school.

This first action planning meeting was audio recorded but this was not transcribed. The purpose of the audio recording was to provide the above summary of the meeting which would then inform the next meeting to agree areas for future action.

At the end of this meeting I agreed that I would listen to the audio recording and try and pick out the main areas that staff had talked about wanting to develop. At the next meeting I agreed to bring a rough draft of an action plan that staff could discuss and consider areas for future action.

### 4.3.2 Agreeing areas for future action (RADIO stage 9)

The action planning group met for a second time for an after-school meeting. The staff members agreed that due to time constraints only the SENCO, deputy head teacher and EAL co-ordinator would now attend the action planning group meetings. At this meeting I presented an action plan including twelve areas that the staff had discussed wanting to develop in the last meeting. The members of staff led a discussion around each of the twelve areas, to decide if they wanted to keep them on the action plan and which of these areas they wanted to prioritise to implement some further action. Below is a summary of what was decided for each of the twelve areas, initially brought to this discussion:

1) **To assess and give more opportunities for play based activities with KS1 refugee children**

   Staff members recognised that there were some pupils who needed more play based activities in school. They discussed that some pupils accessed these opportunities through spending time in the Nursery provision.

2) **To gain a greater understanding into the social, emotional and behavioural needs of Somali refugee pupils**

   This was one area that staff definitely felt they needed a greater understanding of. Staff discussed that it was difficult to ask the parents questions about their past experiences on the induction day. Staff did not want to make parents feel uncomfortable or embarrassed. Consequently staff felt that there were lots of pieces missing in their understanding about what refugee pupils had experienced which might inform their current SEBN.
3) To revise the induction procedure for refugee children to include more focus on their SEBN.

Staff discussed how they were not all fully aware of each step in the current induction procedure. They felt that this should be one area where the staff was clear about the procedures. They stated that all members of staff gave a new arrival a buddy in school and then informally monitored their social and emotional well-being. They recognised that there was no formal procedure in school to monitor the social and emotional well-being of refugee pupils and discussed that this could be an area to further discuss and plan a formal procedure for.

4) To give more support to pupils who are being buddies in school, especially those in KS1

Staff discussed that perhaps they needed to rethink how the buddy system worked for KS1 pupils. As highlighted in the findings, KS1 pupils often forget that they have a ‘buddy’ and the KS1 new arrival can be left on their own, especially in the playground.

5) To address the angry and aggressive behaviours that many refugee pupils display in the playground

Staff saw this as an ongoing area to focus on. They reported that a lot of focus had been given to playground behaviour over the last year, for example the introduction of playground equipment at lunch times. Staff felt that comments from pupils in the focus group about being ‘bored’ at playtimes, reflected the need to introduce playtime equipment at break times and continue to develop new ideas relating to the playground.

6) To offer more support for parents of refugee pupils through work carried out by the PSA.

Staff members discussed that they would like to form more links with refugee parents and be able to gain a greater understanding of their cultural background and current needs. The staff felt that this area could become a big project in itself and we discussed some ideas, such as having a focus group for parents to discuss the type of support they would like, parenting groups for refugee parent and informal drop-in sessions in school to offer support. Staff recognised that they would only be able to develop this area if there was a member of staff willing and with time (for example the PSA) to invest in developing this work.
7) To offer a week’s intense English lessons for pupils who come with no English

Staff discussed that this would be an excellent provision to offer to new arrivals if they had the staff available to deliver a week’s intense English lessons. The EAL teacher stated that she currently has a full timetable teaching the beginners three times a week and then intermediate pupils learning English twice a week. It was agreed that at the moment this was as much as the school could offer in terms of language provision.

8) To have a named induction person for each new refugee child and to monitor the settling in time

Staff discussed that there is already a named person who carried out the initial induction programme for the first half day. This person is the teaching assistant from the year group that the new arrival will be entering. Staff discussed that there could be a way to link the named induction person with monitoring settling in and specifically overseeing the SEBN of the child (discussed in number 3).

9) To have members of staff trained in delivering targeted group interventions, such as social skills, turn taking, friendship, team work

Staff felt that there was a need to run targeted intervention groups in school. However, they discussed that there would be a number of steps to plan for this to happen, the first being to identify someone in school able to run these groups and then to identify which pupils needed to access a targeted intervention. As it was not clear if a member of staff was available, this area was not discussed further.

10) To access support available from the EMA team in the local authority

I came to this second meeting with information that there was a section of the EMA team that supported newly arrived refugee pupils and also those that were more settled in school. Staff agreed that they would definitely like to follow up this area and plan how to find out more information about the team.

11) Make use of EAL files in school

Staff discussed that time constraints meant that not all teachers accessed the EAL files in school. However they agreed that the files could be kept in the EAL room and that staff could be informed that they could use them if and when required.
12) To improve contact with refugee parents

Staff agreed that this was an area that class teachers perhaps needed to focus on. Many reported that it was difficult to keep contact with refugee parents after the initial induction half day.

After a discussion around all of the 12 areas, staff agreed to take forward five areas to the action planning stage. These were:

3) To revise the induction procedure for refugee children to include more focus on their SEBN.

The following areas would also be included in this:

4) To give more support to pupils who are being buddies in school, especially those in KS1

8) To have a named induction person for each new refugee child and to monitor the settling in time

12) To improve contact with refugee parents

And also:

10) To access support available from the EMA team in the local authority.

4.3.3 Action Planning (RADIO stage 10)

At the end of the action planning meeting, staff started to discuss how they could start to develop the areas they had identified (areas 3, 4, 8, 10 and 12). I explained that I had already been in contact with a member of the EMA team to discuss the research I was carrying out and therefore would be able to find out more about the services they offered to schools. The agreed that it would be useful for me to find out this information and then relay it back to the SENCo (area 10).

In terms of areas 3, 4, 8 and 12, staff decided that they would like to focus on developing the induction procedure (area 3) to include more focus on refugee pupils’ SEBN. They discussed that by focusing on the pupils’ needs, early intervention could be put in place if a child needed extra support. Staff felt that whilst focusing on area 3, they could develop aspects of 4, 8 and 12 within a revised induction procedure. Staff decided it would be good to have a clear overview of the induction procedure already in place in school. To obtain a clear overview, staff asked me to carry out a very informal interview with the induction co-ordinator and to collate that information and present it back to them at the
next action planning meeting. This involved gathering more data and re-visiting the data-gathering stage in the RADIO model. This highlights that there is some flexibility when following the 12 stages of the RADIO model.

I carried out an informal interview with the induction co-ordinator in school and collated this information to present to the action planning group at the next meeting. At this next meeting staff reviewed the flow diagram (see appendix 4.2) that represented the induction procedure already operating in school. Staff discussed the fact that the ‘buddy’ system was not yet represented on a flow chart and this led into a discussion about the possibilities of producing a second flow chart for staff to follow, focusing on monitoring the SEBN of refugee pupils. In the action planning meeting staff members began to draft the new induction programme for SEBN.

In their discussions, staff members considered how areas 4, 8 and 12 could be included in the new induction procedure. Staff members wanted to include giving each new arrival a buddy in the induction procedure. They discussed various ways in which the buddy system could be improved for KS1 pupils. Staff decided that in the new induction procedure they would trial giving KS1 new arrivals two buddies. Staff members felt that KS1 pupils did not want to leave their existing friends to play with the new arrival and that they also forgot that they were a buddy. Giving the new arrival two buddies meant that there was more chance that the buddies would remember the new arrival and be happy to play together with someone new joining them.

Staff members also discussed the role that the person who inducts the new arrival could have in the induction procedure. Either the induction co-ordinator or a TA in the new arrival’s year group carries out the initial induction. Staff commented that the new arrival often forms a relationship with the person who inducts them as they either support the new arrival in EAL lessons or in class. Although there is informal monitoring of how the new arrival is ‘settling in’, staff suggested introducing a formal time to speak with the child about how they were feeling in their new school. Staff members suggested carrying out an activity or using a worksheet with pupils to monitor how well they were settling in to school. The staff members discussed some of the ideas I had used in the pupil focus groups, such as using faces with emotions to express their feelings. The staff asked if I would try and create an activity that would help them to monitor how refugee pupils were settling in to school, specifically identifying any SEBN. I offered to type up the draft induction procedure as it had been discussed so far and to search for any more
information relating to induction procedures to feed back to staff at the next action planning meeting.

At the next action planning meeting I took a draft flowchart representing the ideas that staff had come up with to monitor refugee pupils' SEBN. I also showed the staff a document for class teachers to complete in an induction procedure and a worksheet I had produced for staff to carry out with refugee pupils (appendix 4.4). Staff liked the worksheet and discussed where they wanted to incorporate it into the flow chart. Staff members also decided that they would like to incorporate inviting parents into school to hear their views on how their child was settling in and to improve the contact with refugee parents (area 12). They also decided to modify the document (appendix 4.5) that asked teachers to assess how a child was progressing in the three areas of physical and emotional well-being; attitudes to work and academic performance; general behaviour. Staff decided that this document as well as the child’s worksheet could be shared with parents at a review meeting. At the review meeting, there is space on the class teacher’s document to plan and record the next steps to support the child or to implement an intervention if needed. The staff members agreed that if extra support had been put in place for a child then an additional review meeting would be held to monitor the child’s progress.

Finally, staff members discussed possible next steps if a child was struggling to settle into school after a number of weeks. Staff members decided that at this point the class teacher and parents would be asked to complete a SDQ on the child which would then be shared with the SENCo to discuss the next steps which could include discussions with another professional (for example, EP or TaMHS worker).

I agreed to make the changes discussed to produce a final flow chart to monitor pupils’ SEBN (see appendix 4.3). The final documents agreed upon to complete the induction procedure to monitor SEBN were a worksheet for pupils to complete (see appendix 4.4), a monitoring form for teachers to complete (see appendix 4.5) and the SDQ (see appendix 4.6).

4.3.4 Implementation/Action (RADIO stage 11)

The next action planning meeting was held with the action planning group but without me present. After having attended four action planning meetings I proposed that the group put the final plans together and implemented the new induction procedure without my involvement. I wanted the staff members to own the work that they had planned and for
them to present it to the rest of the staff. I emailed the final documents to the SENCo before this planning meeting.

The minutes of the fifth action planning meeting were emailed to me by the SENCo (appendix 4.7). The action planning group discussed exactly how the induction procedure flowchart would run and who would take responsibility for making sure each stage happened. The group decided to pilot the process on three children that had arrived in school the previous month and then meet to discuss how successful it had been. The group agreed that if the pilot ran well then the SENCo would present the new SEB induction flowchart and accompanying documents to all staff at a forthcoming staff meeting.

4.3.5 Evaluating Action (RADIO stage 12)

To evaluate the action that the staff had implemented I telephoned the SENCo a few weeks after she had emailed me the minutes of the fifth meeting. The SENCo reported that the pupil questionnaire had been successfully piloted with three refugee pupils. The induction co-ordinator had carried out the questionnaires with the pupils and stated that they were able to use the Likert scales to indicate how they felt about different areas of school life. The induction co-ordinator had also reported that the pupils had suggested some things that would support them more in school. One pupil suggested having more pictures around school to direct them. She did however report that these pupils had been in school for two months and indicated that the time scales on the new induction programme may need to be flexible dependent on the pupils’ level of English.

The SENCo reported that the class teacher questionnaires and the review meetings with parents would be piloted in next two weeks. She stated that if these were successful the new induction programme would be introduced in a staff meeting in September.

The SENCo also reported that the EMA team had not yet been contacted, due to the appointment of a new headteacher in school. The information I had provided the SENCo with outlined that the headteacher had to meet with the school improvement officer (SIP) to request support from the EMA team. The SENCo reported that the new headteacher was interested in requesting this support but that this would not happen until September.

I asked if I could contact the SENCo again in September to discuss the progress of implementing the new induction programme and see if I could offer any more support in this area to the school. The SENCo was happy for me to do this.
Chapter 5: Discussion

5.1 Introduction

In this section I will address research questions one and two by drawing on information presented in the results section. Table 5.1 below outlines the data gathered to address each research question. I will also discuss the implications of this research at a) the individual child level b) the school level and for c) the role of the EP.

The limitations of this research will also be discussed and the design critiqued. In the aim of moving forward beyond this research I will discuss the next steps that could be taken in this area of research.

Finally, I will end by reflecting on the research process and reflecting on what I have learnt as a researcher and an EP through the process.

Table 5.1 A table to summarise the data gathering methods that relate to each research question.

<table>
<thead>
<tr>
<th>RQ</th>
<th>Data gathered to answer research question</th>
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<tbody>
<tr>
<td>1</td>
<td>Whole staff questionnaire</td>
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<td></td>
<td>Staff focus group</td>
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<td>Year 5/6 focus group</td>
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<td>Year 3/4 focus group</td>
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<td>2</td>
<td>Action planning group</td>
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5.2 What are the social, emotional and behavioural needs of refugee children identified in a primary school and how are these currently being met? (RQ. 1)

To answer this research question I will refer to the whole data set (staff questionnaire, staff focus group and pupil focus groups) that was reported in the results section. This data is both quantitative and qualitative. The quantitative data has been presented as descriptive statistics in the results section. The qualitative data has been presented as five main themes (analysed using thematic analysis) in the results section. These five main themes are all further divided into subthemes. In discussing how the data answers research question one I will also highlight how there are themes and subthemes that both the staff and pupils shared in common and also themes and subthemes unique to either the staff group or the pupil group. These differences highlight how the needs of refugee
pupils have been constructed by staff and pupils in the school and how each group places different levels of importance on the provision available for refugee pupils in school.

Research question one will be addressed in two parts. Firstly the SEBN of refugee children will be discussed and secondly, I will discuss how these needs are currently being met in the primary school.

5.2.1 The social, emotional and behavioural needs of refugee children in a primary school

**Overall needs**

One of the most striking findings from the current research is that 22/46 refugee pupils in school (47.8%) scored in the abnormal range for total SEBN. The mean score for total difficulties was more than double that of the standardisation sample score. An abnormal score found for total difficulties on the SDQ can be used to identify likely ‘cases’ with mental health disorders. Therefore this shows that 47.8% of the refugee pupils in the primary school could be likely ‘cases’ with mental health disorders. Fazel and Stein (2003) found a similar result when they obtained teacher rated scores for refugee pupils on the SDQ. They found that more than a quarter of the refugee children had significant psychological disturbances. However the current research shows that nearly half of all refugee children had significant SEBN. This is still not surprising when refugee children are reported to be one of the subgroups within the refugee population more at risk of developing mental health disorders (Bemak, Chung, and Pedersen, 2003). Literature also suggests that between 11%-50% of refugee children may exhibit psychological disorders such as PTSD, anxiety or depression (Allwood et al., 2002; Fazel et al., 2005; Servan-Schreiber et al., 1998; Papageorgiou et al., 2000; Kinzie et al., 1986; Montgomery and Foldspang, 2005). The difficulties found for the pupils indicate that there could be quite a high percentage of mental health disorders present within this group. However, the refugee sample was quite small in the current research (n=46) and therefore these results reflect the needs of all refugee pupils in schools. In the current research only teacher-rated SDQ scores were obtained. Goodman et al. (2000) found that the sensitivity of the SDQ was substantially poorer in identifying psychiatric disorders in children with single-informant rather than multi-informant SDQs. Therefore the scores may have been different and more robust if parent and teacher ratings had been combined.

Emotional and behavioural needs that were discussed in the staff and pupil focus groups will be outlined below. A section will also be included in the different skills that pupils were identified as lacking in refugee pupils, for example social skills and play skills. This section is included as this area impacts upon the provision that is needed to support refugee
children, when considering the whole child. Finally, the specific needs of Somali pupils, discussed by staff members will be outlined.

**Emotional difficulties**

Specific emotional needs were discussed by both staff and pupils in the theme 'pupils’ emotions and behaviours', however, emotions were discussed much more by pupils than by staff members. Staff members discussed pupils’ emotional needs in the subtheme ‘internalising’ and pupils discussed their emotional needs in the subthemes ‘new to school’ and ‘currently’ in school. Staff members mainly described pupils’ emotional difficulties related to when they were ‘new to school’, whereas pupils discussed their emotions at different stages. This shows that staff were perhaps more aware of pupils’ emotional needs when they first started school because they were expecting them to be scared and anxious in a new environment or due to the difficulties of their past experiences. In this way staff members were attributing the pupils’ difficulties due to external factors such as the school environment or their past experiences, rather than internal factors, such as their personality (attribution theory, Weiner, 1986).

The emotional difficulties discussed by staff and pupils have been grouped together and will be summarised from information presented in the results section. Staff and pupils also discussed possible reasons for these emotions (‘language difficulties’, ‘friendship difficulties’, ‘socio-cultural factors’, ‘past experiences’ and ‘difficulties managing emotions’ subthemes) which will be included in the summaries. After the summaries, these areas will be discussed in relation to literature:

**Scared, frightened, anxious and worried**

In the current research staff members described refugee pupils as being ‘scared’ because everything was new to them and some of the pupils had never been in a school before. Staff also described pupils as being scared of talking to others which could be linked to language difficulties. Staff also discussed pupils appearing anxious and worried and linked these feelings to not having formed friendships in school. Pupils described feeling ‘scared’ because they did not want to start a new school and stated that they felt ‘frightened’ and ‘worried’ because they did not know anyone and everything was new to them. When discussing a picture of a refugee boy new to school, pupils also thought he might be ‘worried’ because he was new to the school and ‘scared’ of new people and a new teacher.
Withdrawn, lonely, shy, sad
Staff discussed pupils as being ‘withdrawn’ due to their past experiences and also due to their language difficulties. Staff also noticed that they currently see pupils displaying withdrawn behaviour after they have displayed negative externalising behaviours. Pupils also felt ‘lonely’, ‘sad’ and ‘shy’ because they did not know anyone and had no-one to play with. Pupils also described the ‘sad boy’ in the picture as ‘shy’, ‘sad’ and ‘lonely’ because he had not made any friends. Pupils also felt that he might miss his family and want to stay at home or that he might miss his home country.

Frustrated, hurt, bad
Staff discussed pupils feeling ‘frustrated’ due to not speaking any English or feeling like they are being bullied because they are new in school. Staff also linked this feeling of frustration with displaying negative externalising behaviours. Some feelings of being ‘hurt’ or ‘bad’ were explained due to pupils feeling bullied or picked on by other pupils.

Many of the emotional difficulties described by staff and pupils relate to the theory of acculturation as defined in the literature review (Berry 1995, in Hamilton et al. 2000). In the school context the refugee child will come into direct context with another culture. Lustig et al. (2003) highlights that this transition from one country to another will mean a different language will be spoken and individuals and groups may interact in a different way. They also stated that some individuals may encounter discrimination. These social difficulties would understandably cause a refugee child to feel anxious, withdrawn and even frustrated about using a new language to communicate with adults and children and in school and perhaps being unsure of how to interact with other children in the playground.

Westermeyer and Her (1996) and Boua (1990, in Hamilton and Moore, 2004) found that children who had been educated in their first language would have an increased English language proficiency in the post-migration stage. This emphasises that children who have never been to school before would find it much harder to learn English. These children would also struggle more with not understanding the expectations of the school context. Refugee children are all at risk of experiencing ‘acculturative stress’ which Berry and Annis, 1974 (in Lustig et al. 2003) defined as:

stressors experienced by individuals undergoing cultural transition that are caused by contact with the new culture. (p. 12)
Williams and Berry (1991) suggest that acculturative stress could result in a set of stress behaviours that include ‘anxiety, depression, feelings of marginality, and alienation, heightened psychosomatic symptoms and identity confusion.’ (p. 634) This suggests that some of the anxieties reported by staff and pupils in the current research could be due to acculturative stress. It also suggests that some of the ‘withdrawn’, ‘lonely’ and ‘sad’ emotions could be closely linked with feelings of depression due to acculturative stress. The feelings of frustration described by staff and pupils in the current research are associated with language difficulties but also with the feeling of being different and ‘bullied’ or ‘picked on’ because of this. These views link closely with pupils perhaps feeling marginalised or alienated in their new school which is a ‘stress behaviour’ associated with acculturative stress. The feelings of frustration described by staff and pupils in the current research are associated with language difficulties but also with the feeling of being different and ‘bullied’ or ‘picked on’ because of this. These views link closely with pupils perhaps feeling marginalised or alienated in their new school which is a ‘stress behaviour’ associated with acculturative stress. The implications of the refugee’s emotions being linked to ‘acculturative stress’ will be considered in the ‘implications’ section of the discussion.

Poppitt and Frey (2007) found that the main sources of acculturative stress in adolescent Sudanese refugees were linked to concerns about English language proficiency, issues of parental control and conflicting cultural rules. In the current research staff described pupils as ‘scared … of talking to others’ which could support the fact that acculturative stress is linked to concerns about English language proficiency. However, in this research acculturative stress also appeared to be linked to the new school system and making new friends. The differences between these findings could be linked to the age differences between the pupils. Poppitt and Frey (2007) interviewed adolescent refugee pupils, whereas the pupils in the current research were primary school aged.

Although staff and pupils attributed emotional feelings more to areas associated with acculturation, the largest body of research discusses similar emotions in terms of ‘psychological disorders’ linked to refugee pupils’ past experiences. This highlights the fact that in schools, refugee pupils needs are referred to as social, emotional or behavioural difficulties and terms such as ‘psychological disorders’ are not readily considered. However this raises the question of whether a label such as ‘anxiety disorder’, as outlined in a mental health diagnostic manual is necessary. Scott and Heckman (2007) emphasise that by labelling a child they can sometimes miss out on the support that they actually need. Therefore, this highlights that the most important concern for school staff is to identify the underlying social or emotional needs for a child. From identifying these needs appropriate interventions can then be implemented. There may still be a need for school staff to be more aware of mental health needs but this does not mean that there is a need for more refugee children to be ‘labelled’.
In the current research, staff members only associated ‘withdrawn’ behaviours as linked to the pupils’ past experiences. Fazel and Stein (2003) discuss the psychological disorders and symptoms found in refugee children and ‘withdrawal’ is listed as a symptom of PTSD. Although staff members did not discuss other symptoms of PTSD (such as re-experiencing aspects of the trauma and increased arousal), it is discussed in literature as being linked to past experiences. These past experiences include the type and frequency of war experiences (Allwood et al., 2002; Machsoud and Aber, 1996) and the number of traumatic events experienced in the country of origin and the nature of the event(s) (namely the death of family members) (Hepinstall et al. 2004). In the current research, staff members discussed ‘past experiences’ but did not indicate any knowledge of individual experiences for refugee pupils. This has implications about school staff trying to find out more about refugee pupils’ past experiences. However, as highlighted earlier, the most important concern is on identifying and trying to meet the pupils’ needs.

In the current research, emotions described by staff and pupils such as ‘anxious’, ‘sad’ and ‘lonely’, appeared closely associated to symptoms of psychological disorders such as ‘anxiety’ and ‘depression’ (Fazel and Stein, 2003). Staff members did not associate these types of feelings with past experiences, however if they were not aware of pupils’ past experiences this might suggest that they would be less likely to attribute these emotions to those experiences and more likely to attribute them to current external factors in the school environment (Weiner, 1986). Psychological disorders need to be considered when emotions linked to anxiety and depression are being described. Hodes (2000) stated that up to 40% of refugee children may have psychiatric disorders, mainly PTSD, depression and other anxiety-related difficulties. This highlights that in the current research school with 46 refugee pupils, it is possible that up to 18 pupils may have psychiatric disorders. For most children, the SEBN can be supported in school by Wave 1 and 2 support. However, there may be pupils who require Wave 3 support from specialist mental health professionals.

Literature relating to anxiety and depression is often linked to past war related traumas (Rousseau et al., 1989; Papageorgiou et al., 2000). Literature also suggests that separation from parents and family can also lead to anxiety and depression in refugee children (Rousseau, 1995). Montgomery and Foldspang (2005) found that two-thirds of refugee children in their study suffered from anxiety. 80-90% of these children had been exposed to war and had stayed in a refugee camp, 70% had witnessed violence and 50% had a tortured parent. This literature highlights that a high number of refugee children who have been exposed to war, refugee camps, violence and separation from parents may be at
risk of developing anxiety or depression. However Sack et al. (1996) found that depressive symptoms were strongly linked with recent stressful events for refugee adolescents and their mothers. They found that it was a combination of early war trauma and resettlement stress that linked strongly with symptoms of PTSD. As stated above in relation to PTSD, the implications of this literature highlight the need for school staff to be aware of refugee pupils’ past experiences but also current stressors and the risks relating to psychological disorders (see implications section).

Staff and pupils also attributed their emotional needs to factors in the school environment and not to factors in other environments. This is understandable as the school context is where the members of staff have contact with the refugee pupils and also as it was where the focus groups with staff and pupils took place. The school fits into the microsystem of the refugee child’s environment (Bronfenbrenner, 1979), however there is literature relating to difficulties within the family context (also in the microsystem) which can cause emotional or psychological difficulties for the refugee child. Hepinstall et al. (2004) found that the number of current life stressors was linked to refugee children’s levels of depression. In particular, severe financial difficulties and insecure asylum status were related to greater depressive symptoms in refugee children. This has implications (that will be discussed later) relating to keeping close home-school links with refugee parents to find out about any circumstances that might place additional stressors on the refugee child.

**Behavioural difficulties**

Behavioural difficulties were discussed by the staff in the subtheme ‘externalising’ and by pupils in the subtheme ‘currently’ within the theme ‘pupils’ emotions and behaviours’. A summary of the findings from the results will be outlined below and then discussed in relation to literature.

Within the area of behavioural difficulties, staff described ‘angry, aggressive and violent behaviours’ that they had seen displayed by refugee pupils, possibly in response to pupils feeling different or being bullied or taunted. These negative behaviours were also attributed to not knowing the routines in school or not knowing how to behave appropriately. Staff also felt that some behavioural difficulties were due to underlying frustrations in not being able to communicate in English. Pupils discussed behavioural difficulties when presented with a picture of a refugee boy fighting (appendix 3.15). The pupils felt that the boy was ‘angry’ because he might want to go back to his own country. The pupils also felt that he was fighting the other boy because he was jealous of him.
Rutter (2003) stated that although most children cope with the stressors placed on them as a refugee, some will display disturbed behaviour. Doyle and McCorriston (2008) also highlighted that experiences of trauma and flight can impact on a child’s behaviour in school.

Fazel and Stein (2003) list ‘conduct disorders’ as one of the common presenting symptoms of psychological disorders in refugee children. One area in the diagnosis of ‘conduct disorders’ (DSM-IV, APA, 1994) is ‘aggression to people’. The descriptions within this area include ‘bullying, threatening and intimidating others’ or initiating physical fights’. Although these may be at one extreme of behaviour difficulties, in the current research some staff members placed a lot of emphasis on the level of aggression displayed in some refugee pupil’s behaviour. This shows that although pupils might not meet diagnostic criteria, they are still at risk of displaying behavioural difficulties.

Szente et al. (2006) reported a range of different behaviours displayed in refugee children as described by class teachers. Aggressive behaviours were discussed, which are in line with the current research, but teachers also discussed ‘hoarding behaviours’ (including food and books) which were not described in the current research. Szente et al. (2006) also attributed some behavioural difficulties to one child being from a higher caste to another child within her native culture. This highlights the cultural difficulties that might cause behavioural problems between two pupils, even from the same country of origin. However in the pupil focus groups, one pupil mentioned that if someone was bullying them, they would get someone from their home country to help them to fight him back. Therefore evidence from the pupil focus group highlights that certain groups from the same country actually stick together and help each other.

Williams and Berry (1991) state that acculturative stress could result in ‘feelings of marginality and alienation’ and would explain pupils feeling ‘different’. Staff members discussed pupils feeling frustrated with language difficulties and not knowing how to behave in school which could add to their acculturative stress and feeling different. Staff also discussed that pupils feeling different or bullied could be a trigger to them displaying behavioural difficulties. Rutter (2001) stated that bullying is almost a universal experience for refugee children, usually of a racist nature. A Save the Children report (1997, in Rutter, 2001) stated that 15% of the refugee children interviewed admitted having experienced bullying themselves and 30% had experienced racism. Less than half of the children interviewed in the Save the Children research (1997 in Rutter, 2001) knew if their schools
had anti-bullying or anti-racist policies. These figures show that bullying could affect many refugee children and could be a trigger for them displaying negative externalising behaviours. The factors that cause acculturative stress and particularly bullying need to be tackled by school staff to reduce refugee children’s feelings of ‘being different’ (see implications section).

Finally, social learning theory (Bandura, 1977) could also explain some of the refugee pupils’ negative behaviours. Bandura’s social learning theory (1977) states that people learn from observing role models in everyday life. From observing others, individuals then form an idea of how to carry out new behaviours. In the current research, staff described seeing fighting between refugee parents. If pupils witness this fighting then they could display similar behaviours in school. These links between the parents’ behaviour and the children’s behaviour have particularly been discussed in relation to Somali pupils. The behaviour of these pupils will be discussed later in this section.

Lack of certain skills
Staff members discussed pupils as having a lack of ‘play skills’ and a lack of ‘social skills’, for example turn taking and sharing. These areas are important to discuss as they highlight the need for skills-focused (Wave 2) interventions. One staff member discussed how in the parents’ English classes she had also seen the parents struggling to display good turn-taking and listening skills. Staff identified that refugee pupils find it hard to play with each other and share and that they sometimes have difficulties with friendships in general. Staff members also stated that refugee pupils needed support to co-operate and develop appropriate social skills. One staff member also discussed that skills such as working together and team work can take a long time to develop. Staff members attributed many of these difficulties to a lack of early school experiences or a lack of play experiences in the home. Staff also discussed that some families might place cultural expectations on children, especially the girls, therefore reducing their opportunities to play.

There is not much literature that discusses a lack of these skills described in the current research. Cumming and Visser (2009) discuss an art intervention that was carried out with refugee children to develop social skills that the children were struggling to display. These skills included: social interaction, smiling, talking, sharing pictures, group work and willingness to participate. In the current research staff also indicated that pupils needed support to develop similar skills including interaction, sharing and group work.

The process of migration (Hamilton et al. 2000) will have a huge impact on a refugee child’s ability to lead a normal childhood which involves forming friendships and
participating in play activities and experiences. Hamilton and Moore (2004) depict a refugee child’s migration experiences using an ecological approach adapted from Bronfenbrenner’s ecological model. This model emphasises that the child’s ecology will change from their pre-migration, trans-migration, to post-migration. In terms of participating in play activities a child may have had few opportunities if the pre-migration experience involved living in a war-torn country. In the trans-migration stage, families will travel from one country to another, with few belongings and they will not have a home for children to play in. In their host country, families will often be moved between different accommodations depending on the stage of their asylum process. The whole migration process highlights a time where refugee children will have missed out on play opportunities. In the current research a staff member stated that the mother of a refugee child in school had asked for help in finding second-hand toys for her child. This highlights that many refugee children may have no toys to play with to encourage these skills at home.

Hyder (2005) also highlights that refugee families will hold a diversity of views in relation to play. Hyder (2005) highlights that in many cultures adults see play as something that pupils engage in without adult support. Hyder (2005) recounts the experience of one refugee mother who described finding it hard to understand the play based curriculum in the early years or to see its value. However, Hyder (2005) highlights that ‘play’ can be an important tool in supporting refugee children’s emotional needs. She states that refugee pupils benefit from outdoor play opportunities and expressive activities such as drawing and painting. The DfES guidance (2004a) also highlights the role that ‘play’ can have in helping younger and older refugee pupils to settle in school, make sense of changes and gain confidence. This has implications for school staff in explaining the role of play to refugee parents and allowing refugee children to engage in play and expressive activities.

It is interesting that a lack of social skills, for example turn taking and sharing were observed in the parents as well as the refugee children. The lack of social skills in refugee children could be explained by social learning theory (Bandura, 1977). If refugee children are not observing good models of social skills at home, then they will not be displaying them in school. This has implications (that will be discussed later) about the role of school staff in teaching refugee pupils appropriate social skills and acting as good role-models for them.

Daud et al. (2008) reported that good peer relations and prosociality constituted two of four main indicators of resilience for refugee children in their study. The TaMHS guidance
(DCFS, 2008) also highlights that good communication skills act as a resilience factor in children. This highlights that staff members need to support refugee pupils to develop their social and communication skills and to form good peer relationships in order to develop their resilience.

**Somali pupils**

In the subtheme ‘externalising’ staff members focused on Somali pupils as a specific group of refugee pupils that displayed ‘aggressive and angry behaviours’. In the staff focus group there was a long discussion about Somali pupils which highlighted the concern that staff members had for these refugee pupils over others. Staff explained that after a period of settling in to school, it tended to be the Somali pupils that stood out as being unsettled and showing aggressive and anti-social behaviour. Staff members attributed some of these behaviours as being cultural as they described having witnessed antagonistic behaviour between Somali parents.

In the area of social skills, staff described some of the Somali pupils as finding it hard to form friendships and even described some of them as ‘loners’. One member of staff stated that the Somali pupils stood out as a group who find it difficult to socialise.

In 2008 Somalia was the second leading country of origin for asylum seekers worldwide with 6% seeking asylum. Estimates as to the actual number of Somalis in the UK vary considerably, with ranges between 95,000 to 250,000 (Harris 2004, in Demie et al 2007). In the current research 50% (23/46) of the refugee children were from Somalia and 39.1% (18/46) of the refugee children were Somali boys. Therefore, it is understandable that staff had a lot to say about these pupils and perhaps had a heightened awareness of the needs displayed by this group of pupils.

DfES guidance (2004a) highlights Somali pupils as one group that underachieves within the refugee children population. The DfES (2007a) has also produced guidance for schools on raising the attainment of Somali heritage pupils, among others. There is various literature that has focused on understanding the underachievement of Somali pupils and finding strategies to overcome these barriers (Demie at el. 2007; Ali and Jones, 2000; Rutter, 2006). In the current research, staff members did not discuss the achievement of Somali pupils as the focus was on their SEBN, however Ali and Jones (2000) specifically point out that ‘educational achievement is more than the measurable academic’. They emphasise the importance of monitoring social skills and behaviour.
Some of the barriers relating to Somali pupils achievement in literature (Demie et al. 2007; Ali and Jones, 2000; Rutter, 2006) were also discussed by staff in the current research as reasons for SEBN. These included pupils’ language barriers, unfamiliarity with the English system of education, little or no previous educational experience and past experiences. Demie et al. (2007), list ‘trauma’ and the ‘after-effects of civil war’ as areas contributing to Somali pupil underachievement. They state that although refugee children might not have experienced the war in Somalia first hand, they may have experienced a very unsettled time in Somalia before migrating to the UK. Demie et al. (2007) describe some behaviours that might be seen as a result of this trauma, including ‘aggression’ which was a word used frequently to describe Somali pupils in the current research:

As a result, traumatised children may manifest behaviour such as difficulty in settling in and concentrating, lack of motivation, withdrawal and depression, aggression or irritability (p. 6).

Ali and Jones (2006) also state that Somali boys can be violent when they think they are being victimised and display very angry, insecure and aggressive behaviour. They state that this may be due to previous traumatic experiences but also due to current concerns. They state that this type of behaviour is not common but that it is often over-reported and therefore in danger of becoming a negative stereotype for Somali pupils. This highlights the risk of stereotyping Somali pupils by labelling their behaviour as ‘aggressive’.

In the current research staff reported that it was the Somali pupils who struggle to settle, however Ali and Jones (2006) reported that most of the schools contacted in their research said that:

‘Somali pupils in general settled in quickly and were responsive to appropriate correction if their behaviour was seen as inappropriate.’ (p. 13).

Ali and Jones (2006) reported that schools with a high number of Somali pupils rejected the stereotype of the violent Somali boy, but that it did exist in some schools. This implies that perhaps there are not a high enough number of Somali pupils in the current research school to see a true reflection of this group.

In the current research, staff discussed cultural factors and the behaviour of parents as a possible influence on Somali pupils’ behaviour. Demie et al. (2007) report that there are few positive male role models in Somali families and that few fathers take part in their children’s school life. They discussed that this can lead to disrespect for the mother, which can in turn lead to disrespect for teachers. These attitudes can be displayed as inappropriate behaviour in the classroom or confrontational behaviour with peers based
on feelings of ‘fair play’ and ‘holding your corner’. As discussed earlier, if children are witnessing negative behaviours between their parents and other Somali parents, they could also be displaying this learnt behaviour in school towards other Somali pupils (Bandura, 1977).

The literature suggests that there is a complex interaction of factors that affect a Somali pupils’ achievement at school, including their behaviour and social interactions. In the current research, staff considered language barriers, unfamiliarity with the English system of education, past experiences and some family issues. However, current literature (Demie et al. 2007; Ali and Jones, 2000) discusses a range of other social and environmental factors that were not discussed such as economic deprivation, poor housing, overcrowding, racism, health problems and difficulties in relation to immigration status. Ali and Jones (2006) stated that aggressive behaviours could be due to current concerns and the literature suggests that Somali pupils may have many current concerns as well as traumatic previous experiences. Poppitt and Frey (2007) also state that acculturative stress may be caused by ‘conflicting cultural rules’. This could be the case for Somali pupils in that the cultural rules at home may differ greatly to those in school. The implications of the needs raised in the current research regarding Somali pupils will be discussed in the implications section.

5.2.2 How are these needs being met?

Staff members and pupils discussed the provision available in school to support refugee pupils in the themes ‘newly arrived pupils’ and ‘social, emotional and behavioural support in school’. Staff members also discussed support for refugee pupils in the theme ‘links with parents’. In discussing these areas, staff members identified many areas where they would like to improve the provision in school. These areas will be discussed further when answering research question 2.

The half day induction programme (appendix 4.2) in school addresses some of the emotional needs that refugee children display. Some of the pupils are ‘scared’ and ‘worried’ due to not having been in school before, not knowing anyone and everything being new to them.

The DfES guidance (2004a) on supporting the education of asylum-seeking and refugee children outlines the importance of providing a welcoming environment in schools. The induction programme in the current research included many areas suggested in the guidance such as parents being shown around the school and having all relevant information explained to them. The induction programme in the current research also
focused on building a relationship of trust with the parents and new pupils (Rutter, 2001). The induction programme had a good balance of sharing information with the parents and gathering information from parents in the areas suggested by Rutter (2001) such as languages spoken, past schooling experience, relationship to child, medical needs and entitlement to free school dinners.

Pupils were described as ‘scared’ of talking to others and ‘withdrawn’ due to their language difficulties. Pupils were also described as ‘frustrated’ if they could not speak English. The school had excellent provision in place for EAL pupils and although staff members discussed the needs of the whole child, the provision reflected more of an EAL model in addressing their needs (Arnot and Pinson, 2005). Hamilton and Moore (2004) stressed the importance of initial and ongoing assessments in EAL. In the current research school, these assessments are carried out by the induction co-ordinator to monitor pupils’ progress.

The current research school withdrew beginner and intermediate English learners for language classes, whilst also giving them time in their mainstream class. This approach is in line with Schumann’s acculturation theory for second language acquisition (1986) which states that refugee pupils need to have contact with the target language group for acculturation to take place. When children are included in their mainstream class, Rutter (1994) states that they are more motivated to learn English so that they can interact with other children. The school provided bilingual resources for the new arrival (Bolloten and Spafford, 1998), however, no opportunities for the new arrival to use their first language were mentioned (Rutter, 2001). Pupils discussed the language support very positively in school and talked about the progress they had made in English and an increased confidence due to the support.

Pupils were described as being ‘anxious’ and ‘worried’ due to not having formed friendships in school. Pupils also described feeling ‘sad’, ‘lonely’ and ‘shy’ when they had no-one to play with or had not made any friends. Both staff and pupils discussed how the ‘buddy system’ was in place to support new arrivals. A ‘buddying system’ is listed as a good way to help a newly arrived child feel happy and be able to make friends in their new school (DfES, 2004a). Due to the fact that both staff and pupils placed such an important emphasis on the ‘buddy system’, the school might consider developing some specific training around being a buddy (Bishop, 2006). The ‘buddy system’ could also be used more to support second language acquisition and therefore acculturation (Barnard, 1998 and van Hees, 1997 in Hamilton and Moore 2004). Pupils also discussed how play
leaders had helped them in the playground and how they help other lonely children by playing games with them. A DfES document (2005b) outlined the positive role of play leaders in supporting all children to take part in activities in the playground.

Other more general ways to support the pupils settling into school were discussed by staff such as where they are seated in the classroom and an EAL board to show who the new arrivals are. Pupils discussed general support from teachers and other pupils in school that had helped them to settle, for example pupils being kind to them and being able to talk to a teacher if they had a problem. Much of the support offered in school seemed to meet the emotional needs of pupils who were new to school. However, the staff found it more difficult to discuss provision that could meet the social and behavioural needs that refugee pupils displayed after a period of settling in had passed.

Staff mentioned SEB support that all pupils would receive in school, such as SEAL, circle time and golden time. The whole school SEAL programme (DfES, 2005a) and circle time (DfES, 2007b) have both been described as interventions that help to develop children’s SEB skills.

In terms of more targeted support staff discussed the success of a parent support group focusing on behaviour management and parenting skills and also how positive using family SEAL (Wave 2) (DfES 2006) had been with refugee parents. Staff members listed small group targeted work with pupils on the whole school questionnaire, however there was no indication that this was the SEAL small group work. Humphrey et al. (2008) evaluated the small group SEAL and found statistically significant evidence that it has a positive impact for pupils in areas such as emotional literacy and social skills. This shows that the small group SEAL work would be an appropriate intervention for staff to use in the current research school.

When discussing targeted provision that could meet the SEBN that refugee pupils displayed, staff discussed the types of interventions they would like in school much more than the interventions that already existed. Staff discussed a nurture group that ran at lunch times; however this was discussed as more of a drop-in to play games with vulnerable pupils, rather than an intervention following the nurture group principles. The nurture group and support from the behaviour team and learning mentors might address some of the social and behavioural needs displayed by refugee children, however staff members identified that there were no targeted interventions that were appropriate to meet the more complex and ongoing SEBN of the refugee pupils. The support needed for
pupils with difficulty managing their emotions and displaying behavioural difficulties was highlighted in the discussion with Year 5/6 pupils in the sub-theme ‘angry/aggressive pupils’. In this discussion pupils could not suggest any positive ways to support this boy, which suggested that they perhaps did not have any strategies to seek support for themselves with these difficulties. This has implications for the current research school in considering appropriate support for pupils who are struggling to manage their emotions.

Staff members discussed that there was only one refugee child in school who was accessing support at a Wave 3 level. The school had bought in support from a qualified counsellor and were also receiving outreach support from the CAMHS team for the child. This support is in line with the Wave 3 TaMHS model (DCFS, 2008).

5.3 How can provision be developed in a primary school to better meet the social emotional and behavioural needs of refugee children? (RQ. 2)

The process of school staff engaging in the RADIO approach answers one dimension of this research question. School staff became actively engaged in the RADIO approach and worked collaboratively with an EP. Staff members wanted to work with an EP not only to identify refugee children’s needs but to focus on planning, implementing and evaluating some action in school. They wanted the action to further develop the provision that they had in meeting the needs of refugee children. Staff fully engaged in the RADIO process by providing key stakeholders at the start of the process and then by setting up an action planning group to plan, implement and evaluate some action.

In the data gathering stage of the RADIO approach, staff and pupils discussed the provision already in place for refugee pupils but they also highlighted how this provision could be improved. These areas were discussed in the themes ‘newly arrived pupils’, ‘social, emotional and behavioural support in school’ and ‘links with parents’ (see results section).

In the action planning meetings, staff members revisited and discussed all of these possible areas for improvement. The staff members agreed on 12 areas that needed to be developed in the school to better meet the SEBN of refugee children (see section 4.5). The staff members initially agreed to focus on developing areas 3, 4, 8, 10 and 12:
3) To revise the induction procedure for refugee children to include more focus on their SEBN.

4) To give more support to pupils who are being buddies in school, especially those in KS1

8) To have a named induction person for each new refugee child, to monitor the settling in period

10) To access support available from the EMA team in local authority

12) To improve contact with refugee parents

Although staff members gained information about accessing support from the EMA team (area 10), this area was put on hold due to the school appointing a new headteacher. Work from the EMA team in the local authority is prioritised through meetings with the headteacher and the school improvement officer.

Therefore to develop the provision in school, staff members focused on developing the induction procedure for refugee children to include more focus on their SEBN (area 3). Within this area, staff also focused on developing areas 4, 8 and 12. The ways in which this provision will better meet the SEBN of refugee children in the school will be discussed below.

The needs identified in this research are in line with the SCCC (2001) definition of SEBD. These included withdrawn and isolated behaviours and some more challenging behaviours. A number of behaviours were reported to be linked with areas associated with acculturation (Berry, 1995 in Hamilton et al. 2000). These behaviours included a lot of emotional difficulties, such as withdrawn or anxious but also difficulties demonstrating appropriate social and behavioural skills. The staff members highlighted in their focus group that for some refugee pupils in school it is ‘as if the settling in period never really happened’ (line 168). They discussed that this can then lead on to a number of friendship and behavioural difficulties for those individuals.

The importance of pupils successfully undergoing the cultural transition is highlighted by the behaviours that could be seen due to acculturative stress ‘anxiety, depression, feelings of marginality, and alienation, heightened psychosomatic symptoms and identity confusion’ (Williams and Berry, 1991). Hamilton and Moore (2004) state that schools are well placed to support in the acculturation process by promoting positive cross-cultural experiences and by implementing interventions to support the development of positive acculturation in refugee pupils. In this way the SEB induction programme helped to monitor and identify pupils who may require early intervention support.
In the current research, the SEB induction programme that the school staff developed focuses on monitoring how newly arrived pupils are adjusting and settling in to their class and school. As well as the informal monitoring of the new arrival, the more structured review gains the views of the child, teacher and parents around certain key issues. Forming friendships is an important part of social integration in school (Ogbu 1995) and in gaining a sense of belonging in the school community (Kia-Keating and Ellis, 2007). By giving the KS1 pupil two buddies and continuing to give the KS2 pupils a buddy, staff members hope to increase their chance of pupils becoming socially integrated.

Davie, Upton and Varma (1996) outline three main reasons why children's views should be sought regarding their assessments and school plans. These are that:

1) Seeking the views of the child and taking them into account are a fundamental principle in the Code of Practice (2001, p. 7)
2) Morally, children should be informed and engaged in any assessments made about them
3) Plans are likely to be more successful with children when they have a sense of ownership and commitment to the outcomes, which have been negotiated with them. (p. 28).

These reasons highlight the importance of asking refugee pupils their views about how they are settling in to their new school and involving them in the planning of extra support or interventions that are needed.

However, Davie et al. (1996) also state that when pupils’ views are sought, the process tends to ‘boost their self confidence and self image’ (p. 28). This process is therefore even more important with refugee pupils who may be struggling with their self confidence and self-esteem due to feelings of being ‘marginalised’ or ‘different’ in school.

In the review sessions with the pupil, class teachers and parents, the induction co-ordinator will explore how the pupil is adjusting in school, including learning a new language, coping with the work, making new friends and displaying the appropriate behaviours expected of them (Berry, 2006). The induction co-ordinator will also explore how the pupil is feeling in school through the ‘new to school’ worksheet. This will allow the induction co-ordinator to explore if the pupil is feeling unhappy about any area of school life or if there are signs of more serious responses to acculturation, such as anxiety,
depression or feelings of marginality. (Williams and Berry, 1991). Hamilton and Moore (2004) state that schools are well placed to implement interventions to support the development of positive acculturation in refugee pupils. In the current research, staff included a chance to focus on concerns around the refugee child and actions that may be required to support the child, in the review meeting with parents and class teacher. Where there are concerns around a refugee child, a further review will be scheduled to assess the impact of the additional support or intervention that the child has received.

Hyman et al. (2000) (in Hamilton and Moore, 2004) state that schools should provide orientation programmes to support newly arrived refugee pupils, which include parents and encourage their links with school. Previously, staff commented that after the initial half day induction, teachers might not get to speak to the parents again for a number of weeks and links with school are not always kept. However in the new SEB induction programme, links with school will be facilitated as parents are invited into school for at least one review meeting. Parents should also feel that their views about their child’s progress and well-being are valued through being invited into school and staff valuing their opinions. Rutter (2006) also highlights that having the support of their parents is the biggest protective factor for a refugee child and therefore it is very important to form links with them.

The SEB induction programme that staff developed is also supported by some of the literature around developing resilience in children. Fazel and Stein (2002) report that refugee children are at significant risk of developing psychological disturbances because of the number of risk factors that they face. Many of these risk factors are related to the child’s pre-migration and trans-migration experiences and these cannot be changed. However school staff can support refugee children in overcoming difficulties linked to past experiences as well as any overcoming difficulties they may be currently facing.

Lee (1988) states that the child’s age upon arrival in the host country can be a risk or protective factor. Collier (1987) found that children aged between 8-11 years were more proficient at acquiring English than younger or older children. This shows that starting to learn English in primary school could be a protective factor for refugee children. There is already summative assessment of language acquisition in the research school; however language acquisition will also be discussed as part of the review meetings in the SEB induction programme. Schumann (1986) states being successful in learning the host language will mean that a child is successful in adapting to their new environment. Therefore, by supporting the pupils to learn English, staff members are increasing their chance of successful acculturation.
Masten et al. (1991) (in Hamilton and Moore, 2004) state that resilience is helped by personal and environmental factors and this has implications about the role of school staff in providing interventions for refugee children that will promote resilience. Hamilton and Moore (2004) provide a summary of the areas that support resilience for the individual, within the family and within wider social environments (appendix 2.3). Schools fall into the ‘wider social environment’ and some of the areas listed by Hamilton and Moore (2004) can be directly supported in schools. These areas include: close peer friends, access to special services (educational), positive school experiences and the presence of a caring adult or mentor.

One feature that may promote resilience in the new arrival is the caring role of the person who inducts the new arrival. Garmezy (1983) notes the protective nature of a supportive external environment in the host society, for example teachers and friends. In the SEB induction programme the induction mentor not only inducts the pupils on the first day but will oversee their emotional well-being and review their progress. Their role along with the class teacher is to ensure that the new arrival has positive school experiences and to plan interventions to further support the child if needed.

In the SEB induction programme the induction mentor will review if the new arrival has made friends in school and how the child feels in the playground. Bhui et al. (2005) found that the adolescents who formed integrated friendships (friends from their own and other countries) had fewer mental health problems than those who did not form any friendships. This shows the protective factor of making friendships with pupils in school and feeling integrated.

Garmezy (1983) listed belonging to a supportive family environment as a protective factor for a refugee child. Lee (1988) stated that if a child’s parents or family are more integrated in the acculturation process then this is a protective factor for the child. The staff in school can play a part in supporting the parents of the refugee child. By inviting the parents in to school for the review meeting the school staff are trying to involve the parents in supporting their child. Although this review is focusing on meeting the child’s needs in school, through meeting with the parents, the school may also be able to offer them more support if needed, via the PSA. This might be one action that is a result of the review meeting.
In monitoring how the refugee child is settling in to school through the SEB induction programme, staff can build protective factors around that child in areas that the child is struggling in. The school staff may also be able to offer support for the parents. With this support pupils may be able to overcome current stressors (in the post-migration stage) to achieve good outcomes (Masten and Coatsworth, 1998).

As well as being aware of issues relating to acculturation and resilience, school staff also needs to consider issues around mental health, when reviewing how the child is settling into school. Fazel and Stein (2003) found that out of 101 refugee children assessed using the SDQ, more than a quarter had significant psychological disturbances. Hodes (2000) also stated that up to 40% of refugee children may have psychiatric disorders, mainly PTSD, depression and other anxiety-related difficulties.

The literature suggests that the nature of traumatic events experienced (such as war, violence) and number of events witnessed may lead to mental health problems such as depression, anxiety and PTSD (Hepinstall et al., 2004; Machsoud and Aber, 1996; Montgomery and Foldspang, 2005). It is often difficult for school staff to obtain information about a refugee child’s past experiences. Rutter (2001) states that staff should not ask parents about this at the initial induction meeting, but focus on building a relationship of trust with the parents. However, through inviting parents into school for the review meeting and focusing on building more contact with parents, school staff will continue to build relationships with parents. This might allow parents to feel comfortable in sharing some of their past experiences with staff or staff may even be able to pick up on areas of difficulty for the parent, such as depression.

If members of staff discover that a child has experienced violence or war in the past, then this does not automatically mean that they will develop mental health problems, as we know that some refugee children display resilience. However this information might raise awareness of staff to monitor this child closely. Through the SEB induction programme, the induction person will ask the child, class teacher and parent’s questions about how the child is feeling in school. These questions (see appendix 4.4 and 4.5) will hopefully uncover any worries or anxieties that the child is having or any withdrawn feelings including problems with social interactions. In this way, even if the staff does not discover details about a child’s past experiences if they can identify their needs then they can still put appropriate interventions in place.
The SEB induction programme indicates that if the child is unhappy in school or struggling in any area then an action plan will be made in the review meeting and reviewed three weeks later. However if the child is still struggling then the SDQ will be used to gather more information from the class teacher and parents about the child’s needs. The SDQ was used in the current research to obtain an overview of refugee children’s difficulties and it has been used in other research with refugee children. (Fazel and Stein, 2002; O’Shea et al. 2000; Rousseau et al. 2007). Although the SDQ is not a mental health diagnostic tool, Goodman et al. (2000) found that ‘a "probable" SDQ prediction for any given disorder correctly identified 81-91% of the children who definitely had that clinical diagnosis. Using the SDQ in the SEB induction programme is not to diagnose mental health needs in a child but it may highlight specific areas of concern for them. Staff may then wish to discuss these findings further with an EP or TaMHS outreach worker to discuss next steps for the child.

The interventions that could be put in place for refugee children were not included on the SEB induction programme. This is because each child will have individual needs and will therefore need specific interventions or programmes tailored towards these needs. However, specific interventions such as the small group SEAL resources (2006) have been found to have a positive impact for pupils in areas such as emotional literacy and social skills (Humphrey, et al. 2008). The SEB induction programme has got implications for the research school in terms of providing evidence based interventions to support the refugee pupils. School staff may need to draw on literature relating to evidence-based TaMHS interventions or receive support from an EP in matching appropriate interventions to individual pupils’ needs.

In many ways the SEB induction procedure is still reacting to needs identified in refugee pupils through early identification, rather than providing preventative support for these pupils. Hyman et al. (2000) (in Hamilton and Moore, 2004) state that schools should provide orientation programmes to support newly arrived refugee pupils, which include parents and encourage their links with school. Rotich (2009) also outlined a mentoring intervention to support immigrant and refugee pupils and Ingleby and Watters (2002) outlined an induction programme to support newly arrived refugee pupils. Areas such as induction programmes and mentoring interventions might provide next steps in developing preventative provision in the current research school to support refugee pupils.
5.4 Critique of method and limitations of research

The design of this research has been critically discussed throughout the methodology section; however the summary below outlines the main criticisms and limitations of the method and overall research project.

Collaborative working

Kemmis and McTaggart (1988) place an important emphasis on the collaborative role of action research, for example a group of professionals planning, carrying out and evaluating a change in their practice. A criticism of this research is that I approached the school with the initial idea of exploring the needs of refugee pupils rather than it coming from the staff themselves. Another criticism is that a larger action planning group was not created at the start of the research; instead the two major stakeholders (SENCo and deputy headteacher) made the initial decisions (stages 1-4 RADIO approach).

Action Research Model

The framework of the RADIO model could be criticised due to its structured, sequential nature. I felt that the RADIO approach did provide a good structure for this research with some flexibility to move between the stages. However, if the research had been carried out over a longer time frame, I might have favoured a cyclical model such as the one developed by Kemmis and McTaggart (1988). A cyclical model would encourage the participants to engage in Reflecting – Planning – Action – Observation and to see the research as an ongoing development of their practice, rather than step 12 of the RADIO model being an end point in the research.

The structure of the 12 stages of the RADIO model supported the collaborative working between myself and the major stakeholders. Without this structure there would have been a risk that I would have made decisions regarding the research without collaborating with the stakeholders. The stages acted as a guide for the planning and discussions that needed to be carried out together.

Ashton (2009) carried out research using the RADIO model and reflected that an extra stage was needed after step 10 to report the findings to the pupils in the research and to involve them in the action planning stage. In the current research, I identified that there was a gap between stages 7 and 8 which was needed to ‘analyse the data’. Stage 7 of the RADIO model focuses on ‘gathering information’ and stage 8 focuses on ‘processing information with stakeholders’. Therefore, there was no collaboration on the analysis of the information. I carried out the analysis and did not share the details of how this was done (for example, the thematic analysis process) with the stakeholders. For stakeholders
to have engage in the analysis of the data they would have needed some training in thematic analysis. However, there is currently no stage that focuses on this area as a joint process between the EP and the stakeholders.

Figure 5.1 highlights questions that can be asked about the validity and quality of action research practice. These questions were developed by Reason and Bradbury (2006) after considering five broadly shared features that characterise action research practice (appendix 5.1) and after considering five dimensions of a participatory worldview (appendix 5.1). Although it is not possible to consider the current research in terms of the five features and five dimensions mentioned above (appendix 5.1), I will critique the RADIO model approach used in the current research in relation to the five questions outlined in fig 5.1.

**Questions of relational practice**

Reason and Bradbury (2006) state that an action researcher must ‘ask questions that inquire into and seek to ensure quality of participation and relationship in the work’ (page 344). Martin (2006) outlines three large group interventions as action research and stresses that all participants should have an opportunity to be part of the planning. Although the current research was not on a large scale, the whole staff group and eight refugee children were involved in the data gathering stage. However, on reflection only
two staff members were involved in the planning stages of the research (stages 2-4 of the RADIO approach) and only three staff members were involved in the action planning group (stages 8-12 of the RADIO approach). Martin (2006) outlines a stage in the action research large-group design to consider whose voice will be heard and what action will come from this. Although stakeholders are identified in stage 4 of the RADIO model, the model did not address questions to consider whose voice needed to be heard or whether those who were less powerful (refugee children) were helped by their participation in the research. Refugee children were not included in the action planning stage. However, it is possible that refugee children may feel more empowered as the SEBN induction is piloted with them and there are further opportunities for their voice to be heard.

Another question raised by using the RADIO model is whether the staff participants feel energised by the research. As discussed earlier, a cyclical model may have allowed staff to continue with action research, feeling more empowered to continue with further cycles. However, only time will show if staff in the research school feel enthusiastic and able to continue and move forward from this research in their school.

Questions of outcomes and practice
Reason and Bradbury (2006) state that as action researchers we must ‘ask pragmatic questions about outcome and practice in our work and consistently strive to be reflexive about this’ (page 344). Reason and Bradbury (2006) also state that participants should be able to say ‘that was useful - I am using what I learned!’ In the ‘evaluating action’ stage (stage 12) of the RADIO approach, the SENCo reported that the pupil questionnaire (from the SEBN induction) had been successfully piloted with three pupils and that the new induction procedure would be implemented in school from September 2010. In this way it appears that the ‘action’ that had begun to be implemented was useful. All staff members also agreed that the area of addressing refugee pupils’ needs was definitely important and that refugee children should benefit from the research. However, one area of concern is whether staff members will continue to use what they have learnt about the needs of refugee pupils and their needs in other whole school approaches and interventions. Much information was generated through this research and one criticism of the RADIO model is that there is a danger this information will be lost and not implemented in other areas of school unless staff members continue to reflect on the findings and then act on them.

Questions about plural ways of knowledge
Reason and Bradbury (2006) state that action research is often described in terms of cycles of action and reflection. They state that this facilitates a development of both
understanding and practice as the cycling develops. One criticism of the RADIO approach used in this research is that due to its sequential form, there were not many opportunities for participants to reflect on their developing understanding of refugee pupils’ needs in relation to their practice. Instead, the RADIO approach focused towards agreeing on and implementing a future action.

Reason and Bradbury (2006) also highlight that the outcomes of an inquiry could be ‘shifts of being in the world’ or ‘the development of new skills’ and therefore do not have to be written up in a traditional format. The structure of the RADIO model led staff participants to produce a written SEBN flowchart. However, considering other action research can highlight how different epistemologies are used and the different ways that findings can be represented. For example, Lewis (2006) describes how residents of Bumpass Cove (Tennessee) started their research with an ‘experiential knowing’ that there were problems with environmental toxins in their community. This knowledge then led to other forms of knowledge based on scientific facts. Lewis (2006) describes how the use of song and poetry then helped them to educate others around the problem. This research highlights other ways in which knowledge can be represented and challenges the traditional methods that were used in the current research.

Reason and Bradbury (2006) state that ‘inquiry is placed at the centre of personal and small group research practice’ (p348). The RADIO approach is described as ‘Collaborative Action Research’ (Oja and Smulyan, 1989 in Timmins et al. 2003, p. 234-235), however there are other forms of inquiry in action research which offer different approaches to that of the RADIO model.

Rudolph, Taylor and Foldy (2006) describe a method of collaborative off-line reflection that encourages participants to examine their current ways of thinking and behaving and generate alternatives and also to experiment with new approaches. This method might have been appropriate to challenge some of the staff members’ thinking about the needs of refugee children and to generate alternative thinking about what factors promote refugee pupils’ resilience.

Friedman (2006) outlines action science as a way of bridging the gap between social research and social practice. Friedman (2006) highlights the following four features of action science:
• Creating a community of inquiry within a community of practice
• Building theories in practice
• Combining interpretation with rigorous testing
• Creating alternatives to the status quo and informing change in the light of values freely chosen by social action

An action science approach aims to make theories of reality explicit so that they can be critically examined and changed. If an action science approach had been applied to this research, then the realities constructed about refugee pupils’ needs may have been more critically examined and this could have led to them being changed.

Ludema, Cooperrider and Barrett (2006) outline appreciative inquiry as a positive model of action research. The phases of appreciative inquiry include 1) topic choice 2) discovery 3) dream 4) design and 5) destiny. Appreciative enquiry is based on the premise that organisations move in the direction of what they study. Therefore, in the current research, if appreciative inquiry had been employed then the ‘topic choice’ could have been ‘positive experiences with refugee children in school’. This could have then led to ‘discovering’ positive experiences of refugee children in the school, ‘dreaming’ about what could be for refugee children in the school, ‘designing’ what could be in the future and then constructing the future through action (destiny). An appreciative enquiry approach would have therefore created a much more positive approach to this research.

Questions about significance
Reason and Bradbury (2006) state that as action researchers we must take time to ‘ask questions about the value and worthwhileness of our work’ (p 345). In the current research, the major stakeholders and myself believed that the research questions addressed a worthwhile area. However, we did not explicitly address the concept of ‘what was worthwhile’ in this research. At stage 9 in the RADIO approach, areas for future action were agreed upon. However, these areas were agreed upon with regard to what was manageable due to time constraints and perhaps not what would have been most worthwhile. For example, it might have been more worthwhile to offer support to the parents of refugee pupils (as identified in section 4.3.2). However, the staff felt that this area would need much more time than they could offer in the constraints of this research. Although there may have been other worthwhile areas to implement action in the current research, Reason and Bradbury (2006) state that participative inquiry which is grounded in the everyday concerns of people, should by nature be worthwhile.
Questions of emerging and enduring consequence

Reason and Bradbury (2006) state that as action researchers we must ‘ask whether the work was seeded in such a way that participation could be sustained in the absence of the initiating researcher?’ (p 345). Reason and Bradbury (2006) state that the integration of first-, second- and third-person research correlates well with emergent and enduring consequence. Barrett (2006) describes an example of integrating these three approaches with action research carried out with midwives. She began the research with her own experiences captured in a journal, then moved to action with a group of midwives and eventually formed an action research midwives group. The current research gathered staff members’ and pupils’ views of refuge pupils’ needs and then an action planning group was formed with three staff participants. The key in determining whether this research is emerging and enduring will be whether the action planning group continues to meet in school and address other areas of refugee pupils’ needs. As the initiating researcher I did not set a structure of how this research could carry on in school or even how it could evolve into sharing the findings and good practice with other schools in the area. Therefore the responsibility of the research emerging and enduring lies with the school staff. However to support the school, I have offered to contact them in September and offer further support if required. Ideally the staff in the current research will be saying ‘this work continues to develop and help us’ and staff in other schools will be saying ‘can we use your work to help develop our own?’

Focus groups

The focus groups with the staff members and pupils were a time efficient way to gather a wide range of views and some rich data. However, I recognise that obtaining the parents’ views through a focus group would have provided a more detailed and richer picture in this research. Although the staff focus group questions were checked by the major stakeholders in advance, a major criticism of all of the focus groups was not having time to pilot them on another group of staff or pupils.

The staff focus group ran well apart from one staff member having to leave halfway through. The data collected was interesting and varied, however one criticism would be that the discussion sometimes veered away from the original question. Another criticism is that there were certain areas of provision in school that were not discussed, for example the role of the learning mentors. On reflection, I could have prompted staff members to discuss areas that they had not discussed.

I was aware that carrying out focus groups with KS1 pupils would have also added more detail to this research; however the two KS2 focus groups generated some interesting
data. In both of the KS2 focus groups there was one child in the group who struggled to understand some of the questions. Although the SENCo thought that all the pupils’ English was at a standard to engage in the focus group, for two pupils the use of an interpreter might have been beneficial. However, the addition of an interpreter could have inhibited all of the children in the group.

In gathering information from pupils in a group, in some ways it felt that the information collected was quite general, as specific details could not be explored with individual pupils. One reason for choosing focus groups was so that the pupils would feel less singled-out, however I felt that more in-depth information about the needs of individual pupils could have been gathered through individual semi-structured interviews.

**Staff questionnaire**

The whole staff questionnaire was a good way to gain information from all the staff in school in a short period of time. I was able to explain how to complete the questionnaire to the whole staff; however the staff then completed the questionnaire at a later date. This meant that I was not able to answer further questions that might have arisen.

One criticism of using the SDQ within the whole staff questionnaire is that it is not standardised on refugee pupils. However, as outlined in section 3.11.2.1 it has been used in other studies to obtain teachers’ perceptions of refugee children’s difficulties (Fazel and Stein, 2002; O’Shea et al. 2000; Rousseau et al. 2007).

Another criticism with using the SDQ in this research is that only teacher informant ratings were gathered. If parent ratings had been gathered then more of the internalising difficulties might have been reported. However the results of the SDQ ratings show that a wide range of difficulties were still gathered from the teacher ratings.

**Thematic analysis**

Thematic analysis proved to be a useful tool in analysing all of the qualitative data gathered. Thematic analysis was chosen to identify themes and subthemes that were common across the data and also unique to either the staff or pupils discussions. However, one criticism of thematic analysis is that the language used by staff and pupils could not be analysed in depth. This became of interest when the Year 5/6 pupils discussed a picture of a boy fighting and described him ‘killing’ the other boy. A tool such as DA (Willig, 2001 in Smith 2008) would have analysed the language the pupils were using to construct their own realities about the boy fighting.
Sampling and time-scales
In the current research only one school participated, with a total of 46 refugee pupils. The needs of all these pupils were identified through teacher ratings on the SDQ, and discussed in the staff focus group, however only eight pupils participated in the focus groups to share their own views. The current research would have been improved with more opportunities to obtain the views of the refugee children in the school, even if this was through other methodological approaches, for example a questionnaire.

In the current research the participants only included staff members and pupils, however the research would have been greatly enhanced by obtaining the views of refugee parents. Refugee parents would be able to provide more information about their children’s needs and they would also have knowledge about their past experiences which may affect their current difficulties in school. A focus group approach may not have been appropriate in gaining information from parents due to confidentiality issues. An approach such as a semi-structured interview could be used with parents and analysis could be carried out using IPA.

Ashton (2009) carried out action research (using the RADIO model) focusing on transition in five secondary schools. There are other schools in the local authority with a high number of refugee children and therefore it would have been interesting to carry out the current action research on a bigger scale, perhaps across five primary schools. It would be interesting to explore the range of needs in refugee children across a number of schools and the provision that these schools offer refugee children. If the current research had been carried out on a larger scale then trends might have been identified about refugee children’s needs and about the provision that was provided or lacking in each school.

In the current research it would have been informative to engage in a second cycle of action planning to explore some of the other areas identified by staff to improve school provision, for example to offer more support for parents of refugee pupils through work carried out by the PSW. The RADIO model would allow this area of concern to be addressed and it is hoped that staff members may feel confident in using this approach again.

The following areas that will be critiqued relate directly to the guidelines by Elliott et al. (1999) (section 3.4) in evaluating qualitative research. Four out of the seven areas outlined by Elliott et al (1999) will be critiqued. I considered each of the seven areas and
decided that the following four areas were most relevant to critique in relation to the current research.

**Situating the sample**
Information identifying the country of origin for all pupils in the focus group was not available in school. School records gave an ethnic origin, such as Asian or Black African, but did not state a specific country. This highlights the lack of information school staff receives about a refugee child.

**Grounding in examples**
It has been difficult to provide the reader with the full details of how the data was analysed due to amount of information this would include. The full transcripts have not been included in this thesis, however the rich qualitative data included in the results section should help the reader to understand the themes. Appendices 3.2, 3.3, 3.17 and 3.18 also give examples of the steps taken in the thematic analysis process.

**Providing credibility checks**
In this research another TEP acted as an ‘additional auditor’. However, as the TEP was also new to using thematic analysis, this role could have been better carried out by someone who had more experience in using thematic analysis.

Although I gathered information from staff and pupils in the school I was aware that I could have triangulated the data more. Information could have been gathered from parents and from documentation within the school, behaviour records for example, if there were no time constraints within this research.

**Accomplishing general vs. Specific research tasks**
This research could be criticised as only being carried out in one school, therefore making it difficult to provide generalising conclusions. Although the current research was only carried out in one school, data was collected from staff and pupils and was both qualitative and quantitative in order to confirm the validity of the process. The design of this research was ‘action research’ and therefore the main focus was to work with staff in one school to improve their practice. In the implications section of the discussion, areas have been highlighted that could inform practice in other schools. However, if a school wanted to engage in action research, the outcomes would be specific to meet unique needs identified in that school.
The sample size in the current research was also quite small (n=46), with a high number of Somali pupils (n=23). The results in this study should be interpreted with caution as the sample of refugee pupils in this school is not necessarily representative of the population of refugee pupils in schools in the UK.

5.5 Summary of the findings and their implications
The implications outlined below have been drawn from the findings in the current research. These implications directly relate to the research school and are not necessarily representative of refugee pupils in other schools. However, it is hoped that the implications will highlight certain areas that can be considered in relation to the needs of individual pupils and the provision offered by schools and by EPs. These areas may also encourage further exploration by school staff and EPs to support or challenge findings from this research project.

5.5.1 Implications for individual child
- Refugee children may have unmet needs in school. The current research highlighted a range of SEBN. These needs have huge implications for refugee children as they may act as barriers to them achieving emotional well-being and appropriate social and behavioural skills.
- The current research attributed many of the refugee pupils' needs to acculturation. Refugee children will need the appropriate support to overcome these difficulties and reduce the risk of 'acculturative stress' (Berry and Annis, 1974 in Lustig et al. 2003) and the behaviours associated with it (Williams and Berry, 1991).
- In the current research 22/46 refugee pupils (47.8%) scored in the abnormal range for total difficulties (measured using the SDQ). These results imply that there may be refugee children who meet diagnostic criteria for psychological disorders (such as PTSD, anxiety and depression) (Fazel and Stein, 2002) that have not been identified in schools. Such pupils would benefit from Wave 3 interventions in school from TaMHS or support from mental health services.
- The current research suggests that there may be individual children from a certain country of origin (in this research from Somalia), who may struggle with certain social and behavioural difficulties due to a number of reasons. Although the literature warns about negatively stereotyping groups of pupils (such as Somali pupils (Ali and Jones, 2006) it is also important for staff to be aware that some refugee pupils might struggle more than others in a new school environment in the host culture.
• The current research also highlighted that 18/46 refugee pupils (39.1%) scored in the normal range for total difficulties (measured using the SDQ). This is in line with research that shows that in the face of difficult experiences some refugee children show great resilience (Daud et al. 2008). This highlights the fact that all refugee children need to be seen as individuals, who may show resilience and have protective factors in their lives.

5.5.2 Implications for school (including current research school)
The findings from the current research and in literature have implications for schools around a) identifying refugee pupils’ needs and b) meeting their needs.

Identifying needs
• School staff need to gather initial information from the parents and child (for example at their induction) about areas such as previous education and proficiency in English. This information will highlight possible risk factors for the child in the acculturation process.
• School staff need to have systems in place that identify and monitor the refugee child’s SEBN, especially in the first few weeks of school. The current research school developed a SEB induction programme (RQ. 2) to identify and monitor refugee children’s needs. This programme is a model that other schools could adapt to work within their own systems.
• Keeping close communication with parents is vital in identifying the needs of a child in school (as identified above) and also outside of the school context. School staff need to engage in regular contact with parents to build a trusting relationship. This will hopefully encourage parents to share any difficulties that may be currently impacting on the child and over time they may also share more about their past experiences. In the current research, staff agreed that parents of refugee pupils should be invited into school SEB induction programmes.
• The current research identified that 22/46 refugee pupils may meet criteria for a psychological disorder, however only one pupil was receiving specialist support (Counsellor and CAMHS). This implies that there may be undiagnosed and therefore unmet mental health needs for some pupils. School staff may need to liaise with other professionals, for example an EP or TaMHS staff for supporting in identifying the needs of refugee pupils.
Meeting needs

- The current research school had a very good initial induction programme in place. An induction procedure is crucial to provide a welcoming environment in school and to ease parents and pupils anxieties and uncertainties (DfES, 2004a; Rutter, 2001).

- In the current research, staff identified the need to produce a formal SEB induction programme which recognised the need to plan interventions that would meet the individual needs of refugee pupils. The need for appropriate and evidence based interventions has implications for all schools. Schools may need to work with other professionals (EP or TaMHS staff) to identify appropriate Wave 2 interventions (for example, small group SEAL (Humphrey et al. 2008), social skills groups, managing emotions group etc.) that will support refugee pupils in developing their SEB skills.

- In the current research, staff members recognised a lack of certain skills, such as social skills and play-based skills. Some of these skills could be addressed by Wave 2 interventions, however staff members could also differentiate Wave 1 SEB teaching to incorporate a more skills-based or play-based approach. Staff members can act as good role-models in the classroom as well as giving refugee pupils the opportunity to work alongside peers that are good role-models. School staff also have a responsibility to explain the role of play to refugee parents and provide refugee children with opportunities to engage in play and expressive activities, which may support refugee children’s emotional needs (Hyder, 2005; DfES, 2004a).

- In the current research, pupils and staff members also recognised that pupils struggle to manage negative emotions and this can lead to angry and aggressive behaviours. Pupils with these difficulties need to be supported through either Wave 2 or Wave 3 interventions to learn to understand and manage their emotions. Support from learning mentors or behaviour support workers could also benefit these pupils.

- The EAL provision in the current school is excellent and this provision is needed in all schools to allow pupils to learn their host country’s language and start to integrate in school.

- In the current research there were other issues that affected acculturation (besides language), such as lack of understanding of school rules and ‘feeling different’ that were not formally being addressed in school. There is literature that outlines preventative work that can be carried out with refugee children, for example induction programmes (Ingleby and Watters, 2002) or mentoring schemes (Rotich,
There was a gap in the current research school for such preventative work and this could be the case in other schools with high numbers of refugee children. Preventative work offered to all newly arrived refugee children may increase their sense of belonging (Ingleby and Watters, 2002) and greatly reduce the risk of acculturative stress (Berry and Anni, 1974 in Lustig et al. 2003).

- The current research highlighted the specific needs of Somali pupils. Schools with a high number of Somali pupils should consider literature that highlights strategies that schools have adopted to overcome some of the barriers to achievement for Somali pupils, such as Demie et al. (2007) and Ali and Jones (2000).

- School staff may need to engage with other professionals, including EPs, TaMHS or CAMHS staff to meet the needs of refugee pupils. Professionals may be able to support school staff in delivering Wave 2 interventions, but may also be involved with delivering therapeutic Wave 3 interventions to refugee pupils. Professionals may also be able to support school staff in developing ‘systems’ in school to support refugee pupils and in delivering whole staff training. The implications for the role of the EP in supporting school staff and refugee pupils will be discussed below.

- The approach that the school takes in meeting the needs of refugee pupils will have a big impact on the policies and procedures that are in place. Arnot and Pinson (2005) advocate a holistic model to best meet the needs of refugee pupils.

### 5.5.3 Implications for EP

Literature highlights that the role of the EP involves working with individual pupils and staff members and groups of pupils or staff members. EPs can work with staff members at the classroom level or at the whole school level. There is also a role for EPs to work at the local authority level (DfES, 2001; Curran et al. 2003 in Cameron 2006). The current research has highlighted ways in which the EP can work at each of these different levels to support the SEBN of refugee pupils:

#### Individual level

- EPs have a role to play in carrying out individual case work with refugee children who are displaying SEBN. This could involve identifying their needs through assessments, observations, consultations with members of staff and parents and joint problem solving. (Hart, 2009). There is also a role for EPs in carrying out evidence based interventions with individual pupils at a wave 3 level, such as CBT (Entholt and Yule, 2006)
Group level

- EPs have a role to play in carrying out group interventions to support the SEBN of refugee pupils. This role could involve jointly running a group intervention with a member of staff, such as a CBT group for refugee pupils (Entholt et al. 2005) or an induction programme to reduce the affects of acculturation (Ingleby and Watters, 2002).

- The role of an EP could also be to support members of staff to deliver interventions themselves, for example a small group SEAL. This role could involve training a group of TAs in how to effectively deliver and evaluate a group intervention.

Whole school level

- The role of an EP at the whole school level could involve whole staff training to raise awareness of the experiences and needs of refugee children, such as their past experiences, migration issues and acculturation. Training could include how to meet these needs at a whole school level, for example a welcoming environment, induction procedures and programmes, EAL provision, relevant policies and procedures.

- The current research shows the impact of an EP working with school staff to develop procedures and systems in school to support refugee pupils. A member of the EMA team in my authority commented that the current research was interesting; however staff members should have accessed information about supporting refugee pupils on the EMA website. This highlighted to me the importance of the collaborative work between an EP and the staff in the current research. Without this joint working, staff members might not have felt empowered to explore and make changes in their practice. (I am also working with another EP to carry out a similar action research project with another school in the authority who requested support from our service in supporting refugee pupils in school.)

Local authority level

- The work carried out in the current research has led to more collaboration between the EP team and the EMA team in the local authority. This in turn has led to plans to deliver city-wide joint training, relating to meeting the needs of newly arrived pupils.

- The last point implies that the role of an EP could also be to work collaboratively with other professionals across the local authority when delivering support to schools in the form of training or interventions. There is a role for EPs to be
involved in the TaMHS projects, working alongside CAMHS professionals to support refugee children.

- The EP could also work at a local authority level to produce guidance (alongside other professionals) for schools in how to best support refugee pupils.
- The RADIO model could be used as a framework by EPs to develop areas of policy or provision at the local authority level.

5.6 Future research

On reflection of the limitations of the current research project and the findings relating to refugee pupils in the literature review, the following areas are recommendations for future research:

Parents

- One of the limitations in the current research was that parents’ views were not obtained about the needs of their children and ways that they feel they could be better supported in school. Hyman et al. (2000) (in Hamilton and Moore, 2004) state that to support newly arrived pupils, programmes need to be developed that include parents and develop their links with school. Research that included parents’ views would highlight pupils’ needs that may not otherwise be understood.

- Closely linked to the research area above, is the need for research to be carried out that explores how school staff can make better links with refugee parents and better support them through initiatives in school to support their children (German, 2008). The risk of refugee children developing psychological disturbances can be directly linked to ‘parental factors’ (Fazel and Stein, 2002; Hepinstall et al. 2004). Helping refugee parents to support their children will act as a protective factor for the child (Garmezy, 1983). Rutter (2001) states that ‘successful psychological interventions for young refugee children are often those which enhance parental competence’ (p. 133).

Interventions

- The development, implementation and evaluation of interventions that support refugee pupils’ SEB development at all stages (Wave 1, 2 and 3) are needed. There is a need for preventative interventions that address refugee pupils’ acculturation needs, such as orientation programmes (Ingleby and Watters, 2002) and mentoring schemes (Rotich, 2009). There is also the need for appropriate Wave 2 interventions that teach refugee children skills, for example social skills.
Finally, the body of evidence relating to appropriate therapeutic interventions that can be delivered with refugee children in school (Wave 3) needs to be increased (Entholt et al. 2005; Fox et al. 2005; Rousseau et al. 2005).

**Specific groups of refugee pupils**

- In the current research, the Somali pupils were found to share similar difficulties in the area of behaviour. Rutter (2006) outlines that research suggests successful interventions are those that target a particular group of refugee children (for example Somalis) rather than refugee pupils more generally. There is a need to explore the needs of specific refugee groups further and implement and evaluate interventions to meet their specific needs.

**Resilience**

- There is little research at present about why some refugee children demonstrate resilience (Masten and Coatsworth, 1998). Daud et al. (2008) explored resilience among refugee children, but there is a lack of work in this field. Hamilton and Moore (2004) state that school staff need to identify conditions and factors which support resilience, to be able to include them in an intervention aimed at supporting refugee pupils and increasing protective factors around them.

**Longitudinal study**

- Research that examines the effects of refugee children’s transitions into a new country and school and the acculturation process are needed. Such research would be concerned with the ‘chronosystem’ of Bronfenbrenner’s ecological model (1986) which explores the cumulative effects of transitions in an individual’s life. Such research could be linked with the area of resilience and identifying factors that promote resilience for a refugee child, despite a number of transitions in their life.

### 5.7 Personal reflections

One of the founding figures in action research, Kurt Lewin stated that:

> Research that produces nothing but books will not suffice (Lewin 1946, reproduced in Lewin 1948: 202-3)

In a sense, that has been my own personal motto before I even started this research. I remember sitting in a seminar (in the second year of my doctorate course) on CBT and
carrying out a practical activity linked to my thesis. In this activity I became aware that one of the most important things to me in carrying out doctoral level research was to engage in something that would hopefully ‘make a difference’. These initial thoughts led me to focus on carrying out an action research design in the current research. Throughout the research process I have not followed a formal structure of keeping a research diary. However, I have recorded regular reflections after visits into my research school and also recorded reflections from supervision sessions in university.

This study was the first time I had carried out action research and therefore I considered different models before choosing to use the RADIO approach. Cyclical models such as Kemmis and McTaggart’s (1988) model, often suggest that three cycles should be carried out in a project. However the nature of cyclical action research models means that a group can continue through many cycles until they are satisfied with the outcome. One reason for choosing the RADIO model was due to the time limitations of this research. The 12 stages of the RADIO model made it possible to follow each stage, including planning and implementing some action in the research school. Using the RADIO model allowed the full process to be outlined in this thesis. However, I have reflected that if a cyclical model had been used then maybe school staff would have engaged in further research cycles after the end of my involvement in the school.

The structure of the RADIO model was very clear to follow. Throughout the process I reflected that each stage supported collaborative working with school staff. For example, at stage 6 of the RADIO model (negotiating framework for information gathering), it would have been easy for me to decide which data gathering tools to use in this research. However, because this step was explicit in the RADIO model, the decisions were made through joint discussions with the major stakeholders. Staff members also responded well to the structure of the different stages in the RADIO model, as it outlined the whole process that we would be following from the start of the research.

At the end of this research project, I reflected that the process been successful, due to the fact that staff had a greater awareness of refugee pupils’ needs and that they had developed one area of the provision in school to better identify and meet pupils’ needs. The staff had also identified a number of other areas that could be addressed in the future, to further improve provision in school. I reflected that there had been a number of factors that had supported the success of this research:
In line with Ashton (2009), I reflected that the engagement and interest of staff members had been key in the success of this research. In particular, the experience and skills of the SENCo facilitated communication and the practical implementation of the research.

I also reflected that having the deputy head teacher as one of the main stakeholders in this research enabled important decisions to be made throughout the research process and actions to be implemented at a whole school level.

The focus groups as a tool to gather staff and pupils’ views facilitated group discussions. The engagement of participants in these focus groups allowed constructs to be created about the needs of refugee pupils. Therefore the focus groups enabled the research to fit within a social constructivist inquiry paradigm.

I reflected that using the first person to discuss my involvement in this research allowed me to emphasise my role to the reader. Working in collaboration with staff in school meant that I was a part of creating meanings about refugee children’s needs. I was also engaged in supporting staff members in the action planning process and helping them to feel empowered in implementing action in school.

I had anticipated that there may be some risks in carrying out research with refugee children (appendix 3.20), which have been highlighted in literature. I reflected that although only a third of parents gave consent for their child to take part in the focus groups, this number was adequate to run the two groups. The main difficulty that I encountered was that a couple of the pupils had only basic English skills. However on reflection, these pupils still gave answers in the group and could join in all of the non-verbal activities. I enjoyed engaging in discussion with the two focus groups of refugee pupils and was left wanting to find out more about their individual circumstances and experiences and at a deeper level.

The limitations of this research have been outlined in the discussion section of this thesis. Although there are many areas that could be improved upon, I feel that the overall outcomes for the school were positive. If anything I would have liked to have carried on working with the members of staff in the school for longer. The opportunities to work collaboratively with staff members and develop the provision for refugee children were endless. My hope is that the staff members will continue to develop the provision for refugee children in school. I am pleased that staff have invited me to make contact with them in the next academic year, to maintain links with the school and find out about further developments relating to supporting refugee children.
Through the skills I have developed during this research project I feel much more confident in using research in my role as an EP in the future. These skills include carrying out a critical literature review, negotiating a piece of research with stakeholders, exploring and deciding on the most appropriate data gathering tools and data analysing methods and interpreting and discussing the findings of a piece of research. In particular, I feel confident in carrying out action research with a school and I will seek opportunities to use these skills in the future.

I am excited about continuing my career as an EP in the local authority where this research has been carried out. I have already been approached to support another EP in carrying out a similar piece of action research in a school with a high number of refugee children. I have also been asked to develop a package for my EPS that includes the data gathering tools (questionnaire and focus group questions) that I have used in this research. The aim of this is for EPs to offer support to schools that they work in with a high number of refugee children. Through links that I made with the EMA team in this research process, I will be developing some joint training with the new arrivals consultant in September 2010. This training will be offered to school practitioners city wide. I hope that these opportunities are just the start of where this research experience will take me in the future.
References


Colucci, E. (2007). Focus groups can be fun: the use of activity oriented questions in focus group discussions. *Qualitative Health Research, 10* (17), 1422 – 1433.


Cooper, P and Whitebread, D.(2002). *The effectiveness of NGs.* Leicester: University of Leicester, School of Education.


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The following search terms were used when carrying out the literature review:

- ‘Refugee children’ and ‘Education’
- ‘Refugee children’ and ‘School’
- ‘Refugee children’ and ‘Social, emotional and behavioural needs’
- ‘Refugee children’ and ‘Mental Health Needs’
- ‘Refugee children’ and ‘Resilience’
- ‘Refugee children’ and ‘Acculturation’
- ‘Refugee children’ and ‘Needs’
- ‘Refugee children’ and ‘Interventions’

The following search engines, databases and journals were used to search for the above terms:

- PsycInfo
- ERIC
- Sage journals online
- PubMed
- Educational and Child Psychology
- Educational psychology in Practice
- Google
- Google Scholar
- Google Books
309.81 DSM-IV Criteria for Posttraumatic Stress Disorder

A. The person has been exposed to a traumatic event in which both of the following have been present:

(1) the person experienced, witnessed, or was confronted with an event or events that involved actual or threatened death or serious injury, or a threat to the physical integrity of self or others (2) the person's response involved intense fear, helplessness, or horror. **Note:** In children, this may be expressed instead by disorganized or agitated behavior.

B. The traumatic event is persistently reexperienced in one (or more) of the following ways:

(1) recurrent and intrusive distressing recollections of the event, including images, thoughts, or perceptions. **Note:** In young children, repetitive play may occur in which themes or aspects of the trauma are expressed.

(2) recurrent distressing dreams of the event. **Note:** In children, there may be frightening dreams without recognizable content.

(3) acting or feeling as if the traumatic event were recurring (includes a sense of reliving the experience, illusions, hallucinations, and dissociative flashback episodes, including those that occur upon awakening or when intoxicated). **Note:** In young children, trauma-specific reenactment may occur.

(4) intense psychological distress at exposure to internal or external cues that symbolize or resemble an aspect of the traumatic event.

(5) physiological reactivity on exposure to internal or external cues that symbolize or resemble an aspect of the traumatic event.

C. Persistent avoidance of stimuli associated with the trauma and numbing of general responsiveness (not present before the trauma), as indicated by three (or more) of the following:

(1) efforts to avoid thoughts, feelings, or conversations associated with the trauma

(2) efforts to avoid activities, places, or people that arouse recollections of the trauma

(3) inability to recall an important aspect of the trauma

(4) markedly diminished interest or participation in significant activities

(5) feeling of detachment or estrangement from others

(6) restricted range of affect (unable to have loving feelings)

(7) sense of a foreshortened future (does not expect to have a career, marriage, children, or a normal life span)
D. Persistent symptoms of increased arousal (not present before the trauma), as indicated by two (or more) of the following:

(1) difficulty falling or staying asleep
(2) irritability or outbursts of anger
(3) difficulty concentrating
(4) hypervigilance
(5) exaggerated startle response

E. Duration of the disturbance (symptoms in Criteria B, C, and D) is more than one month.

F. The disturbance causes clinically significant distress or impairment in social, occupational, or other important areas of functioning.

Specify if:

Acute: if duration of symptoms is less than 3 months
Chronic: if duration of symptoms is 3 months or more

Specify if:

With Delayed Onset: if onset of symptoms is at least 6 months after the stressor
Hamilton and Moore (2004)

Literature around resilience generally lists three types of resilience factors:

- Individual, such as internal locus of control, problem-solving ability, agreeableness, self-reliance and good self-management skills, high IQ, physical attractiveness, a sense of humour

- Familial, including healthy family functioning, a resilient family, structure and rules in household, family size (not too many siblings), required helpfulness (looking after younger siblings), shared values and a sense of coherence

- Contextual and institutional, which includes supportive neighbourhoods, close peer friends, access to special services (including health and educational), additional caretakers, existing support for mothers outside the household, financial security, religious affiliations, positive school experiences, and the presence of a caring adult and mentor.

Holistic model
LEAs that employ a holistic conceptual model perceive asylum seeker and refugee pupils as pupils with multiple, complex needs (learning, social and emotional). This understanding informs their support system, not only in terms of the different aspects of support they cover, but also in terms of the ways in which they construct the purpose of the support put in place. The prime aim of the policy, data collection and the support system is to contribute to the social inclusion, the well being and the development of these pupils. LEAs which adopt this model see EAL provision not as an aim in itself but as a means to promote the pupils’ ability to fulfil themselves as learners, to access the curriculum and to be socially included.

New arrivals model
Asylum-seeker and refugee pupils are defined as new arrivals. LEAs which employ such an approach focus on particular characteristics of these pupils such as being EAL pupils, as well as the needs which emerge from having experienced interrupted education, being new to the British education system and being admitted to school mid-term. Policy and support systems are designed to tackle these issues and usually focus on school admission and the induction of these pupils.

EAL model
Asylum-seeker and refugee pupils are seen primarily as EAL pupils. Therefore the main data which are collected focus on their languages, their competence in English and English acquisition. The support offered to these pupils is aimed at and focused on improving their English.

Minority ethnic model
Asylum-seeker and refugee pupils are understood to be first and foremost minority ethnic pupils. As such they are at risk of underachieving. LEAs which adopt this approach offer support for these pupils as part of the ‘raising achievement’ agenda and their school improvement strategy.

Race equality model
Asylum-seeker and refugee pupils are seen as a possible target for racial harassment and as a subject for race equality policies or multicultural education. The main focus is raising the awareness of their cultural differences and their vulnerability in that respect.

Vulnerable children model
These approaches represent asylum-seeker and refugee pupils as vulnerable children, as another group which might be at risk of dropping out of mainstream education, or who might experience difficulties in gaining access to education and making full use of their right to schooling. Support is organised to ensure their access to education and that information about their rights and the services they are entitled to are made available to them.
Wave 3 interventions

There has been a variety of Wave 3 interventions for refugee children with SEBN run by specialist professionals in schools. These interventions have included CBT groups, groups to reduce depression, art and expressive therapy groups and a school-based mental health service. Below is a summary of some of the targeted interventions that have been run with refugee children and the outcomes of these groups for refugee children.

Cognitive Behavioural Therapy (CBT)

There have been various studies that have evaluated the effectiveness of a school-based CBT group intervention for reducing children’s symptoms of PTSD and depression that have resulted from exposure to violence (Stein, Jaycox, Kataoka, Wong, Tu, Elliott and Fink, 2003 and Kataoka, Stein, Jaycox, Wong, Escudero, Tu, Zaragoza and Fink, 2003). However, these studies were not carried out with refugee children and there are only a few school-based CBT interventions that have worked with this vulnerable group.

Entholt, Smith, and Yule (2005) evaluated a school-based CBT group for refugee children. 26 participants were assigned to a six week CBT intervention or to a control group (waiting list). Of the 26 participants, 92.3% scored above the cut-off for likely diagnosis of PTSD. This shows that these participants were already experiencing psychological difficulties. The intervention was run by a trainee clinical psychologist. After six sessions of group CBT, children showed statistically significant improvements compared to a control group, with decreases in overall severity of post-traumatic stress symptoms.

Möhlen, Parzer, Resch and Brunner (2005) evaluated a treatment programme designed to reduce emotional stress and improve psychosocial functioning with ten adolescent Kosovan refugees. The intervention was not specifically CBT but it focused on psycho-education, trauma and grief-focused activities, as well as relaxation techniques. 60% of the refugee children met criteria for PTSD pre-intervention but this fell to 30% post-intervention.

Reducing depression

Fox, Rossetti, Burns, and Popovich (2005) carried out an eight week school-based programme designed to reduce depression symptoms of south-east Asian refugee children. Specifically, this collaborative program addressed refugee adaptation issues,
children's culture and the development of coping skills. Using the Children’s Depression Inventory (CDI) (Kovacs, 1992), the children’s depression scores had a significant decrease between pre and post test measures.

**Art and expressive therapy**
Rousseau, Drapeau, Lacroix, Bagilishya and Heusch (2005) evaluated the effect of a creative expression program designed to prevent emotional and behavioural problems and to enhance self-esteem in immigrant and refugee children. The program is composed of three types of activities that always combine verbal and non-verbal means of expression (drawing or painting a picture and telling a story), along with times for individual work and times when the children go back to their groups to listen or present their work. Pre and post test data was collected from 138 children involved in the 12 week programme. At the end of the programme, the children in the experimental groups reported lower mean levels of internalising and externalising symptoms and higher mean levels of feelings of popularity and satisfaction than the children in the control groups.

Cumming and Visser (2009) evaluated an art workshop run by the behaviour support team in Devon, with refugee children in a primary school. The focus of the art workshops was to develop social skills that were lacking in refugee children, including: social interaction, smiling, talking, sharing pictures, group work and willingness to participate. Self-esteem and social interaction were measured by observations and qualitative assessment techniques over a period of six months for six refugee children from four Art Workshops. Self-esteem scores increased post-intervention (as measured by the Morris’ Self-Esteem Indicator) and positive social skills were gradually achieved as the weeks progressed. These developments were also observed in the children's confidence and increasing social interactions within the classroom.

**School-based mental health service**
O’Shea, Hodes, Down and Bramley (2000) describe a school-based mental health service in inner London, established to help psychologically distressed refugee pupils. Teachers referred 14 pupils to the project, which involved seeing an outreach mental health worker who provided treatment on the school site. A range of treatment options were available, including family therapy and cognitive work addressing issues of loss. The children received a clinical interview and were scored by teachers on the SDQ. Overall children were helped by the intervention with a reduction in SDQ scores (21.3 to 15.7) and some children showed dramatic benefit.
Using the RADIO approach to identify and meet the SEB needs of refugee pupils.

### RADIO Phases

<table>
<thead>
<tr>
<th>Phases</th>
<th>Typical RADIO activities</th>
<th>Current research activities and outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Awareness of a need</td>
<td>School/ EPS/ LEA request or EPS suggestion</td>
<td>I identified an initial need through past experiences, individual case work and project work in EPS.</td>
</tr>
<tr>
<td>2. Invitation to act</td>
<td>Contracting EP role in organisational development</td>
<td>I obtained data from LA to identify a primary school with high number of refugee children and approached a school.</td>
</tr>
<tr>
<td>3. Clarifying organisational and cultural issues</td>
<td>Exploring opportunities and threats relating to initiative</td>
<td>Initial meeting in school with deputy head teacher and SENCo to address any concerns regarding research. Research proposal was accepted.</td>
</tr>
<tr>
<td>4. Identifying stakeholders in area of need</td>
<td>Agreeing processes for collaborating with stakeholders for feedback and discussion, for example coordinating group and initiative co-ordinator</td>
<td>Deputy head teacher and SENCo were identified as major stakeholders. Further stakeholders would be identified at a later date, including other staff members.</td>
</tr>
<tr>
<td>Step</td>
<td>Activity</td>
<td>Details</td>
</tr>
<tr>
<td>------</td>
<td>----------</td>
<td>---------</td>
</tr>
<tr>
<td>5.</td>
<td>Agreeing focus of concern</td>
<td>Identifying research aims and purposes</td>
</tr>
<tr>
<td>6.</td>
<td>Negotiating framework for information gathering</td>
<td>Issues and decisions regarding methodology, methods, resources and timescales</td>
</tr>
<tr>
<td>7.</td>
<td>Gathering information</td>
<td>Using agreed methods</td>
</tr>
<tr>
<td>8.</td>
<td>Processing information with research sponsors/ stakeholders</td>
<td>Sharing findings with stakeholders</td>
</tr>
<tr>
<td>9.</td>
<td>Agreeing areas for future action</td>
<td>Discussing findings in relation to organisation’s needs and identifying areas for action</td>
</tr>
<tr>
<td>Step</td>
<td>Action Planning</td>
<td>Stakeholder-led planning process</td>
</tr>
<tr>
<td>------</td>
<td>----------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>10</td>
<td>Stakeholder-led planning process</td>
<td>Staff members decided to design a SEB induction programme and organised what additional data they needed to collect, such as details of current induction programme. The SEB programme was drafted.</td>
</tr>
<tr>
<td>11</td>
<td>Stakeholders facilitating change within organisation</td>
<td>The action planning group discussed how the SEB induction programme would run and agreed to pilot the process before the SENCo introduced the programme at a staff meeting.</td>
</tr>
<tr>
<td>12</td>
<td>Stakeholders reviewing effectiveness of action and possibly requesting further EP involvement</td>
<td>I telephoned the SENCO who reported that the pilot had been successful and the programme would be implemented in September.</td>
</tr>
</tbody>
</table>
## Universal Provision

### Induction procedure - yellow

<table>
<thead>
<tr>
<th>Induction procedure for new arrivals (218)</th>
<th>Induction procedure is for all new children (234)</th>
<th>Work out if they are refugees from conversations (235)</th>
<th>Make child feel special in induction (238)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal touch makes them feel special (244)</td>
<td>Parents are encouraged to stay for induction (247)</td>
<td>Half day induction (248)</td>
<td>Tension disappears at induction session (252)</td>
</tr>
<tr>
<td>Two-and-a-half day induction would be ideal (320)</td>
<td>English speakers don’t always receive induction (260)</td>
<td>Time constraints restricted induction plan (329)</td>
<td>Induction co-ordinator wants to offer more (254)</td>
</tr>
<tr>
<td>Half a day is not long enough for full induction (464)</td>
<td>Induction person could induct child into class (446)</td>
<td>Children go to induction co-ordinator with problems (442)</td>
<td>Not enough time to show school video (455)</td>
</tr>
<tr>
<td>Child sometimes ask to see induction person (438)</td>
<td>Induction person has close relationship with child (436)</td>
<td>Induction person could oversee child’s wellbeing (447)</td>
<td>Induction person could hold information on child’s progress in all areas (450)</td>
</tr>
</tbody>
</table>

### Settling in process – light blue

<table>
<thead>
<tr>
<th>Some children don’t settle (169)</th>
<th>Whole class focuses negatively on unsettled child (172)</th>
<th>Settling in process depends on making friends (180)</th>
<th>Unsettled group find it hard to settle (182)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EAL board in hall (535)</td>
<td>Care and well-being of child is paramount (50-58)</td>
<td>Inclusive school which considers needs of all children (494)</td>
<td>Idea of a questionnaire that looks at needs of whole child (425)</td>
</tr>
<tr>
<td>Children know why their photo is on board (544)</td>
<td>Seating arrangements in class can facilitate friendships (528)</td>
<td>Sometimes teachers play small role in settling in process (523)</td>
<td>Informal seating of new pupils with other refugee pupils (526)</td>
</tr>
<tr>
<td>Dinner ladies like having the board (547)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Social, emotional and behavioural support in school

Newly arrived pupils
- Difficulty managing emotions
- Play leaders
- Staff and pupils in school
- Angry/ aggressive pupils

Reasons for different emotions and behaviours
- Past experiences
- Language difficulties
- Socio-cultural factors
- Friendship difficulties

Pupils' emotions and behaviours
- Internalising
- Externalising

Induction procedure
- Buddy system
- Language and learning support

Settling in process
- Universal
- Targeted
- Specialist

Links with parents
- Offering support
- Home-school contact

New to school
- Currently

Themes and sub-themes relating to pupil focus groups

Themes and sub-themes in common (staff and pupils)

Themes and sub-themes relating to staff focus group and relating to questionnaire (highlighted in yellow)

Appendix 3.3
Dear Parent/Carer,

My name is Beth Sharpe and I work for ******. I am carrying out some work in ****** Primary School to find out about how pupils who have moved to England feel about starting a new school. I am also interested in the things that help them to feel happy and settled and to make friends.

To help me in this work I would like to speak with some pupils in the school about their experiences and views. I would like pupils to volunteer to take part in a small group discussion of between 6 – 8 pupils. The group discussion will be held in school time and will last about 45 minutes. The information from the discussion will help me to pass on information to staff in school about what things help pupils when they start a new school in England. It will also help to improve the support that is already given to new pupils.

The group discussion will be recorded so that the information can be gathered after the discussion in school. No individual children will be named when the information is presented to school staff and all tape recordings will be destroyed after the information has been gathered.

If you are happy for your child to take part in this group discussion please sign the form below and return it to school,

Yours Sincerely

Beth Sharpe

I give consent for my child ___________________ in class ___________________ to take part in a group discussion in school about the things that helped them to feel happy and settled and to make friends in this school.

Signed ..............................................................................................
The social, emotional and behavioural needs of refugee children
in a primary school
(Sept ’08–July ’09)

Year group: N R 1 2 3 4 5 6 (please circle)

Please list the staff filling in this questionnaire below and then tick the number of years experience that each staff member has.

Role: ____________________ 0-2 years ( ) 3-5 years ( ) 6-10 years ( ) 11+ years ( )
Role: ____________________ 0-2 years ( ) 3-5 years ( ) 6-10 years ( ) 11+ years ( )
Role: ____________________ 0-2 years ( ) 3-5 years ( ) 6-10 years ( ) 11+ years ( )
Role: ____________________ 0-2 years ( ) 3-5 years ( ) 6-10 years ( ) 11+ years ( )

How many refugee children were in your class last year? (Sept ’08 – July ’09)

______________________________________________________________

Which countries of origin were represented?

______________________________________________________________

Thank you very much for your time and help in completing this questionnaire.
Please think about the refugee children that you had in your class last year.

Look at the list of SEB characteristics. Taking one child at a time, work down the list (1-25) and start a tally to show which characteristics are ‘not true’, ‘somewhat true’, or ‘certainly true’ for each child. Please complete a tally for each refugee child you had in your class last year, using a different coloured pen for each child.

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 1) Considerate of other people’s feelings: |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2) Restless, overactive, cannot stay still for long: |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 3) Often complains of headaches, stomach-aches or sickness: |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 4) Shares readily with other children (treats, toys, pencils etc.): |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 5) Often has temper tantrums or hot tempers: |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 6) Rather solitary, tends to play alone: |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 7) Generally obedient, usually does what adults request: |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 8) Many worries, often seems worried: |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 9) Helpful if someone is hurt, upset or feeling ill: |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 10) Constantly fidgeting or squirming: |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 11) Has at least one good friend: |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 12) Often fights with other children or bullies them: |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 13) Often unhappy, down-hearted or tearful: |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 14) Generally liked by other children: |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 15) Easily distracted, concentration wanders: |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 16) Nervous or clingy in new situations, easily loses confidence: |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 17) Kind to younger children: |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 18) Often lies or cheats: |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 19) Picked on or bullied by other children: |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 20) Often volunteers to help others (parents, teachers, other children): |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 21) Thinks things out before acting: |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 22) Steals from home, school or elsewhere: |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 23) Gets on better with adults than with other children: |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 24) Many fears, easily scared: |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 25) Sees tasks through to the end, good attention span: |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |

Key for the information provided above - Please draw each coloured line that you used above and next to the line write either male or female and the country of origin for that child. e.g. Female, Somalia.
Provision to meet the social, emotional and behavioural needs of refugee children:

**Universal provision (for all refugee children) (wave 1)**  
e.g. induction procedures for refugee children, SEAL, Circle time

**Targeted provision (for some refugee children) (wave 2)**  
group work e.g. social skills group  
one-to-one work e.g. counselling

**Specialist provision (for one or two refugee children) (wave 3)**  
e.g. referral to another professional – EP, CAMHS

What types of universal provision for social, emotional and behavioural needs have been offered to refugee children in your class?

__________________________________________________________________________________________

Overall, how effective do you feel this provision has been in meeting the social, emotional and behavioural needs of most refugee children in your class?

0 1 2 3 4 5 6 7 8 9 10
not at all effective fairly effective extremely effective

Are there any ways in which you feel this provision could be improved?

__________________________________________________________________________________________

What types of targeted provision have been offered to refugee children in your class? How many pupils have accessed this provision?

__________________________________________________________________________________________

Overall, how effective do you feel this provision has been in meeting the social, emotional and behavioural needs of the refugee children that have received this provision?

0 1 2 3 4 5 6 7 8 9 10
not at all effective fairly effective extremely effective

Are there any ways in which you feel this provision could be improved?

__________________________________________________________________________________________

What types of specialist provision have been offered to refugee children in your class? How many pupils have accessed this provision?

__________________________________________________________________________________________

Overall, how effective do you feel this provision has been in meeting the social, emotional and behavioural needs of the children who have accessed specialist provision?

0 1 2 3 4 5 6 7 8 9 10
not at all effective fairly effective extremely effective

Are there any ways in which you feel this provision could be improved?

__________________________________________________________________________________________
Hi everyone and thank you very much for giving up this precious time after school. My name is Beth Sharpe, hopefully most of you heard me introduce myself on one of your training days, but for those who didn’t – I’m an educational psychologist working in the South but I’m also carrying out some research this year, looking at the social, emotional and behavioural needs of refugee children.

I’m carrying out this research to discover what/if any social, emotional and behavioural needs of refugee children are represented in a school population. I’m also interested in finding out about the provision that school’s offer to refugee children and if there is a role for the EP to play in supporting the school to support refugee children.

I’m not saying that refugee children are the only group of pupils that experience social, emotional and behavioural difficulties, however for my research I’ve just chosen one group of pupils to focus on.

I approached PC to ask if I could come into your school as this a primary school with one of the highest numbers of refugee children in ****. I’m not here like someone from Ofsted to check out what you are doing. I’m just interested in finding out what one school are doing and if there are any ways for EP’s to support schools with high numbers of refugee children more.

So basically, a focus group is where questions on a particular subject are asked in an interactive setting. The participants are free to talk with other group members and hold a joint discussion led by a facilitator.

Hopefully everyone is happy for me to record today’s session. Liz has come with me to support me in jotting down who is speaking when, to help me when I listen back to the tape recording. All information I collect is confidential as to who provided it. When I’m writing this research up, I will not name the school or anyone who participated in this focus group. Also, anyone is free to leave at any point in the session if they want to.

Ground Rules.

Please just relax and say whatever you want in this group today – I’m just interested in your views.

Any questions before we start?
Ground Rules for Focus Group

- There is no right or wrong answer.

- Respect other participants’ right to speak.

- Do not speak if another person in the group is speaking.

- Stop speaking when the facilitator asks.

- Each participant is free to withdraw from the focus group at any point.

- Keep discussions from the group confidential.
Question line for staff focus group

(Each bullet point was originally on a separate piece of A4 paper, font size 60)

- **The social, emotional and behavioural needs of refugee children**
- What types of social, emotional and behavioural difficulties have you seen presented in refugee children in school?
- Are these needs different to those of other groups of pupils in school?
- Are there groups of refugee pupils that present their needs in a similar way, for example those from the same country of origin or those of the same gender?

- **Universal provision in school focusing on the social, emotional and behavioural needs of refugee children.**
- Apart from the language support, is there any social, emotional and behavioural provision that is offered specifically for refugee children new to the school?
- If you set aside constraints such as time and resources, is there any extra provision relating to social, emotional and behavioural needs that you would like to offer all refugee pupils in your school?

- **Targeted provision in school focusing on the social, emotional and behavioural needs of refugee children.**
- Could you tell me about any targeted work, for example, group work or individual work that currently addresses any of these social, emotional and behavioural needs for refugee children?
- If someone offered to run some targeted provision in school, what areas of social, emotional and behavioural difficulties would you prioritise for them to focus on?

- **Specialist provision offered to school by other agencies, focusing on the social, emotional and behavioural needs of refugee children.**
- Could you tell me about any specialist services or professionals that support refugee children with social, emotional and behavioural needs?
- Is there any information that would help you to access or receive more support from specialist services or professionals?
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<th>SEB</th>
<th>General school induction</th>
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<td>Paired to suitable child in class</td>
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<td>Recognition of world refugee day</td>
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Social, emotional and behavioural needs

- Difficulties with social skills (sharing, empathising, helping others)
- Difficulties in forming friendships
- Worried or anxious
- Unhappy and withdrawn
- Lacking in confidence and self-esteem
- Poor concentration and attention
- Negative behaviours (angry, defiant, aggressive, lying)
Hi everyone thanks for coming to join this group work today. My name is Beth and this is Liz who works with me.

We’ve invited you to come and do some activities with us today because we’re really interested in hearing your views and ideas you might have about your school. We have invited all of you here today because you have all joined the school at different times from a different country. We are interested in how you felt when you joined this school and the things that have helped you to settle in and make new friends in school.

I sent a letter home to your parent or guardian asking if they were happy for you to take part in this group discussion and someone at home said yes for everyone in this room. I want to check that everyone is happy to be part of this group now or if anyone would rather go back to class. Also if you are not happy being in the group then you can ask me if you can go back to class at any point.

One thing that is really important about this group is that we listen to what other people say. I want people to be able to be honest in this group and say whatever they want to. This means that when we leave this group I don’t want people to tell other people what children have said in this group because people here might not want other children to know what they have said. I will also keep what people share in this group today confidential, unless I feel that someone has shared something that makes me concerned about their safety or welfare and then I will have to share this information with another adult.

We want everyone to enjoy being part of this group today so I’ve come up with a few rules that might help us to listen well to each other and have a good time in this group.
Group Rules

1) Put your hand up when you want to say something in the group.

2) Listen to other people when they are sharing something with the group.

3) There is no right or wrong answer – everything you want to say is important and interesting.

4) Do not talk about things that other children have said when you go back to class or you are in the playground.

5) If you want to leave the group and go back to class you can ask Beth.
Feelings

Aggressive  Worried  Shy  Bored
Confident  Determined  Disappointed  Frightened
Frustrated  Guilty  Happy  Horrified
Hurt  Interested  Lonely  Negative
Sad  Surprised  Undecided
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How each phase of the thematic analysis process (Braun and Clarke, 2006) was carried out

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<th>Description of the process</th>
<th>How I carried out each phase</th>
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<td>1. Familiarizing yourself with your data:</td>
<td>Transcribing data (if necessary), reading and re-reading the data, noting down initial ideas.</td>
<td>I transcribed each of the three focus groups to familiarise myself with the data. I then read through each of the three transcripts twice and wrote down any initial thoughts or ideas that I had about the data.</td>
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<td>2. Generating initial codes:</td>
<td>Coding interesting features of the data in a systematic fashion across the entire data set, collating data relevant to each code.</td>
<td>I printed out copies of the three focus group transcripts and systematically read through each one looking for interesting features in the data. Every few sentences I would write a code in the margin of the transcript to match up to the information in the transcript. I used coloured pens to start matching up codes within the transcripts.</td>
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<td>3. Searching for themes:</td>
<td>Collating codes into potential themes, gathering all data relevant to each potential theme.</td>
<td>To collate the codes I typed each code into a text box, which could then be moved around in a word document to be placed next to similar codes. I had already started to match similar codes together in phase 2 and continued to do this in phase 3 to place codes together to form potential themes. I colour coded each text box to show which theme it belonged to. From collating the codes together (appendix 3.2) I then developed some initial thematic maps for the staff and pupil focus groups before producing a final thematic map for the full data set (appendix 3.3).</td>
</tr>
<tr>
<td>4. Reviewing themes:</td>
<td>Checking if the themes work in relation to the coded extracts (Level 1) and the entire data set (Level 2), generating a thematic ‘map’ of the analysis.</td>
<td>I considered the themes in the initial thematic map for the staff focus group and realised that there was not enough data to support the sub-theme of ‘general’ provision in school. I also decided that the sub-theme of ‘areas to develop’ would fit more if the codes were split into other already existing sub-themes, for example ‘induction procedure’ and ‘settling in process’. These changes were made and the ‘final thematic map’ was produced. I then reviewed all of the codes that I had grouped together to form each sub-theme and major theme (level 1). I reviewed the themes at phase 3</td>
</tr>
</tbody>
</table>

Appendix 3.17
and phase 4 with a trainee EP colleague. At this point I felt confident that the extracts for each theme made a ‘coherent pattern’.

I then considered the themes in relation to the whole data set (level 2). I had developed ‘initial’ and ‘developed’ thematic maps for the pupil focus groups and staff questionnaire and focus group separately before trying to bring these together to form a final thematic map for the whole data set. Due to the fact that there was a lot of overlap in the thematic maps produced for the staff and pupil data, I felt confident that the final thematic map reflected information from all the data sets. I read back through the focus groups and the information from the staff questionnaire and felt confident that the final thematic map reflected the meanings in the data set as a whole.

| 5. Defining and naming themes: | Ongoing analysis to refine the specifics of each theme, and the overall story the analysis tells, generating clear definitions and names for each theme. | From the final thematic map, I could then start to think about writing a detailed analysis of each theme in the results section of this research. To check that I could clearly define what my themes were and were not, I made sure that I could describe the content of each theme in a couple of sentences. At this phase I also checked the titles of all of the themes and sub-themes to check that they were concise but also clear enough to let the reader know what the theme was about. At this stage I changed the theme ‘newly arrived’ to ‘newly arrived pupils’ and the theme ‘social, emotional and behavioural’ to ‘social, emotional and behavioural support in school’. I also shortened another subtheme from ‘offered to parents and families’ to ‘offering support’. |
| 6. Producing the report: | The final opportunity for analysis. Selection of vivid, compelling extract examples, final analysis of selected extracts, relating back of the analysis to the research question and literature, producing a scholarly report of the analysis. | The final phase involved actually writing the story of my data in the results section of this research. I chose interesting extracts from the data to give evidence of the theme to the reader. |
## Appendix 3.18

### A 15-point checklist of criteria for good thematic analysis

<table>
<thead>
<tr>
<th>Process</th>
<th>No.</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transcription</td>
<td>1</td>
<td>The data have been transcribed to an appropriate level of detail, and the transcripts have been checked against the tapes for ‘accuracy’.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Each data item has been given equal attention in the coding process.</td>
</tr>
<tr>
<td>Coding</td>
<td>3</td>
<td>Themes have not been generated from a few vivid examples (an anecdotal approach), but instead the coding process has been thorough, inclusive and comprehensive.</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>All relevant extracts for all each theme have been collated.</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Themes have been checked against each other and back to the original data set.</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>Themes are internally coherent, consistent, and distinctive.</td>
</tr>
<tr>
<td>Analysis</td>
<td>7</td>
<td>Data have been analysed - interpreted, made sense of - rather than just paraphrased or described.</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>Analysis and data match each other - the extracts illustrate the analytic claims.</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>Analysis tells a convincing and well-organized story about the data and topic.</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>A good balance between analytic narrative and illustrative extracts is provided.</td>
</tr>
<tr>
<td>Overall</td>
<td>11</td>
<td>Enough time has been allocated to complete all phases of the analysis adequately, without rushing a phase or giving it a once-over-lightly.</td>
</tr>
<tr>
<td>Written Report</td>
<td>12</td>
<td>The assumptions about, and specific approach to, thematic analysis are clearly explicated.</td>
</tr>
<tr>
<td></td>
<td>13</td>
<td>There is a good fit between what you claim you do, and what you show you have done, ie, described method and reported analysis are consistent.</td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>The language and concepts used in the report are consistent with the epistemological position of the analysis.</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>The researcher is positioned as active in the research process; themes do not just ‘emerge’.</td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Time budget</td>
</tr>
<tr>
<td>---------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>June 2009</td>
<td>Contacted local authority data team to obtain information on the number of refugee children in primary and secondary schools in the authority.</td>
<td>½ day</td>
</tr>
<tr>
<td>June 2009</td>
<td>Identified primary schools with highest number of refugee children and approached them in order from highest first to negotiate a school for the current research.</td>
<td>½ day</td>
</tr>
<tr>
<td>July 2009</td>
<td>Meeting with the deputy headteacher and SENCo in one primary school to outline my research and decide upon whether they would engage in research.</td>
<td>½ day</td>
</tr>
<tr>
<td>August 09</td>
<td>Designed staff questionnaire</td>
<td>1 day</td>
</tr>
<tr>
<td>4&lt;sup&gt;th&lt;/sup&gt; September 09</td>
<td>Introduced myself and research at staff training day. Handed out staff questionnaires to complete and volunteer slips for staff focus groups.</td>
<td>½ day</td>
</tr>
<tr>
<td>7&lt;sup&gt;th&lt;/sup&gt; September 09</td>
<td>Picked up questionnaires and focus group volunteer slips</td>
<td>1 hour</td>
</tr>
<tr>
<td>September 09</td>
<td>Planning staff focus group</td>
<td>1 day</td>
</tr>
<tr>
<td>24&lt;sup&gt;th&lt;/sup&gt; September 09</td>
<td>Carried out staff focus group</td>
<td>½ day</td>
</tr>
<tr>
<td>October 09</td>
<td>Write letters re. pupil focus group to send out to parents and email these to translation service to be translated into Farsi and Somali.</td>
<td>½ day</td>
</tr>
<tr>
<td>October 09</td>
<td>Planning pupil focus groups</td>
<td>1 day</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt; November 09</td>
<td>Met with SENCo – looked through list of refugee pupils, decided to send letters to 22 pupils in</td>
<td>1 hour</td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
<td>Duration</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-----------------------------------------------------------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>11th November 09</td>
<td>Letters were sent home in Farsi, Somali and English with 22 KS2 refugee pupils</td>
<td>1 hour</td>
</tr>
<tr>
<td>19th November</td>
<td>Year 5/6 focus group</td>
<td>½ day</td>
</tr>
<tr>
<td>Nov-Dec 2010</td>
<td>Carry out quantitative and qualitative data analysis</td>
<td>7 days</td>
</tr>
<tr>
<td>4th December</td>
<td>Year 3/4 focus group</td>
<td>½ day</td>
</tr>
<tr>
<td>9th December</td>
<td>Overview of general themes reported back to action planning group</td>
<td>½ day</td>
</tr>
<tr>
<td>16th December</td>
<td>Meeting with action planning group</td>
<td>½ day</td>
</tr>
<tr>
<td>January 09</td>
<td>Meeting with action planning group</td>
<td>½ day</td>
</tr>
<tr>
<td>February 09</td>
<td>Meeting with action planning group</td>
<td>½ day</td>
</tr>
<tr>
<td>Feb onwards 2010</td>
<td>Write up thesis</td>
<td>As long as it takes!</td>
</tr>
<tr>
<td>Risk</td>
<td>Level</td>
<td>Contingency</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td><strong>Questionnaire</strong></td>
<td>Medium</td>
<td>Carry out some semi-structured interviews with school staff to obtain more detailed information</td>
</tr>
<tr>
<td>The information on the staff questionnaires might not provide enough information</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Staff focus group:</strong></td>
<td>Medium</td>
<td>Consider carrying out semi-structured interviews with a few members of staff</td>
</tr>
<tr>
<td>Not many staff participants for focus group</td>
<td></td>
<td>Use prompts, such as activities to support questions to promote discussions in focus group or focus more on the provision in school if staff members are struggling to discuss pupils’ needs.</td>
</tr>
<tr>
<td>Staff might not have much to discuss in focus group if they are not aware of SEB needs of refugee children.</td>
<td>Medium</td>
<td></td>
</tr>
<tr>
<td><strong>Pupil focus groups:</strong></td>
<td>High</td>
<td>Ask class teacher to talk to parents to find out if lack of consent is linked to lack of understanding about focus groups and offer to give further explanation (with interpreter if required).</td>
</tr>
<tr>
<td>No consent forms received from refugee parents for pupil participation in focus group</td>
<td>High</td>
<td>Consider carrying out individual interviews with pupils or run one small focus group.</td>
</tr>
<tr>
<td>Not many consent forms received by refugee parents for pupil participation in focus group</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language difficulties for refugee pupils in focus groups</td>
<td>High</td>
<td>Find out from class teacher if an interpreter might be needed for some pupils. Use lots of visual activities to support questions asked in focus group.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>Action Research</strong></td>
<td><strong>Medium</strong></td>
<td><strong>Low</strong></td>
</tr>
<tr>
<td>Difficulty for staff to engage in the action research process</td>
<td>EP to spend time explaining the action research model with key members of staff and give support in the action planning meetings.</td>
<td></td>
</tr>
<tr>
<td>Difficulty for staff to decide upon and plan next steps after reflecting upon the findings from the data gathering stage.</td>
<td>EP to work collaboratively with staff to help them to prioritise and draw up an action plan to support the next steps of the research.</td>
<td></td>
</tr>
<tr>
<td>Difficulty for staff to bring about and evaluate a change in practice</td>
<td>EP to work collaboratively with staff including SMT to ensure that the next steps are supported and given the opportunity to be incorporated into practice and evaluated. EP to support staff in methods to evaluate next steps.</td>
<td></td>
</tr>
</tbody>
</table>
Meeting the social, emotional and behavioural needs of refugee pupils

***** Primary School

Staff questionnaire

The questionnaire looked at 5 different areas of social, emotional and behavioural development:

- Prosocial behaviour
- Emotional behaviour
- Peer Problems
- Hyperactivity
- Conduct Problems

\[
\text{Total difficulties}
\]

The questionnaire has been standardised on primary aged pupils and therefore scores can indicate if they are in the ‘normal’ range, ‘borderline’ or ‘abnormal’ range. The questionnaire in school was completed for 46 refugee/asylum seeker pupils.

21/46 pupils were in the ‘abnormal’ range for displaying prosocial behaviours.

10/46 pupils were in the ‘abnormal’ range for displaying emotional behaviours.

15/46 pupils were in the ‘abnormal’ range for displaying peer problems.

13/46 pupils were in the ‘abnormal’ range for displaying hyperactivity.

14/46 pupils were in the ‘abnormal’ range for displaying conduct problems.

22/46 (48%) pupils were in the ‘abnormal’ range for displaying total social, emotional and behavioural difficulties.

The mean score for total difficulties in ***** Primary School was 14.8 whereas the national standardized mean score was 6.7.

Pupil focus groups

The best thing about this school is........

<table>
<thead>
<tr>
<th>Year 3/4</th>
<th>Year 5/6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nice children and adults</td>
<td>Playground</td>
</tr>
<tr>
<td>If you have a problem you can tell a teacher</td>
<td>Art</td>
</tr>
<tr>
<td>Children in playground help you to find friends</td>
<td>The building</td>
</tr>
<tr>
<td>CD in computer to help you learn English</td>
<td></td>
</tr>
<tr>
<td>Buddy system</td>
<td></td>
</tr>
</tbody>
</table>

When I was new at this school the things that helped me were:

<table>
<thead>
<tr>
<th>Year 3/4</th>
<th>Year 5/6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Miss M – Tues and Fri</td>
<td>Adults telling me where I could/couldn’t go</td>
</tr>
<tr>
<td>Friend helped me to learn English</td>
<td>Asking a teacher/pupil if I needed help</td>
</tr>
<tr>
<td>Miss R – going on the computer</td>
<td>Help from teacher to read and write English and improve my Maths</td>
</tr>
</tbody>
</table>
### Buddy System

Work that was not too hard for me

The person that has helped me most in this school is..........

<table>
<thead>
<tr>
<th>Year 3/4</th>
<th>Year 5/6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Miss R, Miss W and buddy</td>
<td>Buddy</td>
</tr>
<tr>
<td>Y2 teacher, Miss W</td>
<td>Teacher</td>
</tr>
<tr>
<td>Teachers</td>
<td></td>
</tr>
<tr>
<td>Some of the boys in my class</td>
<td></td>
</tr>
</tbody>
</table>

The thing that helped me to make friends in school was.....

<table>
<thead>
<tr>
<th>Year 3/4</th>
<th>Year 5/6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting my teacher and class before I started school</td>
<td>Playing with my sister and her friends</td>
</tr>
<tr>
<td>Buddy</td>
<td>A boy in my maths class asking if I wanted to be his friend</td>
</tr>
<tr>
<td></td>
<td>Play leaders in playground</td>
</tr>
</tbody>
</table>

When I was new to this school, in the classroom I felt.......  

<table>
<thead>
<tr>
<th>Year 3/4</th>
<th>Year 5/6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scared, shy, interested, sad, frightened, lonely,</td>
<td>Worried, shy, lonely, frustrated, sad, frightened</td>
</tr>
</tbody>
</table>

When I was new to this school, in the playground I felt.......  

<table>
<thead>
<tr>
<th>Year 3/4</th>
<th>Year 5/6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hurt inside (people making fun of me), sad, worried, horrified, lonely, bored</td>
<td>Surprised, interested, sad, lonely, interested, happy, worried</td>
</tr>
</tbody>
</table>

This morning, in the classroom I felt.......  

<table>
<thead>
<tr>
<th>Year 3/4</th>
<th>Year 5/6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confident, shy, happy, interested, excited, surprised</td>
<td>Happy, confident, bored, angry</td>
</tr>
</tbody>
</table>

This morning, in the playground I felt.......  

<table>
<thead>
<tr>
<th>Year 3/4</th>
<th>Year 5/6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Angry and aggressive, happy, confident, bored</td>
<td>Happy, confident, bad, angry, interested, hurt, negative</td>
</tr>
</tbody>
</table>
If I could change one thing in school it would be......

<table>
<thead>
<tr>
<th>Year 3/4</th>
<th>Year 5/6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change the bad people to be good people, All the children to be nice to each other and to learn lots.</td>
<td>Dinners – more fish! Turn all the bullies to be good, make people good who were fighting, I would be good at everything!</td>
</tr>
</tbody>
</table>

Picture of a boy (looking sad) only been in England for 2 weeks, he has come from African country. How do you think he is feeling?

<table>
<thead>
<tr>
<th>Year 3/4</th>
<th>Year 5/6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Angry, sad, worried, shy, thinking a lot about what if something bad happens</td>
<td>Sad, lonely, scared, maybe wants to go back to his own country, doesn’t want to go to school but wants to stay with his mum and dad, feels that no-one likes him, scared of his teachers, could be an orphan</td>
</tr>
</tbody>
</table>

What do you think could help him?

<table>
<thead>
<tr>
<th>Year 3/4</th>
<th>Year 5/6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask if he wanted to play</td>
<td>Talk to his mum and dad</td>
</tr>
<tr>
<td>Tell the headteacher to put more games in playground</td>
<td>Tell his teacher how he’s feeling</td>
</tr>
<tr>
<td>Teach him English</td>
<td>Mum could stay in school with him for maybe 2 weeks until he is a bit more confident</td>
</tr>
<tr>
<td></td>
<td>Help him to find a friend</td>
</tr>
<tr>
<td></td>
<td>Ask him what he likes doing</td>
</tr>
<tr>
<td></td>
<td>Let him play games in the morning and encourage him to do some work in the afternoon</td>
</tr>
</tbody>
</table>

Picture of a boy (fighting) been in England for 2 months, he has come from Russia. How do you think he is feeling?

<table>
<thead>
<tr>
<th>Year 3/4</th>
<th>Year 5/6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sad that he is being bullied, angry, jealous, mad</td>
<td>Angry and wants to kill and fight people, Bullying and fighting, jealous of another boy so wants to fight and kill him, maybe he wants to go to another school not this one or he didn’t want to come to this country</td>
</tr>
</tbody>
</table>

What do you think could help him?

<table>
<thead>
<tr>
<th>Year 3/4</th>
<th>Year 5/6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talk to the bad people and make them nice</td>
<td>He doesn’t need help because he’s killing people</td>
</tr>
<tr>
<td>Get some nice toys so that they can play nicely in the playground</td>
<td>Exclude him – teach him a lesson</td>
</tr>
<tr>
<td></td>
<td>Maybe people in Russia kill people and fight so that’s why he’s doing it</td>
</tr>
<tr>
<td></td>
<td>He wants to have his power</td>
</tr>
<tr>
<td></td>
<td>Kick him out of school</td>
</tr>
<tr>
<td></td>
<td>If he’s over 11 take him to jail</td>
</tr>
</tbody>
</table>
Staff focus group

What are the SEB needs of refugee pupils?

- Withdrawn – barrier because of language
- Violent and aggressive
- Emotional and weepy
- Scared – don’t know what to do, can’t keep to the routines

Are these needs different to other groups in school?

- These behaviours are seen in other groups
- The triggers and the way refugee pupils respond to these are the things that make them stand out
- Refugee children’s experiences are vast and varied
- Some behaviours you can generalise within a group – it’s cultural

Are there groups of refugee children that present their needs in a similar way?

- Girls – tend to be more mature, could possibly be linked to their role at home, doing more jobs.
- Some children who have had a lack of previous school experience have missed out on nursery and maybe not had the same play experiences. They can seem years behind but this could be cultural rather than just refugee pupils.
- Somali pupils
  - Assume it’s because of their background, what they’ve seen
  - Instability – react quickly, think about what they’ve done afterwards, defend and attack
  - Parents are very defensive
  - Behaviour results in social problems
  - Angry and withdrawn – not wishing to talk (angry inside?)
  - Levels of aggression within all new arrivals, after induction – Somali children that are still struggling
  - Sometimes settling in never happened – it depends on who attached themselves to child
  - Somali pupils find it hard to make friendships – display anti-social behaviour
  - With high no of Somali pupil joining school, more in fighting rather than a sense of community
  - Lack of people in school to support Somali pupils

Universal provision

- Induction – parents stay for ½ day, mainly for EAL pupils, wish we could do more
- Buddy system – try to match up pupils, for example same country of origin. Sometimes hard for KS1 pupils to remember who their buddy is.
- Language support – story books, interactive dictionary
- Board in hall – pupils name and few details

If there were no time constraints then the universal provision could include.......
• 2 ½ - 3 day induction – 2 full days play with buddy
• Parents group – looking at how they can help their children to feel good about themselves, using rewards etc.
• Closer links with both parents
• 1 week of intense English lessons
• EAL file to all year groups
• Questionnaire produced by ****** – something that assesses social and emotional well-being.
• Induction person to also be the contact person in school, to oversee their well-being.

Targeted provision

• Circle time
• Nurture group at lunch time
• Quite a lot of refugee children joined karate club
• 1-1 counselling (REAP)
• Parents Support Advisor – offer help, for example where to get second hand toys
• Refugee week
• New children are grouped for learning with other children who are relatively new – helps them to form friendships
• PSA ran family SEAL – lots of refugee parents came to parent session. Good to talk with parents and watch them play/not play with their children. Currently PSA is developing courses for parents to attend with their children – to develop language/role play etc.

If offered some targeted work......

• Playing with each other, sharing, friendships, co-operation
• Social skills
• Negative behaviours, aggression
• Key worker-help pupils to focus on area of ‘play’, experience things they haven’t experienced before, outdoor games, acting in role, dressing up
• Set time to work on turn-taking skills, team work, working together
• Staff members have seen worried, withdrawn pupils but this is often linked to a lack of friendships – when they form friendships, many of the worries go away.

Specialist provision

• REAP counselling
• CAMHS

More help needed from specialist support services.......  

• Need to know what help is available - to be able to tell parents
• There might be a section of ****** that support refugee children?
• Have accessed EP support in the past
• Communication is key
Summary

Lots of areas of excellent practice.....

- Induction programme
- Buddy system
- Play leaders in playground
- Circle time
- Nurture room at lunch time
- SEAL

- Refugee day
- Use of ICT to support EAL
- EAL small group support
- Induction with parents
- Good links with parents
- Supportive teachers and friendly pupils

Lots of ideas of areas to develop further.............

- Some children who have had a lack of previous school experience have missed out on nursery and maybe not had the same play experiences. They can seem years behind but this could be cultural rather than just refugee pupils.

- Somali pupils
  - Assume it’s because of their background, what they’ve seen
  - Instability – react quickly, think about what they’ve done afterwards, defend and attack
  - Parents are very defensive
  - Behaviour results in social problems
  - Angry and withdrawn – not wishing to talk (angry inside?)
  - Levels of aggression within all new arrivals, after induction – Somali children that are still struggling

- 2 ½ - 3 day induction – 2 full days play with buddy
- Parents group – looking at how they can help their children to feel good about themselves, using rewards etc.
- Closer links with both parents
- 1 week of intense English lessons
- EAL file to all year groups
- Questionnaire produced by ******* – something that assesses social and emotional well-being.
- Induction person to also be the contact person in school, for example to oversee their well-being.
- PSA ran family SEAL – lots of refugee parents came to parent session. Good to talk with parents and watch them play/not play with their children. Currently PSA is developing courses for parents to attend with their children – to develop language/role play etc.

Targeted work:

- Playing with each other, sharing, friendships, co-operation
- Social skills
- Negative behaviours, aggression
- Key worker-help pupils to focus on area of ‘play’, experience things they haven’t experienced before, outdoor games, acting in role, dressing up
- Set time to work on turn-taking skills, team work, working together
- Need to know what help is available - to be able to tell parents
- There might be a section of ******* that support refugee children?
Office gives new child and parents a start date at 1pm for afternoon induction.

Information on new child is passed to the support staff for that year group. The support staff comes out of class on the afternoon of the induction.

Information gathering

- Admissions form filled out by support staff e.g. contact details, doctor and dentist, any allergies.
- At the same time, support staff are assessing the language needs of parents and child and any other significant factors.
- A copy of the admissions form is kept by the support staff and given to the class teacher and the office staff.
- A photo of the child is taken to put on the EAL board in the hall.
- If the child has any allergies, a photo of the child is put in the staffroom with any details of the allergy.

Assessments

- All children given a maths assessment relevant to the year group they are going in to.
- Does the child speak any English?
  - No: The child is given an EAL assessment.
  - Yes: The child is given an EAL assessment and a literacy assessment.
- Support staff use a form adapted from 'A language in Common' to highlight what stage pupils are at in their language acquisition.
- A form is used to record all information about language and any other issues. The form is passed to TM and class teacher. If the child has not reached a level 1c on the EAL assessment they will start English classes with TM.
- TM will also pass any relevant resources on to class teacher e.g. dictionary, bilingual books.

Information give

- Explain the school day to parents – start and finish time, school timetable, sort out dinners, where to drop off and collect child, which gate to use and where the office is.
- Parents and child are taken to uniform shop – they can buy it on the day or take away a list of prices and buy it the next day.
- Parents and child are taken on a tour of the school e.g. toilets, new class teacher, children in class, which staircase to use.
- Parents are given:
  - A compliments slip with school contact details
  - Letter about breakfast club
  - Information about EAL classes for parents
  - Number to ring if child is absent
  - Number to ring about free school dinners
- TM will also pass any relevant resources on to class teacher e.g. dictionary, bilingual books.
Social, emotional and behavioural needs of child

KS1

New arrival is given two buddies on the first morning in class

Class teacher to monitor settling in process in class. TM will also have regular contact with non-English speakers in EAL classes and be able to closely monitor their settling in.

After 3 weeks all new arrivals meet with the person they know best e.g. class teacher or support staff and complete ‘settling in’ worksheets.

The class teacher also completes the ‘pupil review’ tick sheets.

A photocopy of all the worksheets are given to TM.

Parents are invited into school to share their views about how their child is settling in. The ‘settling in’ worksheets and the ‘pupil review’ sheets can also be discussed with parents.

If the child is feeling happy and settled in school, continue to monitor them informally.

If the child is not feeling happy and settled in school, draw up a plan on the pupil review sheet of how the child will be supported further in school (share this with parents).

After another 3 weeks new arrival meets with class teacher/support staff and goes through settling in worksheets again to see if child is feeling happier. Class teacher also reviews ‘pupil review’ sheet.

If the child is not feeling happy and settled in school, the class teacher/support staff would discuss this with the SENCo and consider more targeted interventions to support the child in school.

At this stage the SENCo would ask the class teacher and parents to fill in a SDQ.

Appendix 4.3
My new school

Name: __________ Class: ________ Start Date: __________ Today’s Date: __________

Do you enjoy coming to your new school?
Yes  Sometimes  No

What do you like best about this school?

What do you like least about this school?

Circle a number to describe how you are feeling in your new school:

How do you feel in your new class?

0 1 2 3 4 5 6 7 8 9 10

Very worried  OK  Very happy

How do you feel when you are in the playground?

0 1 2 3 4 5 6 7 8 9 10

Very lonely  OK  Very happy

Have you made some new friends in school?

0 1 2 3 4 5 6 7 8 9 10

No, new friends  Some new friends  Lots of friends
How do you find the work in school?

0  1  2  3  4  5  6  7  8  9  10

Very hard     OK     Very easy

How do you feel about finding your way around school?

0  1  2  3  4  5  6  7  8  9  10

It’s very hard  It’s OK  It’s very easy

Which lessons do you enjoy in school? Why?

Which lessons are you finding hard in school? Why?

How do you like to work in school?

Who do you get on well with in school?

If you could change something about school what would it be?
### Physical and Emotional Well-Being

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<tr>
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<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<tbody>
<tr>
<td>Does the child come to school/class willingly?</td>
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<tr>
<td>Is he/she generally happy and relaxed?</td>
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<td>Is he/she able to initiate contact (physical/verbal) with adults in class?</td>
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<td>Has he/she made at least one ‘best’ friend?</td>
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<td>Does the child interact positively with peers in class?</td>
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<td>Does he/she play nicely with others in the playground?</td>
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<tr>
<td>Is attendance good and does the child arrive punctually to school?</td>
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<td>Are there any apparent health problems?</td>
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<td>Is the child coming to school clean and appropriately dressed?</td>
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<tr>
<td>Is the child displaying any attention seeking behaviour?</td>
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</table>
### Areas scoring 3/4

<table>
<thead>
<tr>
<th>Concern:</th>
<th>Action Required (if any):</th>
<th>Done?</th>
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### Attitude to Work and Academic Performance

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<tr>
<td>Does the child show interest and motivation in learning?</td>
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<td>Does he/she start tasks?</td>
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<tr>
<td>Does he/she stay on task?</td>
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<td>Does he/she complete tasks?</td>
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<td>Is work at a generally consistent level within a subject area?</td>
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<tr>
<td>Has the child made any contribution to whole class discussions?</td>
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<tr>
<td>Is there any evidence of Special Educational Needs?</td>
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<tr>
<td>Has he/she demonstrated progress in English acquisition if an EAL beginner</td>
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</table>

### Areas scoring 3/4

<table>
<thead>
<tr>
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</table>
## General Behaviour

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<tr>
<th>Question</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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</thead>
<tbody>
<tr>
<td>Does the child follow class routines?</td>
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<tr>
<td>Does he/she follow whole school routines, for example lunchtime, lining up?</td>
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<tr>
<td>Does he/she know the layout of the school as necessary?</td>
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<tr>
<td>Does he/she accept adults’ directions?</td>
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<tr>
<td>Can the child work or play without constant adult supervision?</td>
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<td>Does he/she participate positively in group/class activities?</td>
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<tr>
<td>Does he/she work cooperatively with peers?</td>
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<tr>
<td>Is the child making frequent toilet visits or using other diversionary tactics to get out of the class?</td>
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<tr>
<td>Is contact with a parent/carer at an acceptable level?</td>
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</table>

### Areas scoring 3/4

<table>
<thead>
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Date of follow-up meeting if required: ______________________
## Strengths and Difficulties Questionnaire

For each item, please mark the box for Not True, Somewhat True or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain or the item seems dull! Please give your answers on the basis of the child's behaviour over the last six months or this school year.

**Child's Name**

**Date of Birth**

<table>
<thead>
<tr>
<th>Item</th>
<th>Not True</th>
<th>Somewhat True</th>
<th>Certainly True</th>
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</thead>
<tbody>
<tr>
<td>Considerate of other people's feelings</td>
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<tr>
<td>Restless, overactive, cannot stay still for long</td>
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<tr>
<td>Often complains of headaches, stomach-aches or sickness</td>
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<tr>
<td>Shares readily with other children (toys, pencils etc.)</td>
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<tr>
<td>Often has temper tantrums or lost temper</td>
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<tr>
<td>Rather solitary, tends to play alone</td>
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<tr>
<td>Generally obedient, usually does what adults request</td>
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<tr>
<td>Many worries, often seems worried</td>
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<tr>
<td>Helpful if someone is hurt, upset or feeling ill</td>
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<tr>
<td>Constantly fidgeting or squirming</td>
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<tr>
<td>Has at least one good friend</td>
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<td>Often fights with other children or bullies them</td>
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<tr>
<td>Often unhappy, down-hearted or tearful</td>
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<tr>
<td>Generally liked by other children</td>
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<tr>
<td>Easily distracted, concentration wander</td>
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<td>Nervous or clingy in new situations, easily loses confidence</td>
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<tr>
<td>Kind to younger children</td>
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<tr>
<td>Often lies or cheats</td>
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<tr>
<td>Picked on or bullied by other children</td>
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<tr>
<td>Often volunteers to help others (parents, teachers, other children)</td>
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<tr>
<td>Thinks things out before acting</td>
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<tr>
<td>Stres from home, school or elsewhere</td>
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<tr>
<td>Gets on better with adults than with other children</td>
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<tr>
<td>Many fears, easily scared</td>
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<tr>
<td>Sees tasks through to the end, good attention span</td>
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Signature: ___________________________ Date: ___________________________

Parent/Teacher/Other (please specify):

Thank you very much for your help

*Robert Goodman, 2005*
Monday 14\textsuperscript{th} June 2010  Asylum Seeker/Refugee arrivals

Present:  Action Planning group

After discussing the SEB flowchart it was agreed that:

- On admission day, T would enter in her own and the main school diaries, a date 3 weeks hence for completion of the review.

- T would be responsible for completing the 3 week review Qaire with the children (either herself or delegating to more appropriate member of staff). Paperwork to be kept in a separate file.

- After the children have completed as much of the Qaire as they are able, T to make 10 minute appointment with class teacher to complete Pupil review meeting ticklist and feedback the child’s responses.

- If the child has settled – no further action, but if there are concerns, T to arrange suitable interventions and repeat the process in a further 3 weeks as per flowchart.

- This process to be piloted this week on 3 children admitted to school last month and T to feed back to PC.

- It was agreed that points 3, 4, 8, 10 and 12 of the Action plan should remain priority.

- JC (Children’s Society) to begin September 2010 on negotiated interventions in school. A meeting is to be arranged to discuss school priorities and include in our School Development Plan.

- This procedure to be shared with staff at the first available staff meeting (possibly 29\textsuperscript{th} June) PC.
Characteristics of action research (Reason and Bradbury, 2006)

Dimensions of a participatory worldview (Reason and Bradbury, 2006)