

Children's experiences of migration to the United Kingdom and adaptation in British  
primary schools: An Interpretative Phenomenological Analysis study

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## Abstract

The United Kingdom (UK) is a culturally diverse society, which has witnessed an increase in migration over the years. Despite this, not enough is known about migrant children's experiences from their perspective, particularly those in primary schools. This research explored first-generation migrant children's experiences of migration to the UK and adaptation in primary schools. This study aimed to gain insight how children make sense of the migration process, and the role school plays in their adaptation. By providing an opportunity for children to tell their stories, the study also aimed to provide a platform for their voices to be heard.

Seven migrant children, aged between 6 to 11, were recruited through purposive sampling from primary schools in an inner-London borough. Semi-structured interviews were used to collect data and interpreters were used where necessary. Drawings were incorporated in the interview process as a stimulus for discussion. The data collected was transcribed and analysed using Interpretative Phenomenological Analysis, to provide an in-depth exploration of individual children's experiences, while also allowing for similarities and differences across their experiences to be explored. Five Group Experiential Themes were identified from participants' experiences: 'Migration: The Move, The Journey and Sense-Making', 'Life in the UK', 'Relationships: Loss, Changes and a Key to Adaptation', 'Adjusting to a New Linguistic Context', 'School Adaptation: Interconnection of Language, Social Factors and Learning'. Findings are presented then considered within the context of relevant literature and theoretical frameworks. Implications for migrant children and their families, schools and Educational Psychologists are discussed, alongside the study's limitations and areas for future research.

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## **Abbreviations**

Asylum-seekers and refugees (ASR)

British Psychological Society (BPS)

Children and young people (CYP)

Department for Education (DfE)

Educational Psychologist (EP)

English as an Additional Language (EAL)

Health and Care Professions Council (HCPC)

Interpretative Phenomenological Analysis (IPA)

Local Authorities (LA)

Office for National Statistics (ONS)

Reflexive Thematic Analysis (RTA)

The United Nations High Commissioner for Refugees (UNHCR)

Thematic Analysis (TA)

Trainee Educational Psychologist (TEP)

United Kingdom (UK)

## **1. Introduction**

### **1.1 Chapter Overview**

The purpose of this chapter is to outline the rationale for pursuing this research subject. The chapter begins by explaining key terms used in this research, followed by an overview of the national and local contexts of migration and cultural and linguistic diversity. It then considers the legislative context for supporting migrant children, including the professional context and role of Educational Psychologists (EPs), and some relevant theoretical concepts. Additionally, it addresses the researcher's personal experiences influencing an interest in the research topic. The chapter concludes with an overview of the research rationale and aims.

### **1.2 Terminology**

Migration is an umbrella term, referring to the process of moving away from one's "place of usual residence, whether within a country or across an international border, temporarily or permanently, and for a variety of reasons" (The International Organization for Migration, 2023, para. 1). In this study, migration is used to refer to international human movement.

While there are no legal definitions or consensus, definitions of 'migrant' may include references to foreign birth or nationality, or movement to a new country and length of stay (Anderson & Blinder, 2019). Although more recently 'migrant' has been used as an umbrella term to refer to anyone moving from their place of residence, whether voluntary or through forced movement, The United Nations High Commissioner for Refugees (UNHCR, 2015) suggests that the term should not be used to refer to asylum-seekers and refugees (ASR), who are fleeing their country because of a threat to their lives. This research adopts the position proposed by UNHCR, using the term 'migrant' to refer to those who have moved to another

country voluntarily. However, the researcher acknowledges that even migrant children who are not ASR are usually subjected to a form of involuntary movement, as they are rarely consulted in their family's decision to migrate (Hamilton, 2013b). The term 'migrant child' can be used to refer to first- (children born abroad) or second-generation migrants (children whose parents were born abroad; Janta & Harte, 2016). In this study, the term 'migrant child' is used to refer to first-generation migrants. When discussing existing literature, the terms adopted by the authors will be used, which might be different to the researcher's position.

In the context of migration, adaptation to the new environment and circumstances can be psychological or sociocultural (Searle & Wand, 1990). Psychological adaptation refers to an individual's satisfaction and emotional wellbeing (Berry et al., 2011). Sociocultural adaptation refers to "an individual's level of competence and ability to manage practical day-to-day life in the new cultural milieu" (Tonsing, 2014, p. 411).

### **1.3 National and Local Context**

The United Kingdom (UK) is a culturally diverse society, which has witnessed an increase in migration over the years. According to the 2021 Census, 10 million (16.8%) residents were born outside the UK, with London having the highest non-UK-born population (Office for National Statistics [ONS], 2023). This included 876,122 children and young people (CYP) aged 17 and under born outside the UK, and 236,958 in London (ONS, 2023). In the period June 2020 to June 2022, immigration continued to add to the UK population, with 504,000 more people arriving long-term than those leaving (ONS, 2022). This period was marked by several simultaneous factors impacting international migration to the UK, including

the lifting of travelling restrictions following the Covid-19 pandemic and a new immigration system following transition from the European Union (ONS, 2022).

The diversity of the British society shaped by global migration is reflected in the sociocultural and linguistic diversity of the school population. In England, schools do not categorise pupils based on migration status, but according to ethnic background and language, i.e., English as an Additional Language (EAL), therefore it is difficult to know the number of migrant pupils. The latest school census data in England from the academic year 2021-2022 indicates that 34.5% pupils in primary schools are from a minority ethnic background, defined as any origin other than White British, while 21.2% of primary school pupils have EAL (Department for Education [DfE], 2022). The numbers are much higher in London, with 73.7% pupils in primary schools from a minority ethnic background, and 47.8% with EAL (DfE, 2022). This research took place in a highly diverse inner-London borough, where 72.3% of primary school children are from a minority ethnic background, and 39.9% have EAL (DfE, 2022). It is important to stress that neither of these are a proxy for recent migration, and some of these pupils are UK-born second or third-generation migrants and/or Black or Asian British citizens; however, these statistics highlight the ethnic, cultural and linguistic diversity in schools. Migrant children in the UK are a very diverse group, for example in terms of socioeconomic background, English proficiency, pre-migration educational and life experiences (Manzoni & Rolfe, 2019).

This diversity exists in the context of wider societal attitudes, where migration is a contentious topic and inequalities among ethnic minority people remain prevalent. Following Brexit, public opinion on migration in the UK remained divided, with 44% survey respondents in favour of reducing the number of immigrants (Blinder & Richards, 2020). There has also been a continued increase in racially

motivated hate crimes, including those with xenophobic elements (Home Office, 2022). The Covid-19 pandemic has exposed and exacerbated existing inequalities for ethnic minority people. For instance, EAL pupils were disproportionately disadvantaged by school closure in terms of language and learning loss, due to multiple challenges, including those of accessing remote learning (Scott, 2021).

Moreover, this occurs in a wider socio-political context of substantial cuts to national public services, with implications for Local Authorities (LA) and schools. In 2011 The Ethnic Minority Achievement Grant was subsumed into a general school funding allocation, thus EAL and migrant pupils no longer have specific funds, shifting away support from new arrivals and ethnic minorities (Manzoni & Rolfe, 2019). This leaves schools to support migrant pupils with fewer resources, in the context of closing LA services such as Ethnic Minority and Traveller Achievement Services and lack of guidance from central government, meaning that there is growing variation in the quality of support provided (Rutter, 2015). Financial constraints were reported by schools in the UK to limit the support they could offer migrant pupils (Manzoni & Rolfe, 2019). Additionally, during periods of heightened economic recession or decline, migrant children are more likely to be positioned as “risk” or “threat” as schools have to choose how to allocate their resources, raising questions about how migrant children are valued in the context of limited resources (Devine, 2013, p. 289).

#### **1.4 Relevant Policy and Legislation**

Despite the diversity found in schools, the integration of migrant pupils has been given little attention by government legislation and policies (Manzoni & Rolfe, 2019). The most recent government policy addressing migration and education is the New Arrivals Excellence Programme Guidance (Department for Children, Schools



and Families, 2007). This provides advice on how to include new arrivals in schools, focusing on the needs of international migrants. The policy recommends that new arrivals should be educated with their peers in a whole-school context, emphasising the importance of children feeling safe and valued. It also states that provision should be based on assessment of pupils' prior knowledge, educational experience and language proficiency. This has not been updated since 2007 and in the absence central government guidance, the onus is on LAs and schools to determine good practice (Rutter, 2015).

A wider legislation also relevant for schools welcoming migrant children is the Equality Act (2010). In line with this, schools and LAs have a statutory duty to take positive action that will promote equality and enable those with protected characteristics to overcome or minimise disadvantage. One of the protected characteristics under The Equality Act (2010) is race, which includes colour, nationality and ethnic or national origins.

When working with migrant children, EPs are also bound by standards of ethics (British Psychological Society [BPS], 2018) and are expected to respect cultural difference and to demonstrate competence (BPS, 2019) and proficiency (Health and Care Professions Council [HCPC], 2015) in working with diverse ethnic and cultural groups. Through a culturally responsive application of psychology, EPs are well placed to support schools to create inclusive environments and implement good practice for welcoming and supporting migrant children.

## **1.5 Theoretical Frameworks**

### ***1.5.1 Ecological Systems Theory of Development***

One theoretical perspective relevant to migrant children's experiences is Bronfenbrenner's (1979) Ecological Systems Theory of Development. This posits

that development is a reciprocal process between the individual and the environment, with developing individuals playing an active role. Bronfenbrenner (1979) described the environment as nested, concentric structures, each contained within the next: the micro-, meso-, exo- and macrosystems. The microsystem is the most immediate and involves direct contact with the child, such as parents, teachers and friends. A mesosystem encompasses the interrelations among two or more microsystems, for example between home and school. The exosystem refers to settings that have an indirect effect on children's development, whereas the macrosystem is concerned with the cultural, societal level. The chronosystem was later added, to reflect the influence on development of changes over time in the different systems, sometimes related to a life transition, such as migration (Bronfenbrenner, 1986). Each system is a significant developmental context for migrant children (Paat, 2013), but also through migration children experience significant changes at all levels of their environment.

### ***1.5.2 Acculturation Development Model***

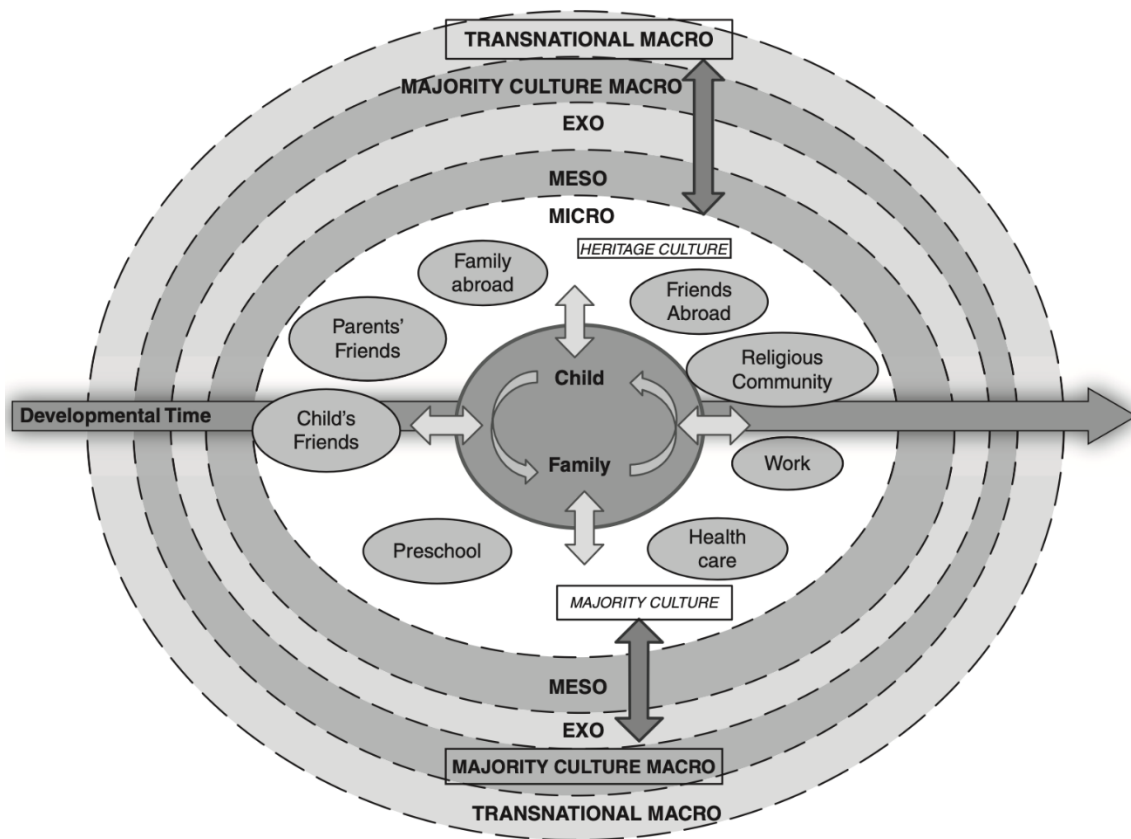
A core aspect of migration is contact with a different culture, which is associated with a process of cultural and psychological change known as acculturation (Berry, 2005). For migrant children, acculturation can be understood as "the developmental process towards adaptation and gaining competence within more than one cultural setting" (Sam & Oppedal, 2003, p. 10).

The Acculturation Development Model (Oppedal, 2006; Oppedal & Toppelberg, 2016) proposes that for CYP, change is situated in between two sociocultural domains, one of their heritage culture, and the other of the host society, each consisting of various systems. Although Bronfenbrenner (1979) highlighted the importance of culture by depicting it in the outmost circle, this is usually based on the

assumption that there is only one homogenous culture around the systems (Sam & Oppedal, 2003). As migrant children are exposed to more than one culture, it is important to consider their development within their multi-cultural-ecological setting, as accounted for in the Acculturation Developmental Model (Oppedal & Toppelberg, 2016) illustrated in Figure 1.

**Figure 1**

*Acculturation Development Model*



*Note.* From "Acculturation Development and the Acquisition of Culture Competence", by B. Oppedal and C. O. Toppelberg, in D. L. Sam et al. (Eds.), *The Cambridge Handbook of Acculturation Psychology* (2nd ed., p. 73), 2016, Cambridge University Press. Copyright 2016 by Cambridge University Press.

The model modified Bronfenbrenner's (1979) framework to the view that people and their contexts are culturally constituted, with each domain including various sociocultural settings (Oppedal & Toppelberg, 2016). Through interaction and participation in contexts within each of the two sociocultural domains, and processes of learning and maturation, migrant children develop domain-specific cultural working models to guide their activities, shaping their adaptation (Oppedal & Toppelberg, 2016). The model also accounts for migrant children's transnational lives, such as contact with family and friends abroad. The different levels of context may present challenges and/or act as resources for children's adaptation (Vedder & Motti-Stefanidi, 2016).

Therefore, acculturation is seen as a developmental task for migrant children, developing cultural competence in multiple cultural domains (Oppedal, 2006). Cultural competence is rooted in relationships, developed through interactions with people in children's proximal environments (Motti-Stefanidi et al., 2012) and impacted by the quality of these relationships (Oppedal & Toppelberg, 2016). Children's acculturation is understood as part of their lifespan development, involving several domains that are common to all children, such as developing friendships (Oppedal & Toppelberg, 2016). However, migrant children relate to at least two cultural groups, which presents unique experiences and tasks, such as learning the language, values and behaviours of the larger society and of their home culture, making sense of their two worlds (Vedder & Motti-Stefanidi, 2016) and dealing with prejudice and discrimination (Oppedal & Toppelberg, 2016). Therefore, migrant children's adaptation is understood by exploring how they deal with developmental challenges, while simultaneously dealing with acculturating, living and growing within two cultures (Motti-Stefanidi et al., 2012).

Schools play an important role in children's acculturation and adaptation, as they introduce the new culture to migrant children (Vedder & Horenczyk, 2006) and guide interactions with peers and social behaviour (Oppedal & Toppelberg, 2016). School adjustment is seen as a primary task and an important outcome of the migration process for children (Vedder & Horenczyk, 2006; Horenczyk & Tatar, 2012). The school context also has important implication for migrant children's academic, social, and psychological adaptation (Horenczyk & Tatar, 2012).

Considering these theoretical perspectives, this research will explore children's experiences of migration, change and growing up in more than one cultural setting and the school's role in this process.

## **1.6 Personal Experiences**

Interest in this research area stemmed from the researcher's own experiences of migration and working with culturally and linguistically diverse children. Having moved to the UK for my undergraduate studies, and through interactions with other international students, I became interested in how people adapt to new cultural contexts and the process of change they undergo. I pursued this interest through a Masters in Cross-Cultural Psychology, exploring the area of adult acculturation in both my undergraduate and postgraduate research projects. Moreover, I worked as a Bilingual Teaching Assistant, supporting newly arrived migrant children. This role made me consider how schools can best include and support migrant children academically, socially and emotionally, having witnessed a wide variety of practice. As a Trainee Educational Psychologist (TEP), I have been prompted to consider this further, through the training course teaching and discussions, and by working within schools. I became further interested in how children develop in the context of

multiple cultures, how they make sense of the migration process, and their adaptation in a new country and school context.

### **1.7 Research Rationale**

In the current national context, it is increasingly common for school staff and EPs to work with culturally and linguistically diverse CYP. Schools are in the unique position of welcoming migrant children and play a key role in influencing their post-migration experience (Sime et al., 2011). However, this is in the context of reduced resources, with relatively little governmental guidance, thus practice varies widely between LAs and schools (Rutter, 2015).

Therefore, this research will explore first-generation migrant children's experiences of migration to the UK and adaptation in primary school. It is hoped that children's voices will make a positive contribution to the EP profession and schools, adding further insights into migrant children's experiences and how best to support their adaptation to life and school in the UK.

## **2. Literature Review**

### **2.1 Chapter Overview**

This chapter will first introduce the purpose of this literature review and the questions it seeks to address. It will then detail the literature review method, including the systematic search strategy used and the process of selecting articles based on inclusion and exclusion criteria. The identified literature will then be appraised, and main findings will be synthesised thematically. Finally, these will be considered in relation to the literature review questions and the current research.

### **2.2 Literature Review Purpose and Questions**

A literature review provides a comprehensive synthesis and critique of existing literature to answer specific review questions and provide context for further research (Hempel, 2020; Siddaway et al., 2019). The literature review approach adopted is one that aims to offer a contextualised understanding of what is known (Braun & Clarke, 2021), rather than an exhaustive overview of the literature on the topic of children's migration. The purpose of this literature review was to explore existing research on the experiences of migrant CYP in the UK, to provide a context and rationale for the current study. The literature review aimed to answer the following questions:

- What does the literature tell us about children's experience of migration to the UK?
- What does the literature tell us about migrant children's experiences of adaptation in schools in the UK?

### **2.3 Review Method**

To locate relevant literature, a methodical and transparent approach was used, to enable replicability (Siddaway et al., 2019). This involves a thorough,

systematic search that addresses the review questions, with clear criteria for inclusion in the review (Siddaway et al., 2019).

### **2.3.1 Search Strategy**

Four searches were conducted in December 2022 via the EBSCOhost online research platform, on electronic databases of relevant disciplines, namely psychology and education. These were PsychINFO, Psychology and Behavioural Sciences, Education Resource Information Center and Education Source. Another search was conducted in February 2023 on the Web of Science database to ensure a comprehensive search across peer-reviewed journals from several social sciences disciplines. These were supplemented by hand-searches on Google Scholar and through snowballing techniques, by reviewing the reference lists of articles already identified for inclusion (Greenhalgh & Peacock, 2005). The latter is an effective search strategy for identifying relevant publications, as the authors have already researched the topic (Hempel, 2020).

**2.3.1.1 Search Terms.** Consideration was given to the scope and breath of the literature review when planning the search, the researcher aiming to retrieve a broad range of studies, which could be refined according to the inclusion criteria. Search terms were devised based on key areas relevant to the review questions (Hempel, 2020). These included keywords related to 'children', 'migrant', 'UK' and 'experiences' (see Table 1). Truncation symbols were used to account for all variations of a term, including plurals.

A Boolean/Phrase search mode was used to locate relevant literature containing the search terms related to 'children', 'migrant' and 'UK' in their abstract, and 'experiences' in the main body of text. These were connected by the Boolean operator AND. The abstract was chosen as it was considered to include all the key



details about a study, and to ensure articles retrieved were relevant to the literature review focus.

**Table 1**

*Literature Review Search Terms*

Keyword	Search Terms	Field
children	child* OR pupil* OR student* OR youth OR teen* OR adolescent* OR migrat** <sup>a</sup> OR immigrat** <sup>a</sup>	abstract
migrant	immigrant* OR migrant* OR new arrival* OR migrant child*	abstract
UK	United Kingdom OR UK OR England OR Wales OR Scotland OR Northern Ireland	abstract
experiences	Experience*	text

<sup>a</sup> These terms were added to the Web of Science search to account for literature including words related to 'migration' and 'immigration'.

**2.3.1.2 Limiters and Expanders.** All searches were limited to articles in English, from peer-reviewed journals. Whilst recognising the limitations of only using peer-reviewed articles in terms of publication bias, this was deemed necessary to ensure a high level of quality of the literature included in the review. To account for this potential publication bias, grey literature was included in the 'Introduction'. Additional limiters were applied to the Web of Science search to ensure relevant results, due to the large number of disciplines covered (see Appendix A). The expander 'apply equivalent subjects' was used for the four searches conducted on the EBSCOhost platform, to retrieve literature that may not have been found by the keywords chosen.

### **2.3.2 Literature Selection**

**2.3.2.1 Inclusion and Exclusion Criteria.** Inclusion and exclusion criteria, as detailed in Table 2, were formulated to ensure that articles included were most relevant to the literature review questions. These were designed prior to beginning the search and slightly adapted at the initial phases of the process, to include further criteria that was not initially considered by the researcher.

**2.3.2.2 Selection Process.** The literature selection process consisted of several steps (see Appendix B for a flow chart). Following the systematic search carried out in December 2022, 321 articles were returned. These were imported into EndNote, a reference management software, used to organise the literature into four categories: include, exclude, background literature and borderline (Hempel, 2020). After duplicates were removed, the remaining 225 articles were evaluated against the inclusion and exclusion criteria. The first review was reading the title and abstracts and excluding those deemed irrelevant, leaving 51 articles. This was followed by reading the full text to determine the article's relevance to the literature review question. This included articles where the abstract did not provide sufficient information to ascertain whether the study met the inclusion criteria, e.g., relevant population. Following the full text review, 35 were excluded, leaving 16 articles to be included (see Appendix C for an overview of the 51 studies and reasons for exclusion). The search conducted in February 2023 underwent the same review steps, resulting in an additional 4 articles to be included. A further 3 articles were identified through hand-searchers and snowballing technique, resulting in a total of 23 articles included in the literature review (see Appendix D for a list of the articles).

**Table 2***Literature Review Inclusion and Exclusion Criteria*

Criteria	Inclusion	Exclusion	Reasoning
Research quality	Published in a peer reviewed journal	Not published in a peer reviewed journal	To ensure the quality of research has been reviewed.
Participants	First-generation migrant CYP	Second-generation migrants or British ethnic minority CYP	To understand the experiences of a particular population, i.e., first-generation migrant CYP.
	Voluntary migrants	Only asylum seekers and refugees	To understand the experiences of a particular population, i.e., voluntary migrant CYP. The researcher takes the position that voluntary migrants and ASR have different migration experiences, therefore excluding studies with a sample consisting only of ASR. However, there may also be some similarities between their experiences, particularly regarding school adaptation, therefore studies with this focus with a mixed sample (i.e., both voluntary migrants and ASR) will be included.
	School-aged CYP	Pre-school children, university students, adults	To gain an understanding of the experiences of a particular population, i.e. school-aged migrant CYP.

Criteria	Inclusion	Exclusion	Reasoning
Subject of interest	Research focused on CYP's experiences of migration to the UK and adaptation in schools in the UK	Topic of study not relevant to the literature review questions	To ensure the literature is appropriate for answering the literature review questions.
	Research on CYP's accounts and experiences	Autoethnographic or retrospective accounts of adults who migrated as children  Research that focuses only on the experiences of parents or teachers of migrant children.	To ensure the literature is appropriate for answering the literature review questions, i.e., to gain an understanding of children's experiences. Focus on contemporary migration to the UK.
Type of literature	Research journal article	Opinion piece, editorial, theoretical or policy literature	To ensure the literature is pertinent for answering the literature review questions, i.e., studies that have gathered and analysed data about CYP's experiences.

Criteria	Inclusion	Exclusion	Reasoning
Location	Research conducted in the UK	Research containing mixed data, i.e., UK and other countries  Research published in the UK, but not conducted with a UK sample	To ensure the literature is pertinent for answering the literature review questions, i.e., CYP's experiences of migration to the UK and adaptation in schools in the UK.
Language	Articles published in English	Articles not published in English	English is the language spoken by the researcher.
Publication date	Published between 1993 to present	Published before 1993	Focus on contemporary migration to the UK. 1993 was the year the European Union was formed.

**2.3.2.3 Borderline Cases.** Several articles were deemed borderline, as they had some relevance to the topic, but did not meet all the inclusion criteria. Careful consideration was given to decisions about these studies, acknowledging that there would always be a level of subjectivity. Their full texts were read carefully, sometimes multiple times, re-applying the inclusion/exclusion criteria, with final decisions made based on relevance. Several articles were excluded as the focus of the paper was not deemed sufficiently relevant to the literature review questions (e.g., Chen, 2009; Grieve & Haining, 2011). One study did not fully meet the age inclusion criteria, but it was included as it was deemed otherwise highly relevant to the literature review questions (Tanyas, 2012).

### **2.3.3 Organisation of the Literature Review**

Whilst reading the full texts of the 23 articles, a data extraction table was compiled to record key information to cover in the literature review (Hempel, 2020). This included details about the focus population, methodological details, findings and critique (see Appendix E). Alongside this, a critical appraisal tool was used for each study reviewed, which will be discussed below.

## **2.4. Literature Overview and Appraisal**

The identified articles were critically appraised using different tools, depending on their adopted methodology:

- The Critical Appraisal Skills Programme (CASP) Qualitative Research Checklist (CASP, 2018)
- The Critical Appraisal of a Survey tool (Center for Evidence-Based Management, 2014)
- The Mixed Methods Appraisal Tool (MMAT) Version 2018 (Hong et al., 2018)

The critical appraisal tools were used as frameworks to explore the research, rather than as definitive evaluations of the research quality. The purpose of using the critical appraisal tools was to facilitate the researcher's understanding of the quality and relevance of the studies, and to identify strengths and limitations of the literature base. Drawing on key areas from the appraisal tools, an overview of the literature will be presented next (see Appendix F for the critical appraisal of each study).

#### ***2.4.1 Aims and Methodology***

The studies included in the literature review had a range of aims. Several studies drew on data from larger projects, published in separate articles with different foci, which facilitated broad insight into different aspects of migrant children's lives and experiences (Hamilton, 2013a, 2013b; Moskal 2015, 2016; Sime, 2018; Sime & Fox, 2015a, 2015b). Additionally, Tanyas (2012) explored Turkish migrant young people's sense-making of their overall experiences of migration and adaptation to the UK. Two studies focused on migrant children's social, emotional and mental health needs (Hamilton, 2013b; McMullen et al., 2020). A greater number of studies focused on migrant children's educational experiences (Moskal, 2016), including in mainstream and complementary schools (Tereshchenko & Archer, 2015) and the impact of migration on educational transition (Packwood, 2022). Five studies explicitly focused on migrant CYP's school inclusion (Gaulter & Green, 2015; Hamilton, 2013a; Hanna, 2020; Messiou & Azaola, 2018; Quinn & Wakefield, 2009), and a further four on their school sense of belonging (Biggart et al., 2013; Cartmell & Bond, 2015; Ritchie & Gaulter, 2020). Some had a specific focus on language (Evans & Liu, 2018; Safford & Costley, 2008). CYP's experiences of race (Thomas, 2012) and racism in school (Tereshchenko et al., 2019) were also explored.

To achieve these aims, studies predominantly adopted a qualitative methodology (20 out of 23), which was deemed appropriate to explore in depth participants' views and experiences, employing a variety of designs. One study had a mixed-methods methodology (McMullen et al., 2020) and two studies adopted a quantitative methodology (Biggart et al., 2013; Quinn & Wakefield, 2009). However, a qualitative methodology might have been more appropriate for addressing the aims of Quinn & Wakefield's (2009) research of exploring pupils' views.

#### **2.4.2 Participants and Sampling**

Considering the aims of the literature review and this research project to explore migrant children's experiences, particular attention was given to the focus population of the studies. Participants included primary and/or secondary pupils, as depicted in Table 3.

**Table 3**

*Demographic Characteristics of Participants from Literature Review Studies*

Characteristics	Studies
Educational stage	
Primary	Biggart et al., 2013; Gaulter & Green, 2015; Hamilton, 2013a, 2013b; Hanna, 2020
Secondary	Cartmell & Bond, 2015; Messiou & Azaola, 2018; Moskal, 2014; Packwood, 2022 <sup>a</sup> ; Quinn & Wakefield, 2009; Ritchie & Gaulter, 2020; Safford & Costley, 2008 <sup>a</sup> ; Sime, 2018; Tanyas, 2012 <sup>a</sup> ; Tereshchenko et al., 2019; Thomas, 2012
Primary & secondary	Evans & Liu, 2018; McMullen et al., 2020; Moskal, 2015, 2016; Sime & Fox, 2015a, 2015b; Tereshchenko & Archer, 2015



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Cultural background	
European	Biggart et al., 2013; Quinn & Wakefield, 2009
Eastern European	Hamilton, 2013a <sup>b</sup> , 2013b <sup>b</sup> ; Sime, 2018 <sup>b</sup> ; Sime & Fox, 2015a <sup>b</sup> , 2015b <sup>b</sup> ; Tereshchenko et al., 2019; Thomas, 2012
Bulgarian & Albanian	Tereshchenko & Archer, 2015
Polish	Moskal, 2014, 2015, 2016
Slovakian	Gaulter & Green, 2015
Middle East & Central Africa	Hanna, 2020
Turkish	Tanyas, 2012
Multiple countries across the globe	Evans & Liu, 2018 <sup>c</sup> ; McMullen et al., 2020; Messiou & Azaola, 2018; Packwood, 2022; Ritchie & Gaulter, 2020; Safford & Costley, 2008
No information	Cartmell & Bond, 2015

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<sup>a</sup> Some participants were at the end of their compulsory education or starting university.

<sup>b</sup> The largest group of participants was Polish.

<sup>c</sup> The largest groups of participants were of an Eastern European background, i.e., Lithuanian and Polish.

As discussed in the 'Introduction', there is variation in terminology regarding migrant children, which was reflected in the literature. This included terms to highlight the recency of migration, such as '(International) New Arrivals' (Cartmell & Bond, 2015; Messiou & Azaola, 2018), 'newly arrived' migrant children (e.g., Evans & Liu, 2018; Sime, 2018) or 'newcomer' pupils (McMullen et al., 2020). The term 'migrant' was commonly used to describe CYP who had moved to the UK (e.g., Gaulter & Green, 2015; Hamilton, 2013a, 2013b). To emphasise this, some authors also used the term 'first-generation' (e.g., Moskal, 2014, 2015, 2016; Tereshchenko & Archer, 2015). One study (Biggart et al., 2013) defined 'migrant' by the parents' country of birth, making it unclear if the sample included both first- and second-

generation migrant children. There was less consistency in the literature using the word 'migrant' regarding participants' immigration status. Although not always explicitly addressed, some studies included mixed samples, of both ASR and voluntary migrants, with CYP from a range of countries across different continents (e.g., Hanna, 2020; McMullen et al., 2020; Ritchie & Gaulter, 2020). As illustrated in Table 3, a larger number of studies focused on CYP from one or several Eastern European countries (e.g., Sime, 2018; Sime & Fox, 2015a, 2015b; Tereshchenko et al., 2019).

Through the process of critical appraisal, recruitment was identified as one of the main weaknesses of this body of research. Information regarding sampling and recruitment was variable, with some studies including no description of the recruitment strategy and process (Gaulter & Green, 2015; Safford & Costley, 2008; Sime, 2018; Sime & Fox 2015a, 2015b). Several studies used purposive sampling (e.g., Evans & Liu, 2018; Quinn & Wakefield, 2009) or convenience sampling (Ritchie & Gaulter, 2020), according to inclusion criteria. However, information was incomplete, for example it was unclear how participants who meet the criteria (i.e., migrant child) were recruited (Biggart et al., 2013; Hamilton, 2013a, 2013b; Hanna, 2020; Tereshchenko & Archer, 2015) or selected from respondents (Thomas, 2012; Quinn & Wakefield, 2009). While some studies provided clear inclusion criteria (Tanyas, 2012), others did not explicitly address this, although recruited participants were appropriate in relation to the research topic (Tereshchenko et al., 2019).

### ***2.4.3 Methods of Data Collection and Analysis***

**2.4.3.1 Data Collection.** Data collection was identified as a strength in the reviewed body of literature. Firstly, in line with the aims of exploring migrant children's experiences and views, and with qualitative methodologies, studies used

methods of data collection that enabled in-depth explorations, such as interviews (e.g., Cartmell & Bond, 2015; Moskal, 2014, 2015; Tanyas, 2012) and/or focus groups with CYP (e.g., Moskal, 2016; Sime, 2018; Thomas, 2012). Studies with a quantitative or mixed-methods methodology collected data from CYP using questionnaires (Biggart et al., 2013; McMullen et al., 2020; Quinn & Wakefield, 2009). However, none of these studies addressed issues of reliability and validity of the measurements used in relation to their sample.

Secondly, consideration was given to using child-centred methods, using creative methods for eliciting views, such as drawings and poster making (Gaulter & Green, 2015), subjective maps (Moskal, 2015), photo-elicitation (Hannah, 2020; Ritchie & Gaulter, 2020; Tereshchenko & Archer, 2015), and student diaries (Sime, 2018; Sime & Fox, 2015a, 2015b; Thomas, 2012). The use of visual methods had the aim of being inclusive (Hanna, 2020) and facilitating children's voices in the research (Moskal, 2015).

Thirdly, several studies triangulated the data collected from CYP with data from other sources. This predominantly included data from interviews with parents and/or teachers (e.g., Evans & Liu, 2018; Gaulter & Green, 2015), and in some cases, with community practitioners (Hamilton, 2013a, 2013b; McMullen et al., 2020). Some studies also drew on researchers' field observations at home and/or school (e.g., Sime & Fox, 2015a, 2015b).

Given the focus population, language used during the data collection process was considered when appraising the studies. To facilitate inclusion, where necessary, data was collected in the participants' first language, through a shared language between the participants and researcher or by using interpreters (e.g., Messiou & Azaola, 2018; Tereshchenko et al., 2019). These were commonly

unofficial interpreters, or it was unclear who translated – only one study addressed the use of interpreters and their role during the process (Cartmell & Bond, 2015).

**2.4.3.2 Data Analysis.** A range of data analysis methods were used, which were described to varying degrees. The most common method was thematic analysis (e.g., Evans & Liu, 2018; Messiou & Azaola, 2018; Tereshchenko & Archer, 2015). Other methods used included grounded theory approaches (Hamilton, 2013a; Ritchie & Gaultier, 2020), narrative analysis (Moskal, 2015; Tanyas, 2012) and discourse analysis (Tereshchenko et al., 2019). One study used both thematic and narrative analysis (Packwood, 2022). Four studies did not provide any information regarding data analysis, which is a significant limitation (Moskal, 2014, 2016; Safford & Costley, 2008; Thomas, 2012). The quantitative data was analysed using descriptive statistics (Quinn & Wakefield, 2009; McMullen et al., 2020), with only one study using inferential statistics and reporting on effect sizes (Biggart et al., 2013).

Some studies showed strengths in providing details of the data analysis method and/or process (Cartmell & Bond, 2015; Hamilton, 2013a, 2013b; Sime, 2018; Sime & Fox, 2015b; Tanyas, 2012) or through a clear exposition of themes, illustrated with quotes (Evans & Liu, 2018). However, others did not provide further information on the analysis process (Messiou & Azaola, 2018; Tereshchenko et al., 2019) or a clear presentation of identified themes (Hanna, 2020; Tereshchenko & Archer, 2015). There is a similar discrepancy between studies regarding (lack of) transparency about translations and language used during the data analysis process. Some studies showed strengths by offering a transparent account of the language used during analysis (Moskal, 2014, 2016) and the translation process (Tanyas, 2012). This transparency was also achieved by specifying if the quotes included were in English, or translated (Evans & Liu, 2018). In contrast, other

studies, despite reporting collecting data in different languages, did not specify at what stage the data was translated (Sime & Fox, 2015b) or were not transparent about the language of the quotes included (Cartmell & Bond, 2015; Messiou & Azaola, 2018; Ritchie & Gaultier, 2020).

#### **2.4.4 Reflexivity, Ethics and Value**

**2.4.4.1 Reflexivity.** One of the main weaknesses identified in the literature by using the CASP appraisal tool was the lack of researcher reflexivity, consideration of their own role and potential bias, with only 4 out of 20 qualitative studies addressing this. This was surprising and significant, considering the political issues linked to migration, and aspects of identity of the participants and researcher. Two authors reflected on racial, ethnic, linguistic or professional aspects of their identity, and their position in relation to participants and stakeholders, acknowledging how this might have influenced the research process (Hamilton, 2013a, 2013b; Thomas, 2012). Tereshchenko et al. (2019) mentioned the ethnic and linguistic background of the researcher who collected the data, but without further reflection on the researcher's perhaps shared identity with some of the participants.

**2.4.4.2 Ethics.** Several ethical aspects related to research with children and cross-cultural research were highlighted. This included gaining informed consent from CYP and their parents (e.g., Ritchie & Gaultier, 2020; Tereshchenko et al., 2019) and using pseudonyms to protect anonymity (e.g., Packwood, 2022; Thomas, 2012). Moreover, the potential vulnerability (Hanna, 2020) and safeguarding (McMullen et al., 2020) of participants was addressed. Issues of accessibility were considered by providing translated information sheets and consent forms (e.g., McMullen et al., 2020; Sime & Fox, 2015b). Some studies used interpreters to ensure participation for all (Hamilton, 2013a, 2013b), seeing this as an ethical

obligation of accessing participants' voices (Cartmell & Bond, 2015). Conversely, some studies only included participants with sufficient English proficiency (McMullen et al., 2020; Quinn & Wakefield, 2009).

**2.4.4.3 Value.** A final strength of the literature is the value of all the studies. This is linked to their focus on an under-researched population, providing significant insight into CYP's experiences of migration and adaptation to the UK. This is compounded by studies eliciting and sharing CYP's voices, highlighting their distinct and valuable views and contributions to this field of research. Lastly, the literature includes recommendations and implications for migrant CYP, schools and other professionals, such as EPs.

## **2.5 Literature Review Themes**

To provide an overview of knowledge from the identified literature base about the experiences of migrant children in the UK, findings across included articles are considered thematically (Hempel, 2020). Themes were identified by coding the findings from each study and grouping common findings, generalising five main themes, each with several subthemes (see Appendix G for a visual representation).

### ***2.5.1 CYP's Experiences of Migration***

Children's educational and future employment opportunities were described as key reasons for family migration (Moskal, 2014). Children were aware of the importance of financial security for their future, as a reason for and positive aspect of their family's migration (Sime, 2018).

Some children experienced step-migration, whereby one parent migrated first, and the child followed them after some time, during which they remained in their home country with the other parent or family members (Moskal, 2015; Sime, 2018; Tanyas, 2012). Children spoke of the impact of step-migration as feeling 'left behind',

expressing mixed emotions, including excitement and anticipation, but also anxiety and blame towards the migrant parent (Sime & Fox, 2015a). Other children had multiple experiences of migration, with some expressing frustration, anger and resentment towards moving repeatedly (Gaulter & Green, 2015), whereas others seeing change and transition as the norm (Packwood, 2022).

**2.5.1.2 Agency.** The literature highlighted children's lack of agency in the family's decision-making to migrate, as most children were not consulted on family immigration plans (Sime, 2018), and even when they actively opposed it, this did not influence their parents' decision (Tanyas, 2012). Some children did not want to migrate and expressed feelings of anger, upset and frustration (Sime, 2018). In contrast, children portrayed their experiences as active agents in the new country, for example showing agency in establishing social networks (Moskal, 2015; Sime & Fox, 2015b). However, even when pupils exerted their agency in choosing their friends, this was constrained by social structures in the school (Hanna, 2020).

**2.5.1.3 A Process of Change.** Migrant CYP's experiences reflected the process of change associated with migration and adaptation. CYP described having to adapt to a new school and culture (Messiou & Azaola, 2018). By building routines in the new country, children turned the unknown into familiar, building a sense of connection (Moskal, 2015). For some, changes were linked to experiences of downward social mobility because of migration, and associated sense of loss of social position, expressed through dissatisfaction with their schools, neighbourhoods and social environments (Tanyas, 2012).

During the initial period of living in a new country, CYP experienced a range of uncomfortable feelings. Even though feelings of loneliness and isolation were strongest during the beginning, they were ongoing for some CYP (McMullen et al.,

2020). Despite initial difficulties, CYP appeared settled and satisfied with living in the UK, suggesting that these initial challenges are not chronic (Tanyas, 2012).

Moreover, some CYP associated their experiences of migration with growth, equipping them with new skills (e.g., learning a new language), and increasing their confidence and flexibility regarding future plans (Packwood, 2022). Similarly, some CYP reported that the experience of migration and overcoming associated challenges had made them more confident and resilient (McMullen et al., 2020).

### **2.5.2 Relationships**

**2.5.2.1 Family.** Children spoke about the impact on their family relationships and dynamics. CYP perceived an impact on the family's emotional security, including disruption and reconfiguration of relationships, sometimes leading to tensions between them and their parents (Sime, 2018). Disruption to family structures was particularly pertinent for those who experienced step-migration (Hamilton, 2013b), with family reunions commonly reported, including reconfigured families (Hamilton, 2013b; Moskal, 2015; Sime & Fox, 2015a). During family reunification, some CYP expressed feeling distanced from parents and finding it strange being a family again (Sime & Fox, 2015a). However, some young people believed their family had become closer in the new country (Tanyas, 2012), including a closer bond with their siblings and reliance on them for emotional support (Sime, 2018; Sime & Fox, 2015a). Family reunification had wider implications for CYP who experienced prolonged separation from their parents, as they were focused on renewing these relationships, rather than prioritising school, which could impact their learning and school adaptation (Hamilton, 2013b).

The literature also highlighted changes in family roles because of migration.



CYP commonly adopted adult roles in their families, acting as language and cultural brokers, for example translating for their parents (McMullen et al., 2020; Moskal, 2016) and mediating parental engagement with services (Sime & Fox, 2015b). Whereas these are understood as CYP being active agents in the process of adaptation (Moskal, 2014), assuming the translator role was identified as a stressor by some CYP (McMullen et al., 2020). Family downward mobility because of migration was for some a source of child-parent relationship difficulties (Moskal, 2014), and for others it was associated with family changes linked to long and unsociable parent work patterns (Hamilton, 2013b; Sime & Fox, 2015a). As a result, young people took on more responsibilities, such as looking after younger siblings and doing more household chores (Sime, 2018), which sometimes led to feelings of resentment towards parents (Sime & Fox, 2015a). Other CYP expressed a strong awareness of parents' sacrifices and sense of family responsibilities, conveying a desire to repay and support their parents in the future (Packwood, 2022).

**2.5.2.2 Peer Relationships.** Migrant CYP's peer relationships were seen as both significant social resources, but also sources of difficulties (Moskal, 2014, 2016; Tanyas, 2012). Although CYP expressed a desire to make friends and saw this as a priority (Messiou & Azaola, 2018; Packwood, 2022), they found it difficult to form friendships, particularly at the beginning of migration (McMullen et al., 2020; Tanyas, 2012). CYP experienced feelings of isolation (Gaulter & Green, 2015; Hamilton, 2013b; McMullen et al., 2020), with some feeling rejected by their peers (Moskal, 2014, 2016; Tanyas, 2012) and others experiencing verbal and physical conflict (Gaulter & Green, 2015; Hamilton, 2013b). Despite these difficulties, many CYP established friendships (Hamilton, 2013b; Quinn & Wakefield, 2009). CYP valued having friends, seeing them as important for their sense of feeling accepted and

secure, for fostering a sense of belonging (Hamilton, 2013b; McMullen et al., 2020) and reducing isolation (Messiou & Azaola, 2018). Friendships were perceived as key to migration experience satisfaction (Sime & Fox, 2015a) and linked to positive feelings (Hamilton, 2013b; Ritchie & Gaulter, 2020).

CYP developed friendships in a range of settings for different purposes, influenced by multiple cultural frameworks and other factors such as age, gender and social class (Sime & Fox, 2015a). Some CYP gravitated towards peers who shared their home language or cultural group (Hamilton, 2013b; McMullen et al., 2020; Moskal, 2014). Even though friendships with those who spoke the same language were sometimes by choice, at other times they were directed by teachers (Hanna, 2020). CYP also bonded with migrant children who did not share their language or culture. Rather, the connection was linked to shared experiences, either of migration (Messiou & Azaola, 2018) or of taking part in a dance programme together (Ritchie & Gaulter, 2020).

CYP had varied experiences of inter-ethnic friendships (Sime & Fox, 2015a). They tried to build ethnically diverse relationships (Moskal, 2014) and some had established friendships with their local peers (Quinn & Wakefield, 2009). These were usually developed through school and the neighbourhood (Sime & Fox, 2015b). However, some CYP shared that the local peers withdrew their friendship after an initial period (McMullen et al., 2020) and older pupils reported less interaction with locals (Quinn & Wakefield, 2009).

**2.5.2.3 Transnational Relationships.** Migrant CYP also spoke about their transnational relationships, which had become a “normalised feature of their life post-migration” (Sime & Fox, 2015a, p. 384). They saw migration as moving them away from family and friends (Moskal, 2015) and spoke of the loss of meaningful

relationships with those left behind in their home country (Gaulter & Green, 2015; Hamilton, 2013b; Sime, 2018; Sime & Fox, 2015a). This was associated with feelings of unhappiness (Hamilton, 2013b), isolation and loneliness (Moskal, 2014). CYP had very little time to deal with this loss, as some started school very quickly after arriving in the UK (Hamilton, 2013b).

CYP were active in maintaining transnational ties (Moskal, 2014; Sime & Fox, 2015a), connecting through technology and visits (Hamilton, 2013b; Moskal, 2015). The use of technology to maintain connections highlighted the “coexistence of closeness and remoteness” (Moskal, 2015, p. 148) for migrant CYP and their families. While technology allowed for connection across borders, there was an acknowledgment that it was different from direct connection and emotional bonding (Sime, 2018). Nonetheless, retaining these connections was important for migrant CYP as they negotiated their sense of belonging (Moskal, 2015). However, there was an awareness of changes in themselves (Sime & Fox, 2015a), people in country of origin and their relationships, a sense that relationships and interactions were not the same (Sime, 2018), which some found unsettling (Moskal, 2015). Despite CYP’s efforts to maintain transnational friendships, they perceived these as weakening and even fading over time, unlike family relationships (Sime & Fox, 2015a).

### **2.5.3 Language**

Language was identified as a theme in most studies, reflecting its importance for adaptation and its connectedness to other aspects of migrant CYP’s lives. Lack of English proficiency was seen as a significant obstacle at the start, in relation to school, academic success and socialising with peers (Tanyas, 2012). CYP learned English at multiple levels, including language skills for academic and everyday purposes, in various contexts in and out of school (Safford & Costley, 2008).

**2.5.3.1 Linguistic Experiences in School.** Several studies highlighted the relationship between language, school and learning. CYP spoke about a pressure to integrate quickly into their new school by learning English, and expectations from parents and staff to speak English in school (Evans & Liu, 2018; Moskal, 2016). For some, this was associated with anxiety and resistance (Moskal, 2016), resentment (Gaulter & Green, 2015) or fear of the unfamiliarity of the linguistic environment (Evans & Liu, 2018). Others expressed conflicting emotions related to using English, associating it with a sense of alienation from their first language and community (Safford & Costley, 2008). Expectations to learn and speak English were usually coupled with parental or staff prohibition to speak the home language in school (Evans & Liu, 2018), despite some children showing a preference for speaking their first language (Gaulter & Green, 2015). Some teachers saw the use of first language in school with suspicion and disapproval (Evans & Liu, 2018), whereas some parents adopted a hierarchical view of language, giving English proficiency priority at the cost of the home language (Tereshchenko et al., 2019). Other parents, while recognising the importance of acquiring English fluency, also wanted their children to retain their home language (Moskal, 2016).

CYP described receiving language support as the main priority when starting school (Messiou & Azaola, 2018), seeing acquiring English fluency as central in their adaptation in school (Moskal, 2016) and for accessing learning (Quinn & Wakefield, 2009; Tanyas, 2012). CYP's desire to improve their English was also linked to wanting to be seen as no longer requiring additional language support (Hanna, 2020) and an awareness of the lack of recognition of their first language in school (Moskal, 2016). Learning a new language was challenging, with CYP reporting not being understood (Hamilton, 2013b) or having difficulties understanding their teachers

(Safford & Costley, 2008). For some, this resulted in a period of silence (Hamilton, 2013b; Safford & Costley, 2008). CYP saw teachers (Moskal, 2016), family and friends as important in helping them learn English (Safford & Costley, 2008). CYP highlighted that promoting their understanding and ability to communicate was two-pronged, by supporting them develop their English skills and providing support in their first language (Cartmell & Bond, 2015). Some CYP felt that support was withdrawn too quickly after they achieved a sufficient level of English (McMullen et al., 2020).

**2.5.3.1 Language and Social Inclusion.** The social aspects of language were also addressed, particularly regarding peer relationships. This was associated with perceptions and feelings of isolation and social exclusion, as CYP described lack of English fluency as a barrier to socialising with peers (Moskal, 2014, 2016; Tanyas, 2012), feeling rejected by their peers because of their English skills (Moskal, 2016), while others feared being talked about and not understanding (Evans & Liu, 2018). However, some pupils suggested that making friends was the best way to learn English (Messiou & Azaola, 2018). For some, acquiring English enabled them to move “between friendships based on need to those based on desire” (Hanna, 2020, p. 552). Pupils’ first language influenced friendships differently, as they initially gravitated towards those who spoke the same language (Evans & Liu, 2018; Hamilton, 2013b), which was seen as a source of comfort (Gaulter & Green, 2015). In some settings, children were buddied with shared language peers, as a way of promoting friendships (Hamilton, 2013b). Acting as interpreters in this context enabled some children to feel competent and purposeful in school (Hamilton, 2013b). First language was sometimes also a way of bonding with British peers, by teaching them words from their home language (Evans & Liu, 2018).

### **2.5.4 School Experiences**

Starting school in the UK was associated with a range of feelings for CYP. There was initial anxiety (McMullen et al., 2020), with both primary and secondary pupils feeling scared (Hamilton, 2013b; Safford & Costley, 2008). Additionally, CYP expressed feelings of isolation and loneliness (Packwood, 2022), sadness and feeling confused, lost and unable to ask for help (Messiou & Azaola, 2018). These feelings were often linked to starting school without speaking the language and making friends (Hamilton, 2013b; Packwood, 2022). CYP also had to adjust to different pedagogies and teacher and school expectations (Hamilton, 2013b).

Despite initial difficulties, a positive view of school and learning was voiced by primary (Gaulter & Green, 2015) and secondary school pupils (McMullen et al., 2020; Messiou & Azaola, 2018; Quinn & Wakefield, 2009). Social networks at school played a significant role in their adjustment, such as opportunities to play, and relationships with peers and teachers (Hamilton, 2013b; Mullen et al., 2020).

**2.5.4.1 Learning.** CYP reported varied learning experiences. For example, in Quinn and Wakefield's (2009) study, 78.4% of 37 students said they enjoy lessons, and 89.9% believed they were learning a lot. However, other CYP found accessing the curriculum challenging (Hamilton, 2013b), describing expectations as too high, with associated feelings of stress about academic attainment and fears about falling behind in their schoolwork (McMullen et al., 2020). Others felt they had limited access to literacy experiences and the curriculum, linked to their English language skills (Safford & Costley, 2008). Learning about topics related to their lives (e.g., home countries and religion) was seen as valuable by children, enabling them to access the curriculum more easily and offering them the 'expert' position to share their knowledge (Hanna, 2020).

The initial language barrier and insufficient data on admission were perceived as factors impacting on teachers personalising the learning environment and recognising individual needs and abilities (Hamilton, 2013a). Thus, in some settings, migrant children were seated with and given resources designed for younger learners or children with Special Educational Needs (Hamilton, 2013a) or behavioural difficulties (Hanna, 2020). Children recognised this and wanted to be appropriately challenged (Hamilton, 2013a).

**2.5.4.2 Inclusion and Belonging.** Another key theme explored in the literature was migrant children's inclusion and belonging in school. Children expressed positive perceptions of school, linked to learning opportunities, friends and teachers, suggesting that the school's interpersonal factors promoted their inclusion (Gaulter & Green, 2015). Similarly, new migrant pupils were helped by other pupils to feel included in the classroom (Hanna, 2020). CYP also shared vulnerabilities linked to school experiences, for example European migrant children showed a statistically significant lower<sup>1</sup> sense of school belonging compared to their settled Northern Irish peers (Biggart et al., 2013). Despite this being a large-scale study, it did not provide insight into the factors associated with these differences, and did not consider other variables, such as migration status or English competency.

Migrant children entering school 'solo' might be better supported by teachers, whereas in schools with high numbers of migrant children, there is a risk of them being perceived as a 'burden' by staff (Hamilton, 2013b). However, there is also a risk of overlooking the individual learning needs, wellbeing and heritage of children who are integrated in UK schools (Hamilton, 2013a). Classroom inclusion of migrant children included access to learning opportunities both in terms of the curriculum and

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<sup>1</sup> As indicated by effect size differences of a composite measure of 'Belonging/Exclusion' of migrant children in comparison to the baseline of White, settled Northern Irish pupils ( $d = -.33, p < .01$ ).

the spatial and social learning environment (Hanna, 2020). Practices such as seating at the table at the back of the class were seen as creating a physical border between migrant children and the class, likely to increase stigmatisation or mis-labelling of migrant children as having behavioural or learning difficulties (Hanna, 2020).

Migrant students' sense of belonging in secondary schools was described as a complex interaction between internal and environmental factors (Cartmell & Bond, 2015). They perceived support from teachers and peers, opportunities to develop friendships, being understood by others and not experiencing discrimination, and the school environment enabling them to fit in, as factors fostering their sense of belonging (Cartmell & Bond, 2015). A creative way of enhancing secondary school students' sense of belonging was explored using a dance intervention (Ritchie & Gaulter, 2020). Participating students expressed increased opportunities to connect with others, feel safe to build confidence and engage in school life. However, all participants were female, and the study did not record whether the intervention impacted engagement and connection in the wider school context.

CYP also spoke about acknowledgement of and respect for cultural and religious differences as important to inclusion and belonging (Cartmell & Bond, 2015). In one study, 73% of the 37 participants felt accepted, with 83.8% feeling positive about their school having students from different cultures (Quinn & Wakefield, 2009). Bulgarian girls viewed positively the diversity in English schools, which helped them feel included, fostering a sense of belonging (Tereshchenko & Archer, 2015). However, some CYP found coping with cultural and religious differences stressful, due to their peers' negative and discriminatory attitudes (McMullen et al., 2020).



**2.5.4.3 Discrimination.** Although only one study focused on Eastern European migrant CYP's experiences of racism in school (Tereshchenko et al., 2019), experiences of negative attitudes, bullying and discrimination in school were commonly referred to by CYP. Migrant CYP had to negotiate daily the racialised discourse of anti-immigration in England (Tereshchenko et al., 2019). CYP experienced name calling (Quinn & Wakefield, 2009) and being ridiculed or bullied because of their language skills (Messiou & Azaola, 2018; Tanyas, 2012). Others experienced racism and discrimination, and were a target for bullying, aggressive behaviour and/or verbal abuse linked to their ethnicity (McMullen et al., 2020).

CYP also had to manage teacher stereotypes based on their ethnicity, nationality, gender and socio-economic status (Gaulter & Green, 2015; Hamilton, 2013b). Racialised constructions of Eastern European migrants were reinforced in school, reflected through teachers' expectations and perceptions (Tereshchenko et al., 2019). Students perceived teachers to hold negative preconceptions of their general abilities and be prejudiced in their expectations of academic attainment, based on their English skills and EAL status (Safford & Costley, 2008), which then impacted on their qualification choices (Tereshchenko et al., 2019). Roma students were openly pathologized and spoken of in deficit terms by teachers, impacting on their school admission (Tereshchenko et al., 2019). Teachers' low expectations were also linked to lack of background information and inappropriate assessment that only focused on English language deficits and did not include assessment of other abilities (Moskal, 2016).

### **2.5.5 Identity**

In the processes of migration and adaptation to the UK, migrant CYP also reflected on their sense of identity. Some children showed strong affiliation with their

home country identity (Gaulter & Green, 2015). For some, home ethnic identity was fostered by positive experiences of their complementary school, particularly its linguistic space (Tereshchenko & Archer, 2015). Some CYP used their Albanian identity in mainstream schools to 'stand out' and educate their peers about Albania (Tereshchenko & Archer, 2015).

Eastern European students also provided accounts of escaping their immigrant status and otherness, negotiating their identities in relation to migration and whiteness in schools (Tereshchenko et al., 2019). They occupied a position of marginalised whiteness also related to being working-class, being seen as 'the Other' not only by White British people, but also those from more settled ethnic minority backgrounds (Tereshchenko et al., 2019). However, Eastern European CYP's whiteness can act as a resource to acceptance, and relative privilege and power when coupled with English proficiency (Tereshchenko et al., 2019; Thomas, 2012). English accents and proficiency were seen as a way of fitting in and 'hiding' their immigrant status, available to them because they are racialised as white (Tereshchenko et al., 2019; Thomas, 2012).

Migrant CYP also spoke of shifting and multiple identities. CYP's experiences of being schooled in two countries shaped their identity (Moskal, 2016). Some children expressed dual local identities (Moskal, 2015), whereas others spoke of (not) belonging in multiple spaces and a global identity, not necessarily needing to connect with the local or national identity (Sime, 2018). Pupils' experiences reflected fluid and multifaceted identities (Packwood, 2022), including multilingual identities, which were undervalued and/or overlooked in school (Safford & Costley, 2008).

## 2.6 Implications

Considered thematically, the findings of this literature review on CYP's experiences of migration and adaptation to the UK have several implications for practice for schools for supporting migrant pupils emotionally, socially and academically. It is important to acknowledge that based on the literature reviewed, there is not enough evidence to make specific suggestions based on context (e.g., country of origin, school stage). However, where appropriate, contextual aspects of the findings are considered when discussing some of the recommendations.

It is suggested that school staff are mindful of pupils' migratory experiences and familial circumstances in the context of migration, such as CYP experiencing separation from their parents or family reunification following a period of prolonged separation (e.g., Hamilton, 2013b). Step-migration was a common experience for Eastern European participants in the studies reviewed (e.g., Sime, 2018), and whilst this may differ for other migrant CYP, it is nonetheless important to be mindful that CYP may be dealing with the loss of meaningful relationships with those from their home countries (e.g., Sime & Fox, 2015a). Staff are encouraged to consider the emotional impact of these relational dynamics, providing opportunities for CYP to share their experiences and associated feelings as needed. Staff are also encouraged to consider the impact on pupils' emotional capacity for learning, if for example CYP are focused on renewing their familial relationships.

The findings highlighted the significance of social factors for migrant CYP's school adaptation (e.g., Cartmell & Bond, 2015). It is recommended that schools prioritise developing social networks for migrant pupils, such as positive relationships with peers and teachers. Staff are encouraged to monitor migrant pupils' social inclusion, and to support CYP to make friends. This may include providing ample

opportunities to play for primary pupils, using buddy or mentorship schemes or facilitating shared experiences through activities for secondary pupils. Staff should also be mindful that some CYP might be managing feelings of isolation and rejection from peers (e.g., Moskal, 2014). Experiences of discrimination from peers appear to have been reported predominantly by participants in secondary schools (e.g., Tereshchenko et al., 2019). However, it is important for both primary and secondary staff to be alert to and deal with any experiences of negative attitudes, bullying and discrimination in school, for example linked to anti-immigration discourses, CYP's language skills and/or their ethnicity, nationality or religion (e.g., McMullen et al., 2020). This also includes managing prejudice and stereotypes from teachers, reflected in their expectations and perceptions of migrant pupils (e.g., Gaulter & Green, 2015). Staff are encouraged to have high expectations of migrant pupils, and not make judgements on their general abilities or educational and vocational aspirations based on pupils' English skills and their cultural background (e.g., Safford & Costley, 2008). One way of informing teaching practice is by gathering appropriate background information and assessment data of a wide range of abilities, not just English language skills (e.g., Moskal, 2016). Additionally, schools may engage in training to support their anti-discriminatory practice, which EPs are well placed to develop and deliver.

The findings highlighted the importance of schools supporting migrant pupils to acquire and develop their English language skills, which impact their ability to access learning and to socialise with peers (e.g., Tanyas, 2012). Schools should offer this support whilst also celebrating and drawing on migrant CYP's multilingual repertoires. This includes not prohibiting, but rather encouraging the use of their first language both in school and at home (e.g., Evans & Liu, 2018). Schools can also

communicate this message to parents, highlighting the importance of retaining their home language for migrant CYP's cultural identity, but also for the development of their English language skills. It is also recommended that schools reconsider using pupils to translate for their parents, being mindful that some CYP find assuming these roles stressful (e.g., McMullen et al., 2020). Therefore, schools should provide access to professional interpreters in their engagement with parents.

Regarding learning, the findings highlighted the importance of schools providing suitable access to learning opportunities, appropriately challenging migrant pupils, by recognising their individual needs and abilities (e.g., Hamilton, 2013a). This can be facilitated by gathering comprehensive admission and assessment data as previously described, and providing opportunities to learn about topics related to their lives, such as their culture. Schools are also encouraged to consider the spatial and learning environment, not seating migrant CYP with and using resources designed for younger pupils, or those with learning or behavioural difficulties (e.g., Hanna, 2020).

Based on the findings of the literature review, the suggested implications for school practice should be considered within the context of a whole-school approach to promoting the inclusion and belonging of migrant pupils. Schools are encouraged to create an inclusive school atmosphere and environment which respects and celebrates cultural and religious differences, where migrant CYP are welcome, understood and do not experience discrimination.

## **2.7 Conclusion**

This literature review sought to answer the questions, 'What does the literature tell us about migrant children's experiences of migration to the UK and adaptation in schools in the UK?'. By exploring existing research identified through a systematic

search, the literature review provided contextualised understanding and rationale for the current study. Main themes identified in the literature included experiences of migration, relationships, language, school experiences and identity. Although experiences of migration were discussed as a stand-alone theme, this is reflected across themes, as migration impacted on all other aspects. The five themes highlighted the inter-connected nature of these factors in migrant CYP's lives and experiences. The literature emphasised some of the challenges faced by migrant CYP, the many changes they experience and the fluctuating nature of adaptation.

The studies discussed adopted different definitions of the word 'migrant', reflected in their samples. The participants included a mix of newly arrived migrants and more settled CYP, and a mix of voluntary migrants and ASR. This highlights the need for further research with a more homogenous sample in terms of migration experiences. Participants were predominantly secondary school pupils, with only 5 out of the 23 reviewed studies including only primary school children. Moreover, in most studies with mixed samples of both primary and secondary school participants, their data was analysed together, meaning it is difficult to compare the experiences of primary and secondary pupils and to gain a rich understanding of primary children's experiences. Therefore, there is a need for further research that centres the voices of primary children. Most studies adopted a qualitative methodology, with data collection identified as a strength in the literature, linked to data triangulation using various methods and from different sources. While these provided valuable findings, it could be argued that there is a need for further in-depth exploration of individual children's experiences of migration, using an idiographic methodology, that centres primary school children's experiences and voices.

### **3. Methodology**

#### **3.1 Chapter Overview**

This chapter begins by outlining the research purpose, aims and questions. It then presents this study's underpinning ontological and epistemological positions, its qualitative approach and use of Interpretative Phenomenological Analysis (IPA) methodology. The chapter then details the research process, including methods of participant recruitment, data collection and data analysis. Issues regarding the quality of research are also discussed. The chapter ends by addressing ethical consideration.

#### **3.2. Research Purpose and Aims**

As shown in the literature review, there is a need for further in-depth investigation of children's experiences of migration to the UK, particularly those in primary school. The purpose of this research was exploratory (Robson, 2011), seeking to explore in depth primary school migrant children's experiences of migration and adaptation, to gain an insight into their sense-making of moving countries and living in a new culture, and the role school plays in their adaptation.

The main aim of this research was to gain further understanding of primary school migrant children's experiences of moving to and adapting to the UK, with the hope of increasing professional awareness of their experiences and knowledge of how best to support them. By providing an opportunity for children to tell their stories, the study also aimed to facilitate a platform for their voice. It is hoped that by drawing upon children's voices, this study will contribute to teachers' and EPs' understanding of children's experiences of migration and adaptation.

#### **3.3 Research Questions**

The overarching questions addressed by this research are:

- What are children's experiences of migration to the UK?
- What are migrant children's experiences of adaptation in British primary schools?

### **3.4 Research Orientation**

Research decisions, such as choice and justification of using particular methodology and methods are underpinned by assumptions about the nature of reality and knowledge (Crotty, 1998). Therefore, it is important to consider the ontological and epistemological positions underpinning the current research.

#### **3.4.1 Ontology**

Ontology refers to beliefs and assumptions about the nature of reality (Guba & Lincoln, 1994) and existence (Crotty, 1998). Ontology is concerned with "what is" (Crotty, 1998, p. 10), therefore a key ontological question is whether there is a real world that exists independently of human interpretations. Similarly, ontology concerns the question "whether there is a shared social reality or only multiple, context-specific ones" (Ormston et al., 2014, p. 4).

Two ontological positions are realism and relativism, which in a simplistic way can be thought of as being at the opposite ends of a spectrum, with other established positions along the realist–relativist continuum, such as critical realism. Realism holds that there is an external reality that exists independent from our beliefs, understanding and interpretations of it (Saunders et al., 2019). This view of reality has been criticised for being reductionist and not considering social and cultural contexts, falling short of capturing the complexity of the social world and the human experience.

The current research is underpinned by a relativist ontology, which rejects realist claims, holding that there is not a single true social reality, but rather there are



multiple, constructed realities (Mertens, 2010). As a researcher, I acknowledge that I will not have direct access to reality, but rather that there are "as many realities as there are participants" and that of my own (Robson & McCartan, 2016, p. 24). This research holds that there is not a single true reality of migration, but rather there are multiple realities, constructed by individual children.

### **3.4.2 Epistemology**

Epistemology refers to beliefs and assumptions about the nature of knowledge, "what it means to know" (Crotty, 1998, p. 10). Epistemology is also concerned with the relationship between the "knower" and what can be known (Guba & Lincoln, 1994, p. 108). Epistemological positions are closely linked to ontological assumptions, as a researcher's beliefs about the nature of reality will influence their beliefs about what can be known about it and how they relate to knowledge. If the world is 'real', then what can be known about it is "how things really are" (Guba & Lincoln, 1994, p. 108). One such epistemological position is positivism, also referred to as objectivism (Crotty, 1998), which holds that knowledge is objective and value-free, separating facts from values (Robson & McCartan, 2016).

An alternative position is constructivism, which is adopted in this research. This holds that there is no objective knowledge, but rather knowledge and understanding of the world are constructed by people (Mertens, 2010), therefore multiple knowledges can co-exist (Guba & Lincoln, 1994). Individuals can construct meaning in different ways in relation to the same phenomenon (Crotty, 1998) as they develop subjective meanings of their experiences (Creswell & Creswell, 2018). The researcher's goal is to understand the multiple constructions of meaning and knowledge (Mertens, 2010), by relying on participants' views of the studied phenomena (Creswell & Creswell, 2018). The researcher and participants are seen

as interlinked, influencing each other in an interactive process (Mertens, 2010), through which knowledge is created (Guba & Lincoln, 1994). The constructivist position is consistent with the aim of the current research to explore children's individual experiences of migration and adaptation, as the researcher believes that children make different meanings of the same phenomenon. Therefore, knowledge about the explored phenomenon of migration is constructed by understanding the multiple constructions of the children experiencing it.

### **3.5 Choosing a Methodological Approach**

Methodology refers to the general process or approach to research design that shapes the choice and use of methods (Crotty, 1998; King & Horrocks, 2010). Methods are the specific techniques of data collection and analysis used (Langdrige, 2007).

The choice of methodology is constrained by ontological and epistemological positions, thus not any methodology is appropriate (Guba & Lincoln, 1994). The relativist ontology and constructivist epistemology inform the qualitative methodology of this research. Qualitative research tries to understand or interpret a phenomenon in terms of people's experiences and meanings of that phenomenon (Denzin & Lincoln, 2018; Willig, 2013). A qualitative methodology was considered suitable for this study, as it aims to understand child migration and adaptation through children's views of their experiences.

A range of qualitative approaches for exploring people's perspectives and experiences could be utilised for this research. However, the methodological approach considered to be best suited to address the research purpose and questions is IPA (Smith et al., 2022). The following section will outline three alternative methodologies that were considered, with reference to their approach to

data analysis, addressing their compatibility with the research aims. It will then detail the rationale for choosing IPA as the most appropriate methodology for this research, including an overview of IPA and its theoretical underpinnings.

### **3.5.1 Discourse Analysis**

Discourse analysis considers how language constructs social perspectives and identities (Gee, 2011). Discourse analysis approaches are concerned with the role of language, providing insights into the discursive construction of social reality (Willig, 2013). As the analysis focus is on discourse, this was not deemed consistent with the research's aims. While adopting a discourse analysis approach would have given an insight into the various discursive constructions of 'migration' and 'adaptation', this was not consistent with the study's aim to explore children's experiences and meaning-making of their experiences. It was also felt that the focus on language use, including its structure (Gee, 2011) would have been problematic given the sample of the study, of children with different levels of English fluency.

### **3.5.2 Narrative Analysis**

Narrative approaches were considered as they offer a methodology for studying human experience (Hiles et al., 2017) and how people make sense of their world and themselves (Murray, 2015). Through narrative, humans can bring a sense of order and meaning to their lives (Murray, 2015). Thus, narrative psychology aims to explore how people organise their experiences into meaningful stories (Silver, 2013). Although there are various approaches to analysis, narrative analysis is generally concerned with both the content of the story, and its form and structure (Hiles et al., 2017; Murray, 2015). The researcher analyses how a participant's story is put together, how participants order their flow of experience (Riessman, 1993), and the linguistic and cultural resources they draw on (Hiles et al., 2017). The focus

of narrative approaches on sense-making is relevant to this study's aims. However, the focus on how the narrative is structured and organised (Murray, 2015) was not considered pertinent to the research question. IPA was deemed to be a better fit, due to its in-depth exploration of participant's experience of phenomenon and their sense-making of it, not necessarily in an organised manner.

### **3.5.3 Thematic Analysis**

Thematic analysis approaches (TA) are methods of data analysis, rather than a methodology (Braun & Clarke, 2021). One TA approach that was considered is Reflexive TA (RTA), a method for analysing patterns across a whole dataset, involving a systematic process of data coding to develop common themes (Braun & Clarke, 2021). This was not deemed consistent with the research's aim to explore in-depth individual experiences, as RTA provides insights across cases, and does not focus on the individual experience of each participant. IPA was preferred due to its idiographic approach and its central concern of understanding experience at the individual level (Smith et al., 2022).

### **3.5.4 IPA Overview**

IPA was deemed the methodological approach best suited to address the research questions of exploring primary school children's experiences of migration and adaptation to the UK.

IPA is an idiographic approach, interested in the in-depth exploration of participants' experiences and their sense-making of it (Smith et al., 2009). It is concerned with human lived experience, holding that experience can be understood by exploring the meanings people give it (Smith et al., 2022). Therefore, IPA is consistent with the study's aim of exploring children's lived experiences of migration and their sense-making of this major life experience. IPA is also consistent with the

research questions, facilitating an in-depth exploration of migrant children's experiences of migration to the UK and adaptation in primary schools.

IPA was chosen over other qualitative approaches due to its idiographic nature, thus enabling an in-depth exploration of each participant's experience, as well as exploring convergence and divergence across participants' experiences of the same phenomenon (Smith et al., 2022). IPA was also seen as consistent with the research's ontological and epistemological positions. Using IPA to explore children's experiences reflects a constructivist epistemology, enabling each child to construct different meanings of the same phenomenon. Moreover, it allows for relativism, reflecting the multiple realities of migration that exist.

IPA is informed by three theoretical perspectives, which will be addressed next: phenomenology, hermeneutics and idiography (Smith et al., 2009).

### ***3.5.5 Theoretical Underpinnings of IPA***

**3.5.5.1 Phenomenology.** Phenomenology is the philosophical study of experience (Moran, 2000), recognising that phenomena will be perceived and experienced differently by different people (Langdridge, 2007). For phenomenology informed psychologists, the focus is on exploring people's lived experiences (Langdridge, 2007; Smith et al., 2022). Consistent with this, this research focused on children's lived experiences of migration and adaptation, acknowledging that these will be experienced in different ways by migrant children.

In addressing IPA's phenomenological underpinnings, Smith et al. (2022) consider the work of four major phenomenological philosophers: Husserl, Heidegger, Merleau-Ponty and Sartre.

A key influence of Husserl's work on IPA is the focus on human experience, as IPA attempts to explore "particular experiences as experienced for particular

people” (Smith et al., 2022, p. 11). Husserl’s work also influences IPA researchers’ focus on the reflection process, as the researcher attempts to ‘bracket’, to separate out their pre-conceptions of the world to examine participants’ experiences (Smith et al., 2022). A key idea that IPA draws on from Heidegger is the intersubjective, relational nature of people’s engagement in the world, existing in relation to others, to the world, in a context of pre-existing language and culture (Smith et al., 2022). Heidegger’s view of the individual as a ‘person-in-context’ suggests that people are part of a meaningful world (Larkin et al., 2006). Experience is understood through people’s interpretations of their meaning-making activities in the world, thus adopting a hermeneutic lens to phenomenology (Smith et al., 2022).

IPA also draws on Merleau-Ponty’s ideas of the embodied nature of people’s relationship with the world, acknowledging the body’s role in experience (Smith et al., 2022). IPA researchers attend to people’s embodied experiences as evoked when they describe emotional experiences or sensations (Smith et al., 2022). Moreover, IPA draws on Sartre’s view that human’s perceptions of the world are shaped by the presence and absence of others, highlighting the importance of understanding human experiences in the context of relationships (Smith et al., 2022).

Consistent with these phenomenological concepts, IPA aims to explore in detail participants’ experiences (Smith et al., 2022). Drawing on phenomenological philosophies, for IPA researchers experience is a lived process, unique to the embodied person, but in relation to the world and others (Smith et al., 2022). IPA adopts an interpretative position to phenomenology, which will be considered next.

**3.5.5.2 Hermeneutics.** The second theoretical underpinning of IPA is hermeneutics, which refers to the theory of interpretation. In addressing the hermeneutical positions influencing IPA, Smith et al. (2022) draw on the work of

Schleiermacher, Heidegger and Gadamer. Schleiermacher (1998) suggested that interpretation of a text involves understanding the objective textual meaning and the individual influence of the author. For IPA researchers, this enables us to consider how our interpretative analysis “might offer meaningful insights which exceed and subsume the *explicit* claims of our participants”, without asserting that our analyses are truer than participants’ claims (Smith et al., 2022, p. 18).

Furthermore, Heidegger (1962 [1927]) held that any interpretation is founded on fore-conceptions. As people-in-context, we cannot fully escape the preconceptions that our being in the world brings with it (Larkin et al., 2006), including prior experiences and assumptions, seeing the new stimulus in light of these (Smith et al., 2022). Gadamer (1990 [1960]) suggested that the interpreter always projects a meaning as they try to understand a text, which is constantly revised in light of meaning and understanding that emerges. Therefore, one may only come to know some of these preconceptions when engaging in interpretation (Smith, 2007). For IPA researchers, Heidegger’s and Gadamer’s views on interpretative work and preconceptions influence adopting a cyclical approach to bracketing and seeing it as something which can only be partially achieved (Smith et al., 2022). Acknowledging that preconceptions are present and can hinder the process of allowing the new stimulus to speak, IPA researchers engage in reflective practices and a “dialogue between what we bring to the text, and what the text brings to us” (Smith et al., 2022, p. 21).

Another influential concept in IPA is the hermeneutic circle, which refers to the relationship between the part and the whole, holding that to “understand any given part, you look to the whole; to understand the whole, you look to the parts” (Smith et

al., 2022, p. 22). This dynamic, non-linear interpretation process informs the way of thinking about analysis in IPA, engaging in an iterative process (Smith et al., 2022).

IPA holds the view that people are sense-making beings, therefore sees participants' accounts as their attempts to make sense of their experience (Smith et al., 2022). In interpreting participants' accounts, the IPA researcher engages in 'double hermeneutics', trying to make sense of the participants trying to make sense of their experiences (Smith & Osborn, 2003). The researcher's sense-making is secondary as they only have access to the account of the experience, not the experience itself (Smith et al., 2022). The researcher reflected on whether in this research, the use of interpreters added another layer of interpretation, thus making it a 'triple hermeneutics process'. IPA adopts another double hermeneutic regarding its interpretative process, combining a hermeneutics of empathy with a hermeneutics of questioning (Smith et al., 2022). This centre-ground position involves attempting to see the experience from the participant's point of view, but also asking questions of what they are saying, incorporating the researcher's interpretative work.

**3.5.5.3 Idiography.** The third theoretical underpinning to IPA is idiography, which is concerned with the particular (Smith et al., 2022). IPA is committed to the particular at two levels, reflected in analysis and sampling (Smith et al., 2022). Firstly, IPA is concerned with detail, hence the depth of IPA analysis, which should be thorough and systematic. Secondly, IPA seeks to understand how particular phenomena has been experienced by particular people, in a particular context, hence using a small, purposefully-selected sample. This is further reflected in the analysis process, starting with a detailed examination of each case, before moving to more general themes. Consistent with IPA's idiographic approach, this research is interested in children's individual experiences of migration and adaptation to the UK.



### 3.5.6 Critique of IPA

Willig (2013) highlighted three IPA limitations regarding the role of language, the suitability of accounts and explanation versus description. IPA seeks to explore participants' experiences from their perspectives, which are communicated to the researcher through language. Willig (2013) posits that using such data collection methods to explore experience assumes that language is an appropriate tool to capture experience. She argues that this conceptualisation of language does not account for its constructive role, holding that language constructs reality, not simply describes it. Thus, Willig (2013) holds that using language in IPA falls short of understanding experience, but rather it gives an insight into how participants talk about their experiences.

Furthermore, Willig (2013) questions the suitability of participants' descriptive accounts of their experiences for phenomenological analysis. This also relates to participants' ability to use language in a way that captures the richness of their experience. Willig (2013) concludes that IPA is not a suitable method for studying the experiences of those who may not be able to use language in the sophisticated way necessary for this method. However, this view has been criticised for being "elitist", suggesting that only those with an appropriate level of fluency are allowed to share their experiences (Tuffour, 2017, p. 4). This is particularly relevant to the participants in this study, who are young and may still be developing their language. While acknowledging these limitations, the researcher holds that children's accounts of their experiences are valid, regardless of the richness or quality of the language used. The researcher accepts that this is how children describe their experiences, rather than assuming that if they are not using sophisticated, adult language, their descriptive accounts of their experiences are not valid. Participants in this study were

invited to also represent their experiences visually, through drawings, as a way of prompting discussion and offering an additional medium of communication.

Lastly, Willig (2013) suggests that while IPA research provides detailed descriptions of participants' experiences, it is limited in its explanatory aim, which restricts understanding the researched phenomena. However, IPA is primarily concerned with participants' experience of the phenomenon and their sense-making of it, rather than its structure (Eatough & Smith, 2017). Moreover, this study did not have an explanatory focus, but an exploratory purpose, which IPA is well suited for.

### **3.6 Research Process**

#### **3.6.1 Participants**

**3.6.1.2 Sampling Methods and Homogeneity.** Consistent with qualitative methodology and IPA's approach to using a homogenous sample, purposive sampling was used to find participants with lived experience of the researched phenomenon and who can articulate their experiences (Smith et al., 2022). The sampling was also opportunistic, as the researcher drew on her and her EP colleagues' contacts with schools to find potential participants.

IPA studies need a homogenous sample for whom the researched phenomenon will be meaningful (Smith et al., 2022). Homogeneity is primarily concerned with the phenomenon under investigation and potentially with other aspects of the participants and their contexts (Smith et al., 2022). The main criteria of ensuring sample homogeneity in this research was that participants had lived experience of moving to the UK as children. The researcher also considered practical and interpretative aspects, namely how much variation between participants can be contained within the analysis, thus devising inclusion and exclusion criteria (Smith et al., 2022). Even though homogeneity is important, participants should not

be treated as if they were identical, but rather maintaining the idiographic approach of IPA, exploring the experiences of each participant (Smith et al., 2022).

**3.6.1.3 Inclusion and Exclusion Criteria.** To ensure a homogenous sample, participants were recruited according to a set of inclusion and exclusion criteria devised by the researcher, illustrated in Table 4. The first criterion was that participants had lived experience of the researched phenomenon, i.e., they migrated to the UK as children. The criteria also included aspects of the participants, such as age, length of time in the UK and language fluency.

**Table 4**

*Participant Recruitment Inclusion and Exclusion Criteria*

Inclusion Criteria	Exclusion Criteria	Rationale
First-generation migrant children, i.e., children born abroad who moved to the UK	Second-generation migrant children, i.e., children born in the UK, but whose parents migrated to the UK	First-generation migrant children have lived experience of the researched phenomenon.
Migrant children from any country of origin, i.e., voluntary migration	Asylum-seeker or refugee children	This is specified to ensure homogeneity of experience.
Aged 7-11	Any age other than 7-11	The explored phenomenon is in relation to the lived experiences of primary school children. 7 was chosen as the lower age limit to ensure that participants could articulate their experiences.

Inclusion Criteria	Exclusion Criteria	Rationale
Attending a primary school in the UK	Not attending a primary school in the UK	The phenomenon explored is in relation to lived experiences of adapting to schools in the UK.
Have been in school for at least a term and less than three years	Have been in school for significantly less than a term or longer than three years	Important that participants had spent some time at school in the UK and were able to recollect their move.
Any level of English fluency	N/A	To explore the experiences of children who are commonly excluded from research due to their language skills.
No known history of trauma	A known history of trauma	This decision was based on ethical considerations, as the interview might cause increased distress.

Particular consideration was given to the migration circumstances, namely whether children moved to the UK voluntarily or as ASR, fleeing their countries because of a threat to their lives. As discussed in 'Introduction', the researcher adopts UNHCR's (2015) position to not use the term 'migrant' to refer to ASR. Thus, the sample only included children who migrated voluntarily, and not as ASR. This decision was based on the researcher's assumption that their migration experiences will be different and worthy of separate exploration. The decision was also influenced

by ethical consideration, as the researcher felt that parts of the interview focused on the experience of moving might cause increased distress for ASR children.

One participant who took part in the study did not fully meet the inclusion criteria regarding age. At the time of the interview, the participant was aged six, turning seven in two months' time. The researcher was not aware of this prior to meeting her and her parent, and as she was interested in participating, the researcher deemed it would be more unethical to refuse this.

Through the recruitment process, the researcher reflected on whether gatekeepers, such as school staff and parents, added inclusion criteria, for instance making a judgement on whether children might have additional needs and struggle to engage in an interview. Sometimes these became known to the researcher during conversation with gatekeepers, and the researcher clarified this study's inclusion criteria. The researcher also found that gatekeepers were not always aware of children's backgrounds, for example whether they had moved to the UK as ASR.

**3.6.1.4 Recruitment Process.** After gaining ethical approval for this research (see Appendices H & I), participant recruitment began in the autumn term of 2022. The recruitment process proved to be challenging, as the final participants were recruited in March 2023. The response rate from schools was significantly lower than anticipated and parents did not return the expression of interest.

The recruitment process started by emailing Head Teachers and/or SENCOs of primary schools in the inner-London borough where the researcher was on placement, describing the study's background and purpose (see Appendix J). Initially only the schools that the researcher or her supervisors worked with were contacted, as not to open the study too broadly and then refuse potential participants. As the researcher struggled to recruit participants, the recruitment process was expanded

until all the primary schools in the inner-London borough were contacted. If the research was deemed applicable to their school population, staff were asked to identify suitable children according to the inclusion criteria outlined above and to share information about the study (see Appendices K & L for the Parent/Carer and Participant Information Sheets). This step included staff informing the researcher if the parents and/or child required access to translated forms (see Appendix M), which further delayed the process. Due to financial constraints, these were translated using Google Translate and then checked and amended by native speakers known to the researcher. Parents were asked to fill in an expression of interest form, consenting to be contacted by the researcher. The researcher then met with the parent and the child, provided further information and gained consent from the parent and the child (see Appendices N & O for Parent/Carer Consent and Participant Assent Forms). The researcher also checked that participants met the inclusion criteria and gathered some background information from their parents (see Appendix P).

**3.6.1.5 Sample Size and Participant Information.** Due to its idiographic approach, IPA studies require small sample sizes, to analyse in depth each participant's experiences (Smith et al., 2022). The researcher aimed to recruit between four to ten participants, with the decision to stop recruiting depending on the richness of the individual cases and external constraints (Smith et al., 2022). A total of seven children were recruited from five primary schools from an inner-London borough. Contextual information about participants was gathered from parents/guardians, which is presented in Table 5. Participants' names used throughout this research are pseudonyms chosen by the children or the researcher. All but one participant moved to the UK with their parents, and for some, their siblings. Diamond-Lemon moved with her brother, to live with her grandparents.

**Table 5***Participant Contextual Information\**

Participant	Country of birth	Age	Age at time of migration	Approximate length of time in the UK	School history	Main language(s) used at home	Previous exposure to English
Sarah	China	7	7	4 months	Started school at age 6.	Mandarin English (since arrival in the UK)	Studied English for one year and a half
Ariccaraz	France	9	7	2 years 4 months	Attended nursery, Early Years and two years of primary school.	French	None
Sonic	Spain	7	6	8 months	From the age of 3.	Spanish	Familiar with some words
David	Spain	11	9	2 years	From the age of 3.	Spanish Uses English with his brother	Some exposure at school
WolfSlam	France	8	6	2.5 years	Pre-school from the age of 3. Attended primary school for 1 month.	French (90% of the time)	Attended English classes once a week
Deedee	Australia	6:10	3	3 years	Nursery in Australia and the UK.	English	First language
Diamond-Lemon	Brazil	11	10	6 months	Pre-school. Attended a private school from the age of 5.	Portuguese	At school

\* Accurate at the point of interview

### **3.6.2 Data Collection**

**3.6.2.1 Semi-structured Interviews.** IPA is best suited to flexible data collection methods that enable participants to provide a rich, detailed account of their experiences, such as semi-structured interviews (Smith & Osborn, 2003; Smith, et al., 2009). Therefore, semi-structured interviews were used to collect data, as they enable participants to talk about their experiences at length (King & Horrocks, 2010). Semi-structured interviews were deemed more appropriate than other types of interviews, as they have some structure, but are not constrained by it, offering a flexible approach in which the order and wording of questions is open to change (Robson, 2011). Semi-structured interviews were chosen over focus groups, as they were more closely matched with the research focus on individual experiences.

**3.6.2.2 The Interview Schedule.** An interview schedule (see Appendix Q) was developed to facilitate participants in providing an account of their experience of the researched phenomenon (Smith et al., 2009). The researcher held in mind the need to use a style of questioning that would empower children to share their experiences, such as open-ended questions (Westcott & Littleton, 2005). The researcher also followed Smith et al.'s (2009) guidance, formulating open questions, which were not leading or made too many assumptions about participants' experiences. This included descriptive, narrative and contrast questions, prompts and probes (Smith et al., 2009). The questions were discussed in supervision to consider appropriate framing. One example was around using the word 'journey' to refer to children's experience, with the supervisor challenging the researcher imposing the journey metaphor by using this. The questions' topic was based on themes arising from literature on child migration and adaptation and interview guides from papers on similar topics (Gilsenan, 2018; O'Shea, 2018). At the start of the



interview, participants were invited to make a drawing of their experience of moving to the UK, therefore the first questions and prompts were related to their drawing.

An introductory script was used to brief participants of the interview process, emphasising the importance of their voice in sharing their experiences and that there are no right or wrong answers. Participants were reminded of the study's aims, and the researcher shared some of her background relating to the research topic, namely that she also moved to the UK from another country. At the end, participants were given the opportunity to ask questions and reminded of what would happen next.

**3.6.2.3 Drawings.** Drawings were incorporated in the data collection process to support children feel at ease and express themselves in a different way. Visual methods, such as drawings, are seen as appropriate research methods to use with migrant children (Due et al., 2014; White & Bushin, 2011). These methods not only facilitate communication, but also address some of the research power imbalance, as through their drawings children can identify issues not prioritised by the researcher (White et al., 2010). Methods such as drawings can be used in IPA research to engage and support participants to think and talk about their experiences (Smith et al., 2022), and can increase the richness of data generated (Attard et al., 2016). Participants were given a blank piece of paper, pencils and a range of coloured pens and were asked to draw about their move to the UK. Their drawings were not used as data and were not interpreted by the researcher, rather they were used as a stimulus for discussion. One participant chose not to draw, and another drew something that was not clearly related to the suggested focus, which indicates children exercising agency in the research context (Einarsdottir et al., 2009).

**3.6.2.4 The Process of Data Collection.** Children were interviewed by the researcher in a quiet room in their schools. Table 6 provides contextual information

for the interviews. During Sarah and Sonic's interviews, another adult was present to translate. Ariccaraz's father was also present in the room, but maintained a distance and was not involved in the interview. The interviews lasted between 19 and 89 minutes and were audio-recorded. However, Sarah and Sonic spent a large amount of time on their drawings. The interviews followed the schedule described above, except for Sonic's interview, as he drew at the end. In following the interview schedule, the researcher had to balance flexibility and being guided by the children's communication, with some structure, staying close to the interview questions, even when not addressed in the same order, to ensure consistency between interviews and adequacy of data (Smith et al., 2022).

**Table 6**

*Interviews Information*

Participant	Interview duration (minutes)	Language(s) used in the interview	Use of interpreters
Sarah	58	English & Mandarin	Yes, Sarah's father
Ariccaraz	38	English	No
Sonic	89	Spanish	Yes, professional interpreter
David	19	English	No
WolfSlam	58	English	No
Deedee	32	English	No
Diamond-Lemon	62	English	No

Presentation and engagement during interviews varied between participants. Most participants appeared relaxed and keen to share their experiences. However, Sarah presented as reserved, requiring encouragement to expand on her answers. David appeared somewhat nervous and at one point uncomfortable, finding it difficult

to express himself. The researcher reflected on whether this was associated with language, perhaps amplified by a desire to 'get it right', as he presented as a conscientious boy. During the interviews, the researcher drew on her skills and experience of working with children acquired in her TEP role. This included taking time to build rapport with children, for example offering to play a game first. The researcher remained aware of participants' emotional states during interviews, adopting an empathetic stance when participants discussed difficult experiences, giving them the opportunity to share and process their experiences.

**3.6.2.5 Working with Interpreters.** Interpreters were used during the data collection process for two participants, to enable shared understanding between the researcher and participants (Fryer, 2019). The researcher did not anticipate needing an interpreter for Sarah based on email communication with her father. However, her father joined the interview, explaining that he would translate where necessary. The researcher was mindful of the interview dynamics and how this might have facilitated or impacted Sarah's engagement. Sarah's father mainly translated the researcher's questions, as Sarah predominantly answered in English. Sonic's interview was fully facilitated by a professional interpreter. Sonic appeared comfortable communicating with the researcher through the interpreter, although he highlighted her presence at times by addressing some of his questions at her. The flow of conversation during Sonic's interview was at times disjointed, as he often interrupted either the interpreter or the researcher.

Using interpreters can be seen as an ethical responsibility to access the hidden voices (Murray & Wynne, 2001) of migrant children who do not speak English. However, it also raises several practical and methodological challenges. Regarding practical considerations, a triangular seating arrangement was adopted,

where everybody could see each other (Plumridge et al., 2012). The researcher briefed the professional interpreter prior to the interview, regarding the research purpose, interview process, ethical issues and preferred method of translation (Murray & Wynne, 2001). This was shared with Sarah's father during the interview. The interpreters were asked to stay as closely possible to the children's words and research questions; however, the researcher acknowledges that there is often no exact translation, thus interpreters actively select words or phrases to convey meaning (Hennink, 2008). To check her understanding, the researcher reflected back children's answers, for them to confirm or clarify. The researcher also acknowledges that the interpreters contributed to the process of knowledge production in this research through the data collection (Temple & Young, 2004).

### **3.6.3 Data Analysis**

The data collected was transcribed verbatim by the researcher and analysed using IPA. When an interpreter was used, only the English data was transcribed and analysed. As the researcher understands basic Spanish, during the transcribing process questions arose about some of the translations. These were double-checked in peer supervision, with a native Spanish speaker. Although some changes were made to the transcript at the word or sentence level, this did not alter the meaning at the analysis level.

The analytic focus in IPA is on participants' sense-making of their experiences (Smith et al., 2022). IPA recognises that access to participants' experience is dependent on what they share about it, thus the researcher needs to interpret their account to understand their experience (Smith et al., 2022). The analysis cannot achieve a fully authentic first-person account, as it is constructed by participant and researcher, but aims to produce a third-person description which stays as close to

the participant's experience as possible (Larkin et al., 2006). During analysis, the IPA researcher engages in double hermeneutics, trying to make sense of participants' sense-making of their world (Smith & Osborn, 2003). Thus, IPA always involves interpretation (Smith et al., 2022), contextualising and making sense of participants' experiences from a psychological perspective (Larkin et al., 2006). As such, the analysis is "a joint product of the participant and the analyst" (Smith et al., 2022, p. 77). Another important aspect of IPA analysis is the researcher moving between the part and the whole of the hermeneutic circle, for example analysing a small text in the context of the whole interview (Smith et al., 2022).

This study followed the seven stages of the IPA analytic process described by Smith et al. (2022). Due to its idiographic commitment, the process starts by analysing the first case in detail (Steps 1 to 5), then applying the same steps of analysis to the other accounts one by one (Step 6; Smith et al., 2022). The researcher's role in IPA also requires seeking meaning and commonality beyond an insider's account (Larkin et al., 2006), thus also developing group experiential themes (Step 7).

**3.6.3.1 Step 1: Reading and Re-reading.** The analysis process started with the researcher reading the first transcript and listening to the interview audio-recording the first time reading it. To further immerse into the data and ensure the focus is on the participant, the researcher re-read the transcript several times, making notes of initial thoughts and observations about the transcript, and recollections about the interview.

**3.6.3.2 Step 2: Exploratory Noting.** The researcher then made notes and comments on one side of the transcript, identifying things that matter to the participant on an exploratory level. Different exploratory notes were recorded:

- descriptive, staying close to the participant's explicit meaning, e.g., key words, phrases.
- linguistic, exploring uses of language, e.g., repetition, pauses.
- conceptual, more interrogative notes, asking questions of the data.

The researcher also noted emotion words and more interpretative notes, stimulated and linked to the text, recorded tentatively and clearly documented, so they could be later checked. Throughout this process, the researcher attended to similarities, amplifications, as well as differences and contradictions in the participant's account in different parts of the transcript.

**3.6.3.3 Step 3: Constructing Experiential Statements.** The aim of the third step is to express the main features of the exploratory notes through experiential statements. These relate directly to the participant's experience or the sense-making of that experience. The researcher organised and interpreted the data at this stage, while staying close to the participant's lived experiences. The researcher read through the exploratory notes, recording experiential statements on the other side of the transcript (see Appendix R for analysis extracts illustrating participants' exploratory notes and experiential statements). This process involved focusing on discrete parts of the transcript, while keeping in mind the whole transcript. This reflects one aspect of the hermeneutic circle, as through the analysis process, "the original whole of the interview becomes a set of parts", which "then come together in another new whole at the end of the analysis" (Smith et al., 2022, p. 87).

**3.6.3.4 Step 4: Searching for Connections Across Experiential Statements.** The researcher then engaged in a process of connecting experiential statements and forming clusters. The experiential statements were cut into individual pieces of paper and scattered randomly on a table; the researcher then searched for

connections, moving the statements around and exploring different ways of constructing patterns of connected statements. Although most statements were incorporated, some which did not fit within the groups being developed were discarded. Some of the groupings also included sub-clusters.

**3.6.3.5 Step 5: Developing Personal Experiential Themes (PETs).** Each cluster of experiential statements was given a name to describe its characteristics, becoming the participant's PETs. PETs were recorded in a table (see Appendix S), organised as such: PETs were recorded in **BOLD UPPER CASE**, sub-theme titles in **lower case bold**, followed by the corresponding experiential statements, which were accompanied by line numbers to indicate where in the transcript they can be found.

**3.6.3.6 Step 6: Individual Analysis of Other Cases.** The process of steps 1-5 was systematically repeated with all subsequent transcripts.

**3.6.3.7 Step 7: Developing Group Experiential Themes (GETs) Across Cases.** Once all individual transcripts were analysed, the researcher created and named a set of GETs. Although there is no hard rule as to what is required to constitute a GET, the researcher adopted the position that a GET must be reflected in at least half of the participants' accounts, namely four in this research (Smith et al., 2022). This step began by allocating each participant a colour, then printing each participant's PETs and sub-themes. The researcher scanned each table of PETs, looking for similarities and differences, starting to group PETs. The researcher then zoomed into sub-themes, cutting these into individual pieces of paper and moving them around the developing groups, engaging in a dynamic and active process of re-organising the data (Smith et al., 2022). This meant that some PETs were divided into multiple GETs, i.e., some PET sub-themes were included in one GET, and the others in another GET, as illustrated in Table 7 with an example from WolfSlam's

PETs. Visuals were created for each GET to show the corresponding PETs and sub-themes from each participant, which are included in the ‘Findings’ chapter.

**Table 7**

*Example of Dividing one PET into Multiple GETs*

WolfSlam’s PET	PET Sub-themes	GET
<b>LIFE IN THE UK MARKED BY CHANGES AND COMPARISONS</b>	<b>Making sense of the UK through his pre- migration experiences and views Reflecting on changes: progress, growth, but not ready to move again</b>	<b>LIFE IN THE UK  MIGRATION: THE MOVE, THE JOURNEY AND SENSE-MAKING</b>

While engaging in this process, the researcher was guided by the aim of cross-case analysis in IPA to highlight “shared and unique features of the experience”, rather than provide a ‘group norm’ (Smith et al., 2022, p. 100). The researcher constantly negotiated the “relationship between convergence and divergence, commonality and individuality”, engaging in an interpretative analysis (Smith et al., 2022, p. 106).

### **3.6.4 Research Quality**

It has been suggested that the conventional criteria of assessing the validity and reliability of quantitative research are not appropriate for qualitative research. As qualitative research has different epistemological assumptions and aims, there is a need for different approaches to demonstrating value and validity (Yardley, 2017) and alternative criteria have been proposed (Lincoln & Guba, 1985; Yardley, 2000). When evaluating the validity of qualitative research, we judge “how well the research



has been carried out, and whether the findings can be regarded as trustworthy and useful” (Yardley, 2015, p. 257). Thus, outlining the rigour and integrity of research is important to ensure credibility of findings (Noble & Smith, 2015).

This section discusses how quality was considered in this research, by drawing primarily on Yardley’s (2000) four flexible principles for evaluating and demonstrating the quality of qualitative research: sensitivity to context, commitment and rigour, transparency and coherence, and impact and importance. Lincoln and Guba’s criteria (1985) for establishing trustworthiness were also considered. The researcher further drew on Tracy’s (2010) model for quality in qualitative research, who described these as end goals of strong research, reached through various methods. However, not all criteria for ensuring and evaluating quality can be applied to all types of qualitative research, as using some inappropriately may invalidate the research (Morse, 2018). Thus, the researcher considered the interpretative nature of IPA research when addressing issues of quality.

**3.6.4.1 Sensitivity to Context.** Showing sensitivity to context in research includes the theoretical context of the study, but also the researcher’s and participants’ socio-cultural setting (Yardley, 2000). To demonstrate consideration of the theoretical context, this research included a thorough literature review of the research topic in the ‘Literature Review’ chapter. This is important when formulating research questions, but also when interpreting findings (Yardley, 2015).

The socio-cultural context is particularly relevant to this research, given the nature of the topic explored. To consider the possible impact of the researcher’s and setting’s characteristics, the researcher reflected on hers and the participants’ Social GRACES (Burnham, 2012), especially age, cultural identity and language. The researcher acknowledges how her own identity as a migrant to the UK and someone

who uses EAL have shaped her views on migration. Despite some possible similarities, the researcher recognises that participants' experiences will be different. The researcher had an awareness of the socio-cultural context of the research setting through her work in primary schools in the borough where the study took place, an ethnically and culturally diverse inner-London borough. The researcher also reflected on the broader socio-cultural context and was particularly aware that media and political discourses about immigration and migrants were prominent at the time of recruitment. The researcher wondered if this might impact children and parents' relationship with the term 'migrant'. The researcher was transparent with children and parents about her use of the word and her own identity as a migrant.

The researcher reflected on how her characteristics and behaviours also influenced the balance of power, which is not only relevant for judging the quality of research, but also has an ethical dimension (Yardley, 2000). The researcher acknowledges the commonly inherent power differentials between researcher and participants, and between adults and children. The researcher reflected on how some aspects of her identity might be perceived by others, such as being a White woman who is fluent in English, and how this impacts power dynamics. The researcher drew on skills developed in her professional role, such as empathy and rapport building, and explaining about her experience of moving to the UK, in an attempt to reduce the power imbalance.

Lastly, at the analysis stage, the researcher showed sensitivity to the data, recognising complexities in participants' accounts and not imposing her meaning on it, but staying close to the data (Yardley, 2015). In line with this study's relativist ontology, IPA's stance on double hermeneutics, and to ensure credibility (Lincoln & Guba, 1985), the researcher showed how she represented participants' multiple

constructions. The researcher used peer debriefing (Lincoln & Guba, 1985), in the form of monthly research supervision. Another way of ensuring credibility is through multivocality, which refers to including multiple and varied voices in the analysis and the written discussion of the findings (Tracy, 2010). The researcher strove to include views that differed from the majority or those of the author (Tracy, 2010), which is also in line with IPA's aims of reflecting both convergence and divergence between participants, and the individual and the group (Smith et al., 2022).

**3.6.4.2 Transparency and Coherence.** Transparency is “honesty about the research process” (Tracy, 2010, p. 842), enabling the reader to see what was done and why (Yardley, 2015). This is ensured by a clear exposition of data collection and analysis methods, supported by a paper trail (Yardley, 2015). The data collection and analysis processes are clearly outlined in this research. Transparency in data analysis was facilitated by including excerpts of the textual data in the ‘Findings’ chapter (Larkin & Thomson, 2012), and including in the appendix parts of transcripts (Yardley, 2000) and PETs tables (Smith et al., 2022). When interpreters or multiple languages were used, the researcher used strategies to acknowledge the language of the data when presenting quotes in the analysis, stating whether this was translated or spoken in English (Fryer, 2019). Transparency also refers to disclosure of other relevant aspects of the research process, including the researcher’s experiences and motivations that led them to explore a particular phenomenon, as well as consideration of external pressures or constraints (Yardley, 2000) and the study’s challenges (Tracy, 2010). In this research, this included making visible the presence of interpreters and the extent of their involvement (Hennink, 2008).

Coherence refers to the extent to which the research makes sense as a whole (Yardley, 2015). This includes the fit between the research questions and the

philosophical perspective, the method of data collection and analysis (Yardley, 2000). The research orientation, including ontological and epistemological assumptions, as well as the theoretical underpinnings of IPA as a methodology were addressed in detail in the 'Research Orientation' section. This included consideration of how the research questions fit with the relativist ontology and constructivist epistemology, as well as with IPA's phenomenological and idiographic approach.

**3.6.4.3 Commitment and Rigour.** Commitment and rigour refer to thoroughness in data collection, analysis and reporting, providing a convincing account (Yardley, 2000). These are demonstrated through in-depth engagement with the topic, including thorough data collection and in-depth analysis (Yardley, 2017). The researcher used methods for collecting rich and idiographic data through semi-structured interviews and drawings, which was considered an appropriate method for eliciting the views of children. The researcher also drew on her skills from her role as a TEP in working with children, as well as interpersonal, communication and facilitation skills, to support the data collection process.

Commitment and rigour in data analysis is closely linked to immersion in the data (Yardley, 2000), which is essential for the in-depth analysis characteristic of IPA. The researcher transcribed the interviews herself, which provided an opportunity to immerse into each participant's account. The analysis process should be in line with the accepted standards for a particular methodology (Korstjens & Moser, 2018), as such the researcher followed the published guidelines for IPA analysis, providing a transparent account of the analytic process (Smith et al., 2022). The researcher also strove to follow the principles proposed by Smith et al. (2022) to demonstrate rigour in IPA analysis by:

- thinking about context and variability within cross-case analysis.

- detailing the complexity of the analysis, including both convergence and divergence.
- illuminating the individual within GETs, by exploring how a GET is manifested in unique ways by different participants.
- illustrating analytic depth and avoiding description by providing analytic insight after extracts chosen to illustrate the claim.

**3.6.4.4 Impact and Importance.** The final principle proposed by Yardley (2000) refers to the research's impact and importance. This research has the potential to contribute to a better understanding of migrant children's experiences and how best to support them to adjust to life and school in the UK. The findings will be relevant and valuable to children and families, teaching staff, EPs and other allied professionals. The researcher believes that this study's impact and importance are also reflected by conducting research with a population not commonly included in research, namely children who are not yet fluent in English. The importance of research is supported by researching a worthy topic, that is relevant and timely (Tracy, 2010). This was illustrated by others' reactions when talking about this study, as others showed interest in the topic, commenting on its relevance to the current societal context. This was reinforced by feedback from one of the participant's parents, who expressed their appreciation for conducting research on this topic.

**3.6.4.5 Transferability.** Another important aspect of relevance and impact of research is the extent to which the findings can be applied in other settings (Mays & Pope, 2000). Consistent with the qualitative nature of the study, the researcher is not aiming for replicability, but hopes that insights from this study can be relevant to other similar contexts (Yardley, 2015). Transferability of findings can be acquired by thick description, which is a detailed presentation of the research (Lincoln & Guba,

1985) that enables the reader to determine the degree of similarity between their and the research's context and judge whether the findings apply in their context (Mays & Pope, 2000; Mertens, 2015). The researcher provided thick description of the research, participants, interview procedure (Korstjens & Moser, 2018) and the role and involvement of interpreters (Fryer, 2019). To enable transferability of findings from an IPA study, the researcher provided a rich and transparent analysis of participants' accounts (Smith et al., 2022).

**3.6.4.5 Reflexivity.** Researcher reflexivity supports transparency (Yardley, 2000), transferability (Lincoln & Guba, 1985) and research sincerity (Tracy, 2010). Reflexivity refers to the ways in which the data and the findings have been shaped by the researcher and the research process (Willig, 2013) and includes being honest and transparent about strengths and shortcomings (Tracy, 2010).

As part of researcher reflexivity, it is important to describe features such as researcher's background and interests that may have influenced the data or interpretations (Yardley, 2015). The researcher acknowledges her own identity as a migrant and someone with EAL. Her personal experiences of migration, acculturation and adaptation have motivated her to choose this research topic. The researcher further reflected on how her experiences and beliefs might have influenced the research process, supported by her reflective diary (Lincoln & Guba, 1985) and monthly supervision. The researcher also reflected on her TEP identity, conducting a research project as part of her course requirements. While the researcher chose to explore a topic of interest, the felt pressure of having to complete it by a deadline, knowing that it constitutes an essential aspect of completing the course, meant that the researcher often questioned the feasibility of the study. This was related to recruitment challenges and associated uncertainty over the data collection process.

### **3.7 Ethical Considerations**

The research was granted ethical approval from the Tavistock and Portman NHS Trust Research Ethics Committee. The researcher adhered to the principles outlined in the BPS Code of Human Research Ethics (2021), the BPS Code of Ethics and Conduct (2018) and the HCPC Standards of Conduct, Performance and Ethics (2016).

Guided by the principle of respect for the dignity of people, including respecting individuals' culture and language (BPS, 2021), the researcher ensured that participation was open to all regardless of their English proficiency. Information about the study and consent forms were provided in participants' home language. When needed, interpreters were used to communicate with parents and children. These actions were taken as a way of removing language barriers to participation (Boddy, 2014).

Research with children requires unique ethical considerations (Mishna et al., 2004; Morrow, 2008), which will be further addressed below. It also includes power differentials between the adult researcher and the child participant and the adult's specific responsibilities towards children (Morrow, 2004), such as duty of care. The researcher attempted to address some of the power imbalance by sharing some information about herself and giving children opportunities to ask her questions.

#### **3.7.1 Informed Consent**

As all participants were under the age of 16, informed consent was required from children and their parents/guardians. To enable them to make an informed choice, the researcher ensured that necessary and sufficient information had been shared in an understandable form. Participants and their parents were given separate information sheets, in their chosen language. The child version was written

in an age appropriate, accessible way, supported by visuals. Both forms outlined the aims of the research, confidentiality and anonymity conditions, data protection considerations and their right of withdrawal. They were also informed of how the data would be used and analysed, including dissemination using verbatim quotes (Smith et al., 2009). This information was reiterated in a discussion with children and parents, prior to signing the consent forms.

The researcher strove to ensure that children were under no pressure to consent, by making it clear that there were no consequences to saying 'no'. The researcher acknowledges the impact that power imbalances might have on children's consent-giving and was sensitive to non-verbal indications that a child is unwilling to consent (BPS, 2021). Discussions with parents/guardians indicated that they had also considered children's consent prior to meeting with the researcher. The principle of ongoing consent was adopted, rather than seeing consent as a one-off event (Morrow, 2008). This was implemented by checking during the interview if children wanted to continue or stop, and at the end checking that they still agreed for what they shared and their drawing to be included in the research.

### ***3.7.2 Minimising Harm***

The researcher did not include questions that could cause discomfort and participants were informed that they had the right not to answer questions. Despite cautionary measures to minimise risk, one participant appeared uncomfortable at one point during the interview, and another became upset when talking about her difficult experiences. The researcher was attentive to these signs of discomfort, responding empathically and offering to stop the interview, with both participants choosing to continue. The researcher's response was guided by the participants, as David was fine continuing by changing the focus of the conversation, whereas



Diamond-Lemon used the space to share her emotional responses, appearing to benefit from talking about what she was finding difficult. The researcher ensured there was a trusted adult in school who could support the children if needed, and for these two children, the key adult in school and their parents/guardians were informed to provide further emotional support if needed.

### **3.7.3 Confidentiality and Anonymity**

To ensure that participants' information was kept confidential and anonymous, several measures were taken:

- All data was used and stored securely on password-encrypted files and device in accordance with the Data Protection Act (2018).
- Interview transcripts were anonymised, by using pseudonyms, and any identifiable data was removed from the transcripts, such as the name of the school, peers or staff. Participants and their parents were informed of the limits to anonymity linked to the small sample size, meaning that those aware of the research project might be able to identify individual voices.
- Participants were informed of the categories of people who will have access to the interview data (e.g., supervisors and examiners) and the findings.
- The interpreter was asked to maintain confidentiality.
- The limits of confidentiality were explained clearly, namely confidentiality will not be maintained if there is a safeguarding concern and local safeguarding procedures will be followed. The researcher had to break confidentiality on two occasions to follow the procedures outlined in the ethical approval form, to inform the children's parents/guardians and school staff that the children became upset at some point during the interview. This was to ensure that the key adults around them were aware and could check in with the children if

they wanted to discuss anything further. The researcher became aware of the complexities of ethics when doing research with primary school children, having to make ethical decisions about breaking confidentiality when there was not a clear safeguarding concern. Dealing with one such grey area, the researcher felt that it would be in the child's best interests to break confidentiality to share further with those who know them best.

## 4. Findings

### 4.1 Chapter Overview

This chapter presents the study's findings following analysis of data gathered from the seven participants, in answer to the research questions:

- What are children's experiences of migration to the UK?
- What are migrant children's experiences of adaptation in British primary schools?

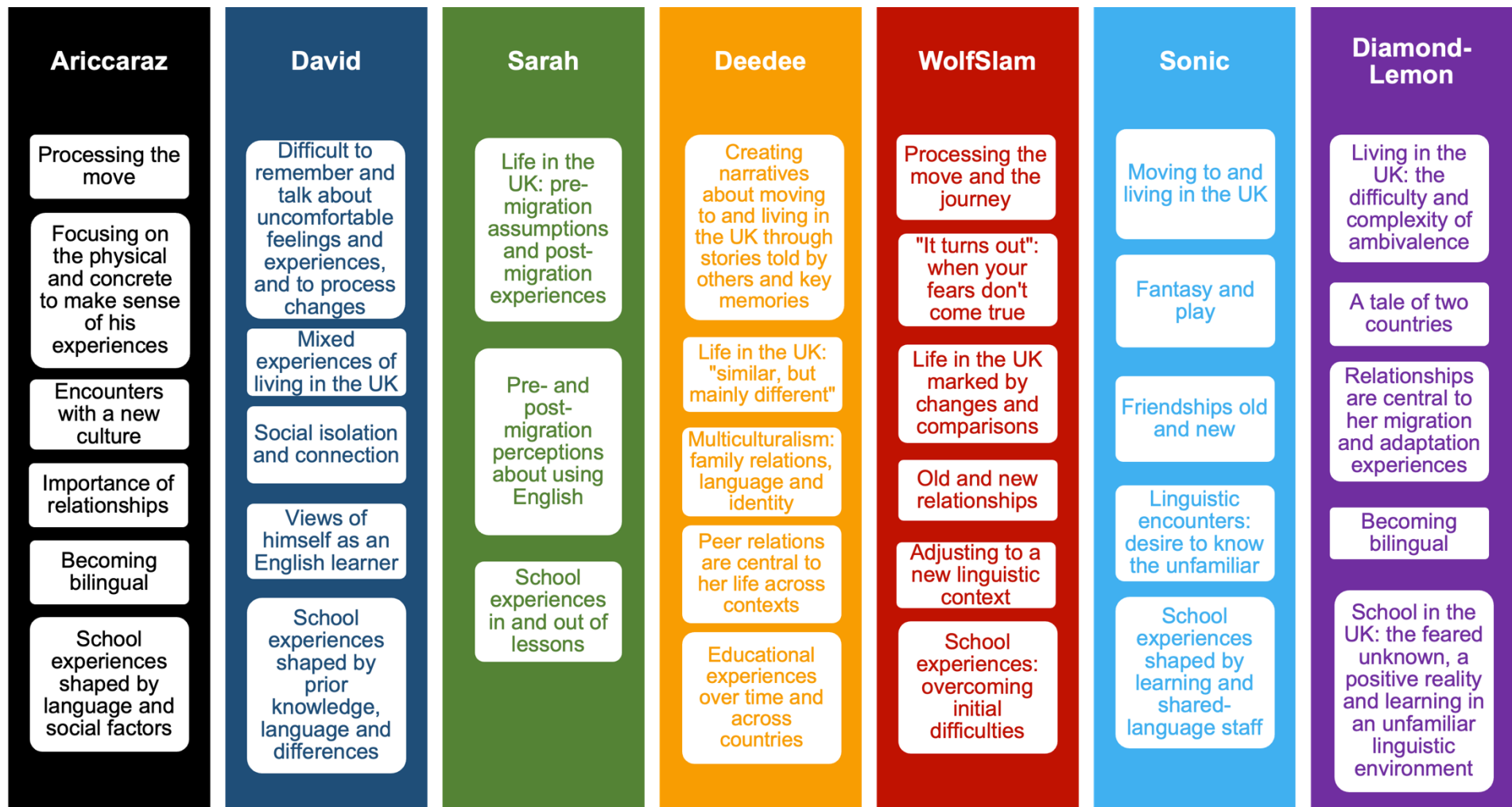
This chapter begins by providing a visual overview of each participant's Personal Experiential Themes (PETs), followed by an overview of Group Experiential Themes (GETs). It then presents each GET in turn, reflecting the interpretation of data at a group level, while considering convergence and divergence within participants' accounts (Smith et al., 2022).

### 4.2 Overview of Participants' PETs

Figure 2 outlines the findings from the individual analysis, including each participant's PETs, in line with IPA's idiographic approach. The researcher's interpretation of individual participants' findings will be incorporated throughout the presentation of GETs.

Figure 2

Graphic of PETs

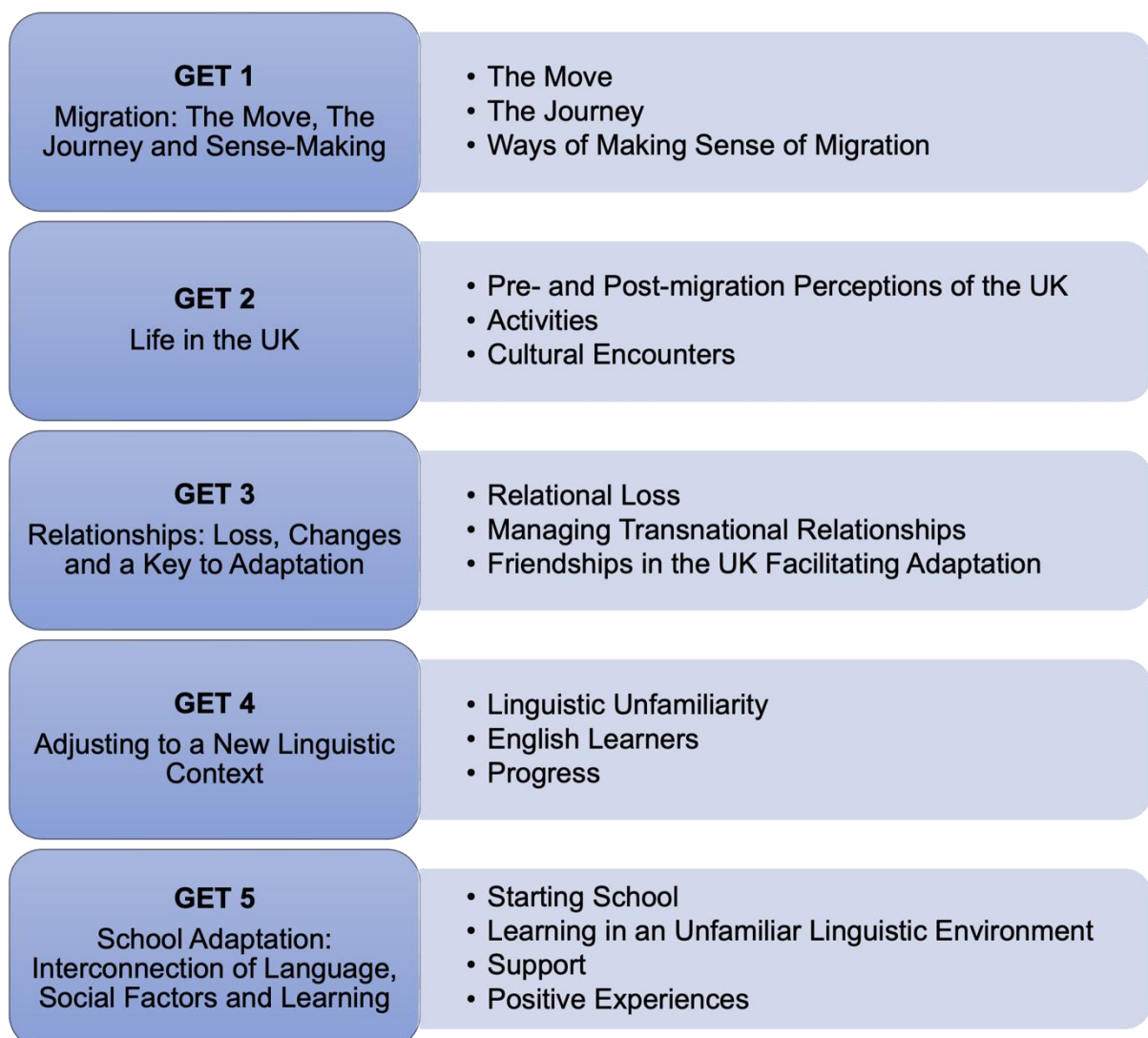


### 4.3 Overview of GETs

This section outlines the findings of the analysis across cases, which yielded five GETs, as illustrated in Figure 3. Within each GET, findings are detailed under the corresponding sub-themes. Within the graphic representations in this chapter, each participant was assigned a colour to enable a visual representation of their PETs and sub-themes contributing to the development of GETs: Ariccaraz, David, Sarah, Deedee, WolfSlam, Sonic and Diamond-Lemon.

**Figure 3**

*Graphic of GETs and Sub-Themes*



A 'case within theme' approach is adopted, whereby each GET is presented in turn and discussed with evidence from individual participants (Smith et al., 2009), with the view that this will be an orderly and effective way of representing the data. The findings are illustrated with relevant extracts from participants' transcripts. Table 8 contains a key to the transcription symbols used in this chapter.

**Table 8**

*Key for Transcript Symbols*

Symbol	Meaning
...	Pause
(...)	Material omitted by the researcher
[text]	Material added by the researcher
X	Name of place or school

#### **4.4 GET 1: Migration: The Move, The Journey and Sense-Making**

This GET was reflected in six children's accounts of their experiences of migration and adaptation to the UK. This GET comprised of nine PETs and two sub-themes from two other PETs, as illustrated in Figure 4. The three sub-themes encompassed within this GET are:

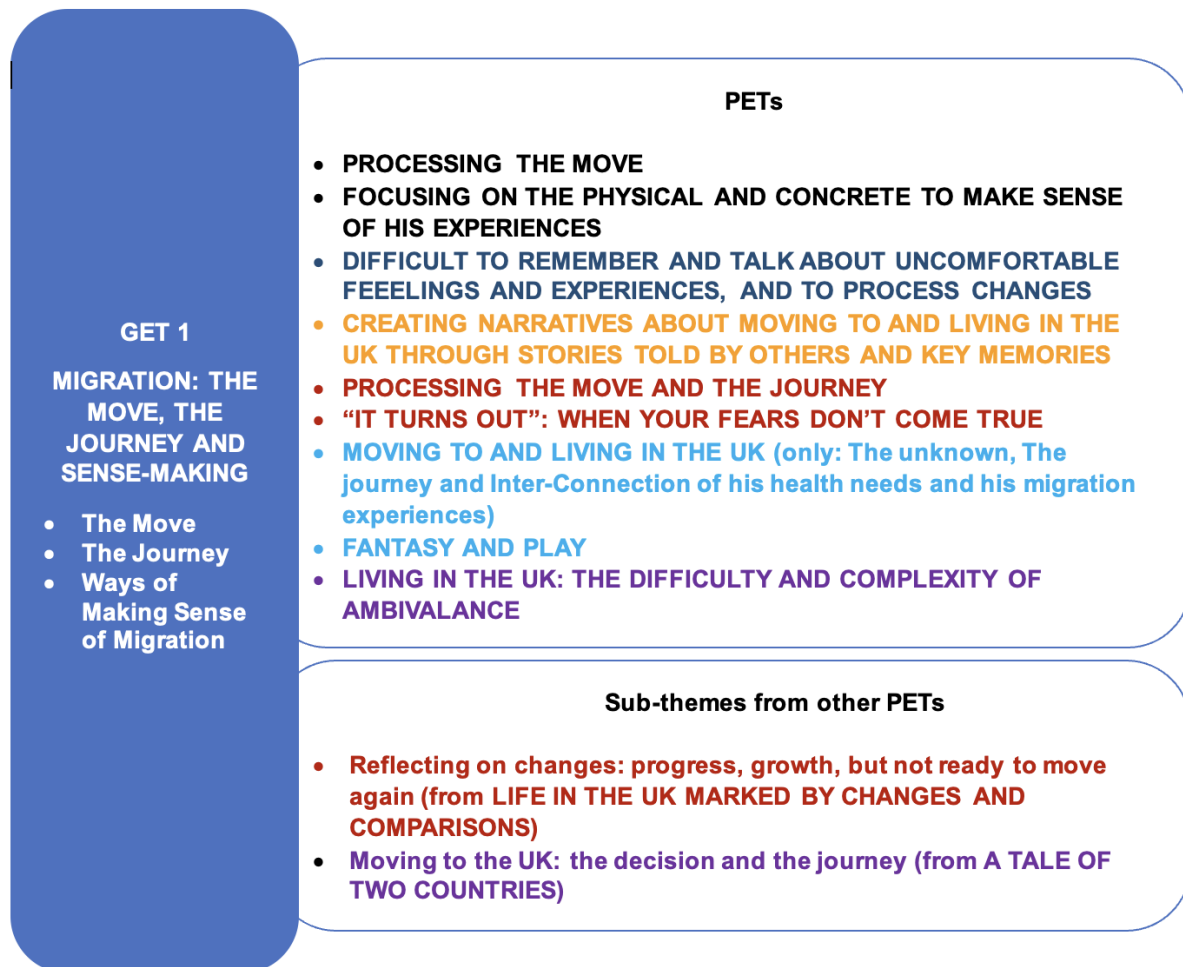
- The Move
- The Journey
- Ways of Making Sense of Migration

This GET was generated from how participants spoke of their migration to the UK, including the decision to move and associated feelings, the journey to the UK,

and ways of processing and making sense of their migration experiences. This GET highlights the idiographic nature of children's experiences and is integral in understanding each child's context.

#### Figure 4

GET 1: Corresponding PETs and Sub-Themes



Note. PETs are recorded in **BOLD UPPER CASE** and PETs sub-themes in **lower case bold**.

#### 4.4.1 The Move

Children spoke about the decision to move to the UK, expressing a range of feelings and issues of (lack of) agency. Some children recounted their initial

responses and discussions with their parents, for example, WolfSlam expressed a strong emotional response, stating, "I felt like shocked, and I really didn't want to go because I wanted to stay here" (473-474). He reiterated his strong desire not to move, saying, "shocked. because I don't want to go, no, no, no, no, no!" (496-497). The sentiment of not wanting to move was echoed by Deedee, who, when told by her parents that they were moving, felt "sad (...) and a little angry at them cause I didn't want to move" (104-107). Deedee's feelings of sadness and anger were related to an anticipated loss of relationships, familiarity and belonging in the community, not wanting to move "because ... I've lived there for a long time and I have a lot of friends there" (109-110) "and the local swimming pool (...) everybody loved me" (119-120). Likewise, Ariccaraz did not understand and questioned his parents' decision to move, highlighting relationships with family and friends as a reason to stay, explaining, "I was like, "what? but we don't need to!" It's better in France, because all of the family is there, and all of my friends are there [sigh]. So it was weird to hear it" (97-100). Recounting this, his tone of voice changed, suggesting that he might have felt surprised or shocked by the news of moving, followed by a sigh, possibly reflective of his loss associated with the move.

Both Ariccaraz and WolfSlam shared their thoughts about moving with their parents. According to Ariccaraz, his parents responded, "'but we already got the house (...) so we're going in England and we're leaving you in your grandma's house until we come back to, to, to go in England" (112-115). Ariccaraz experienced a brief separation from his parents, staying with his grandmother, explaining, "my parents came first, then they came back to pi- to make us come" (118-119). Ariccaraz's comments reflect his lack of agency regarding his parents' decision, emphasised using the phrase 'to make us come'. Similarly, WolfSlam tried to negotiate with his



parents, explaining, "I said, "can we please stay?", but no ... they just wanted to carry, to go, but I wanted to stay, so it got quite complicated" (484-486). Their comments indicate that while their parents discussed the move with them, it was ultimately an adult decision. Whereas discussions took place in their families, Sonic was not informed about the move, stating, "no one told me anything (...) I don't remember if I knew or not that we were coming here" (translated, 159-162). For Sonic the move was an unknown, realising they had moved when they "arrived here" (translated, 167), being completely unfamiliar with the UK, stating, "I didn't know the name of this country" (translated, 172). Despite conversations with his parents, Ariccaraz also realised they had moved only when they arrived at their house in the UK, seeing an overwhelming number of boxes, saying, "I didn't really realise it (before) and then when we went in our house there was lots of boxes (...) a lot" (52-56). He later clarified this, explaining, "I didn't realise that we were moving (...) I didn't realise, I thought it was only for holidays, but after I realised that it was actually not for holidays ... and I was a bit sad" (145-149). Thus, the realisation that going to the UK was not for holidays, but permanent, made him sad.

In contrast to the experiences of children who moved to the UK with their parents despite their wishes, Diamond-Lemon's migration circumstances were different. For her, moving to the UK was suggested by her grandparents and parents, linked to educational and linguistic opportunities, explaining, "me and my brother come here to learn English and to study in a different country" (109-111). Moreover, she moved to the UK by choice, asking and insisting to go, recounting this with excitement in her voice:

first they say, oh just G, who is my brother and I say, “no, no, no, I want to go too” and they, “no, you’re so young for this” and I say, “please, please, please” and they, “okay, we thinking about” and after they said “yes”. (135-138)

Another unique aspect of Diamond-Lemon’s migration experience is the temporality of the move, as “in December we decide if we want to stay here or if we go back to Brazil” (128-129).

#### **4.4.2 The Journey**

Recounting their move, children focused on the journey to the UK, particularly the mode of transport for travelling, which is also illustrated in their drawings, perhaps reflecting their literal interpretation of being asked about their ‘move’:

I came by bus. (Sonic, translated, 41)

we moved in the train, so I’m just going to draw train. (WolfSlam, 7-8)

I drawn the Eurostar, the train I took to come (...) it was good. (...) it was one of the first times I went in a train to go to in another country. (Ariccaraz, 16-22)

me on the airplane. (Deedee, 8)

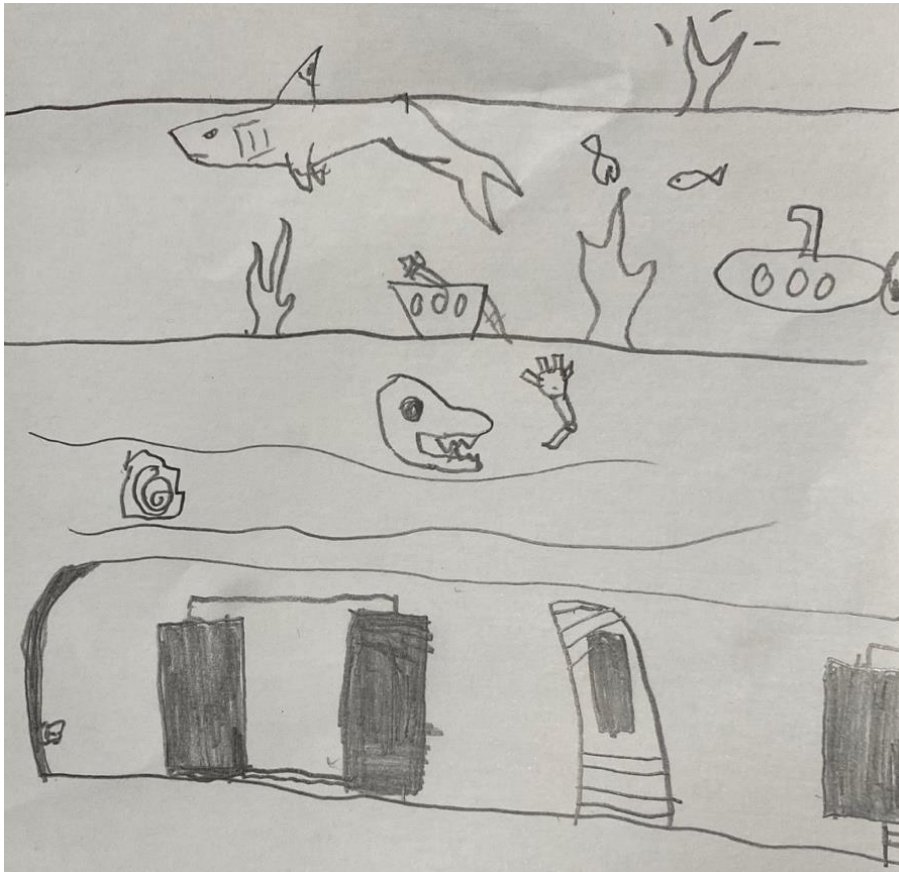
I’m in the plane with my brother and my grandmother (...) I never go in a plane too big like when I come to England, so I was so happy. (Diamond-Lemon, 657-661)

As portrayed by Ariccaraz and Diamond-Lemon, for some the journey itself was memorably, linked to first time experiences. For Sonic, parts of the journey were remembered in connection to his health needs, explaining, “if I don’t put my insulin when it’s my time to eat (...) it can go up or down (...) so when we came to this country the bus had to stop so we could eat” (translated, 72-76).

WolfSlam recreated the journey by mixing his memories with his imagination, stating, “I’m just trying to remember, but I’m drawing a bit from my imagination too” (189-190), adding elements he wished he would have seen on the journey.

### Figure 5

#### *WolfSlam’s Drawing*



Deedee was keen to share the story about travelling on the plane illustrated in her drawing, even though she does not remember it. By re-telling a story told by her mother, she created a narrative about the move, stating, “when I was going from Australia to here (...) my parents were sleeping (...) and I was awake and I kept on getting croissants (...) I just remember cause my mum told me about it” (18-30).

**Figure 6***Deedee's Drawing*

Ariccaraz included himself in his drawing, portraying his active engagement on the journey by taking in his surroundings, stating, "that's me, looking out of the window (...) I could see mountains and when I was under water, I think, it was all black inside there, I couldn't see anything" (31-36).

**Figure 7***Ariccaraz's Drawing*

Diamond-Lemon marked the journey in her drawing by doing “a line to Brazil to England” (693). She described how after keeping herself entertained and sleeping on the journey, she arrived in England, stating, “when I wake up I was in England” (672-673). Her comment is striking in portraying how in one sleep a significant change in her life had taken place. Her drawing also depicts the mixed feelings about starting school, feeling “happy (...) [and] a little scary” (645-646).

### Figure 8

*Diamond-Lemon's Drawing*



### **4.4.3 Ways of Making Sense of Migration**

To reflect this individual experience, this sub-theme is presented by referring to each child in turn.

**4.4.3.1 Ariccaraz.** Throughout his narrative, Ariccaraz focused on the physical and the concrete in his environment as a way of making sense of his experiences. For him, the arrival in the UK was marked by noticing the physical environment and time differences, stating, "I saw buildings and some shopping centres and also buses and that's how I knew I was in England" (37-39) and "the hour from my dad's phone changed" (44-45). When he arrived, he tried to make sense of things that were not what he thought they were, explaining, "I thought something that was weird. I saw a station called Victoria Coach, I thought it was a tube station, but it wasn't (...) I still don't know" (75-79). Ariccaraz's comment about the station came immediately after recounting the arrival to his new house, realising he has moved, perhaps as another example of something he was trying to understand. Furthermore, when asked whether he has noticed any changes since moving, he spoke of changes and differences in the physical environments linked to enjoyable activities, saying, "now I have a console (...) and the playground is different from the other playground. Because in this playground I have a football pitch" (417-422).

**4.4.3.2 David.** For David, it was difficult to remember and talk about uncomfortable feelings and experiences, and to process changes. He found it hard to remember details about the move, saying he could "not really" (50) remember when he found out that he was moving, and when asked when he realised that he was moving, he answered, "ah ... in ... ah I don't remember" (48-55). David found it particularly hard to talk about the things that he does not enjoy about living in the UK,

appearing upset, with his speech marked by long pauses and fillers, such as “ah ... ah ... mm ... [R: Is it quite hard to think about it or to talk about it?] yeah (...) hmm ... I’m not sure” (112-123). David appeared to want to say something but was unable to express himself. Furthermore, David said that he has “not really” noticed any changes since moving (173) and that his school experience “hasn’t changed really” (235) over time.

**4.4.3.3 Deedee.** As Deedee moved to the UK at a younger age, she couldn’t “really remember that much” (187-188). However, she created narratives about her migration experiences through stories told by others, as described in ‘The Journey’ sub-theme, and key relational and ‘firsts’ memories. For example, she stated, “I remember (...) when I first moved to my, my house was very empty (...) a few months later, me and my parents went, went out (...) and when we came home inside there was a trampoline” (54-58). Getting a trampoline, a part of childhood experiences, became associated with how her new empty house became more of a home. Deedee remembered a thunderstorm as one of her first memories in the UK, and snow, both experienced for the first time in the UK, saying, “there was a thunderstorm and (...) I remember looking out there and seeing the lightning (...) I was scared” (75-80) and “the first time it snowed, really cool” (313-314). She also remembered her first day at nursery in the UK, marked by meeting her friends and playing:

I remember the first time (...) my dad took me to look at the school. I basically right then saw, saw A (...) [and] A came running after her (...) I remember playing in (...) the pretend kitchen with them. (346-358)

**4.4.3.4 WolfSlam.** WolfSlam processed his migration experience by comparing his pre-migration fears and wonderings, with his post-migration

experiences, often connected by the phrase 'but it turns out'. WolfSlam feared social rejection, being mocked, particularly because of his language skills, stating, "I was worried about it, because I was scared of people mocking me (...) because I don't speak very well" (23-39). Moreover, his identity felt under threat due to feared social rejection, saying, "my own name would be disqualified, because you're not allowed to have that name" (271-273). WolfSlam also feared loss of familiarity of cultural norms and his favourite things:

I felt a bit worried also because it's a whole new country, so maybe we're not allowed to do things that we did in France that I'm used to (...) like I was worried that we couldn't eat pasta (...) that Lego didn't exist there in England. (40-48)

Alongside fears, WolfSlam also felt excited about discovering and exploring the unknown, saying, "what made me feel excited was erm having new friends, having ... having ... new cultures, discovering" (247-248).

WolfSlam's narrative reflected that the reality of life in the UK was better than expected, accompanied by a sense of relief, stating, "I feel quite relieved, because I thought it was gonna be worse, but it actually turned out it's gonna, it's better (...) it was better than I thought it would" (502-505). Not only didn't his fears come true, but the reality is even better:

But it turns out, it's, everything I like it's here. (45-49)

it turns out, for the Lego, it's even better than X because there are five Lego shops in London. (59-60)

but it turned out it was really good because I had two friends that spoke French in my class. (25-26)



In addition to the sense of comfort and relief from continuity of access to familiar and liked things and developing friendships, WolfSlam expressed a sense of amazement and excitement linked to new experiences:

foxes lived on the top of the roof (...) and people gave them food. And I discovered that, and I was amazed about it! (...) amazed! I never saw a fox in my life (...) I discover new things, I discovered robin. I love discovering. So that, I was excited. (252-267)

WolfSlam also reflected on how his life changed through learning and discovering new activities, portraying a sense of growth, stating, “my life changed a bit erm because I, I learned new things and I discovered new things (...) I started do those things and it’s, it changed, I changed and I did those things, my life changed” (554-556).

Overall, WolfSlam shared a positive view of being in London, stating, “I would like to tell you that this place is amazing. And I really like being here” (682-683). However, he added, “but also, I don’t think I’m ready to move out of here (...) I think I’m ready to play and everything, but I think I’m not ready to move houses or anyway, because I’ve moved three times now” (683-688). His comment suggests a sense of feeling settled, and not wanting this disturbed by another move or change.

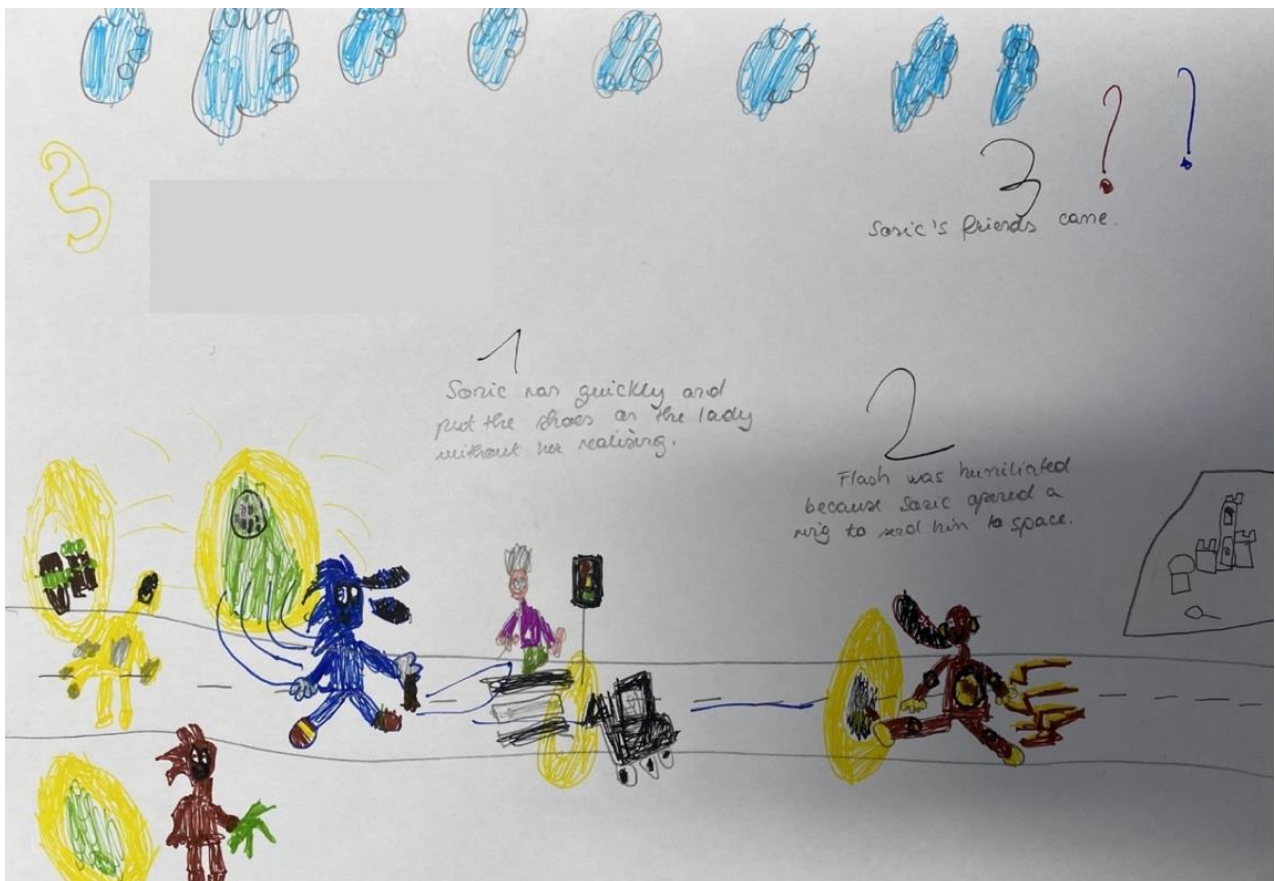
**4.4.3.5 Sonic.** Throughout his narrative, Sonic moved between reality, fantasy and play, with themes of threat, heroes and time travelling, perhaps reflecting his way of processing being in an unfamiliar context, particularly an unknown linguistic environment, and possible associated fears. His experiences were further interconnected with his medical needs, for example, stating in relation to starting school, “But I don’t have to feel nervous, because if I feel nervous my sugar levels

can go up or down” (translated, 416-418). Sonic shared aspects of his imagination, like pretending to time travel:

I like to imagine that I’m travelling in time, but I don’t want to travel in time because it’s very dangerous. (...) I imagine that I have a time machine with covers and pillows (...) I play music on my phone so that I can imagine that we are travelling in time and someone is helping us (...) it is the most fun game that I play with my sister. (translated, 140-151)

### Figure 9

#### Sonic’s Drawing



Sonic also spoke of wanting to learn Kung Fu and a superhero fantasy, stating, “my ninja costume because I like to learn Kung Fu (...) if a thief comes I can

take the gun without it discharging so it doesn't hurt anyone, like a superhero" (translated, 460-477). Sonic's enjoyment of superheroes and cartoons was evident throughout his narrative, choosing to make a drawing and story about cartoon characters, saying, "could it be the Flash movie in English? (...) because you can watch different movies in England in English" (translated, 494-497).

**4.4.3.6 Diamond-Lemon.** Diamond-Lemon's migration experience was marked by the difficulty and complexity of managing ambivalence. She described the disparity between her pre-migration expectations and her post-migration experiences, related to maintaining transnational friendships, managing separation from her parents, and living with her grandparents and brother, stating, "I think all the things is gonna be perfect, but when I come here and I pass some days, some months, I think, "oh, it's not gonna be so perfect" like what I'm thinking, so yes, it's quite difficult" (219-222). Diamond-Lemon's comment reflects a sense of disappointment and trying to come to terms with the reality of living in the UK.

Diamond-Lemon's narrative was dominated by dealing with the tension of enjoying life in the UK, whilst also finding it difficult because she misses her parents, stating, "I like with my grandparents, but I miss my parents, so, yes. It's quite difficult to stay here, but I like, I like my friends from here" (53-55). She was also torn between the two countries and deciding where to live:

living here is difficult, but, yes I like to live here, but, sometimes I want to go back to Brazil, but sometimes I want to stay here, so (...) I like to live here, but I like to live in Brazil too. (568-571)

Moreover, Diamond-Lemon described ambivalent school experiences, stating, "happy, but in the same time it's difficult to, I be at this school and other language, and other friends, but I like, but in the same time it's difficult (534-536).

Diamond-Lemon spoke of trying to manage the complexity of her experiences, using the phrase “trying to be calm” on several occasions (24-25; 215-218), particularly in relation to missing her parents, stating, “I’m trying to be calm because I’m going to visit they (...) I be more calm because I know in July I go to Brazil” (38-42). Therefore, despite finding it difficult, she held onto knowing that she will visit her parents.

#### **4.5 GET 2: Life in the UK**

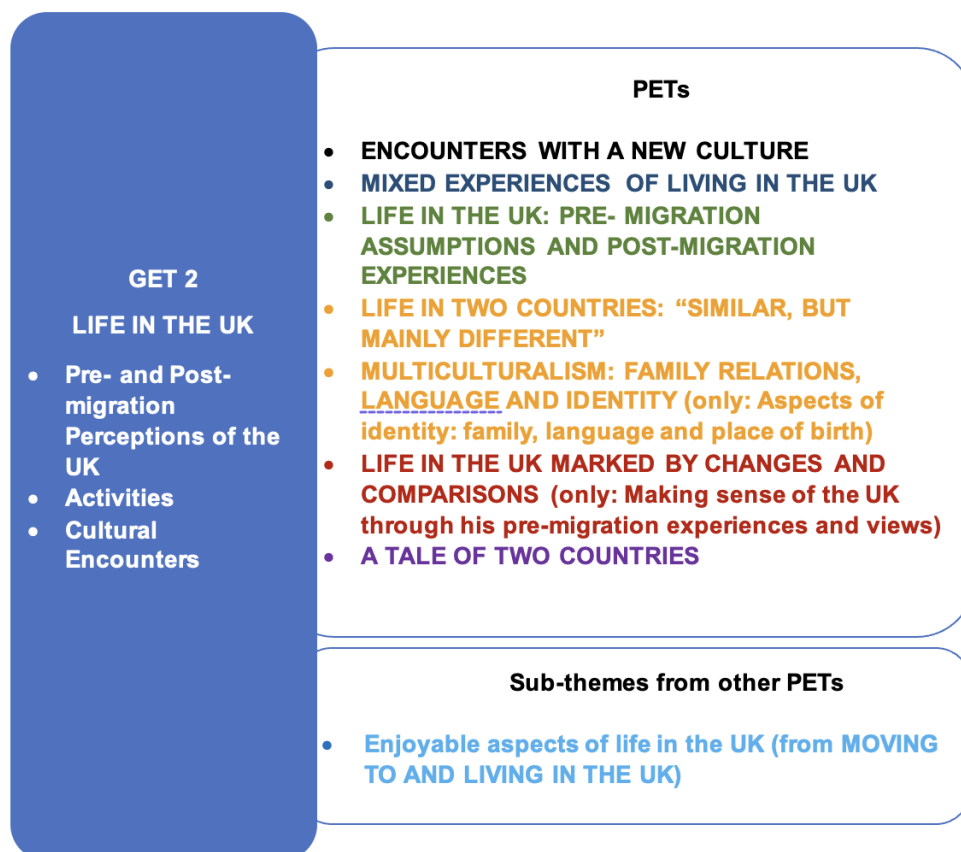
This GET was reflected in all children’s accounts, comprising of seven PETs across six participants (two PETs from Deedee) and an additional sub-theme from Sonic, as illustrated in Figure 10. The three sub-themes encompassed within this GET were:

- Pre- and Post-migration Perceptions of the UK
- Activities
- Cultural Encounters

This GET was generated from how participants spoke of their experiences of living in the UK. This included their pre- and post-migration perceptions of the UK linked to the weather, the environment and amenities, and engagement in extra-curricular activities. This GET also included children’s encounters with British culture, reflecting some of the cultural similarities and differences they attend to.

**Figure 10**

*GET 2: Corresponding PETs and Sub-Themes*



#### **4.5.1 Pre- and Post-migration Perceptions of the UK**

When discussing their perceptions of the UK, children spoke about the weather, the environment and available amenities, drawing on their pre-migration views and post-migration experiences, usually making comparisons with their home country. Regarding the weather, WolfSlam said, "I thought it was gonna be rainy, because everyone in France says it's rainy here and (...) a bit ... cloudy" (508-509). Similarly, Deedee described London as "way colder than (...) Australia" (312), associating this with availability of swimming pools, saying, "in Australia there is lots of swimming pools since it's so hot and in London there's only a few" (194-196). Whereas for Deedee the colder British weather meant fewer local amenities related to an enjoyable activity, for David, the weather was the best thing about living in the

UK, due to its implications for his health, stating, "I like that it's not like as sunny as it was in the island where I'm from, because there was a lot of sun and I usually get nose bleeds and headaches" (99-101).

Children also spoke about features of the physical environment. For example, Ariccaraz said, "I just thought it was like with phones (...) red cages with phones, with phone things inside them and the (...) buses, with two stages" (179-181). Whereas Ariccaraz's pre-migration views of the UK were linked to British symbols, such as red telephone boxes and double-deckers, others spoke of the urban characteristics of London. WolfSlam explained how his post-migration experiences were different to his pre-migration expectations of the physical environment and wildlife, stating, "it was quite different, because I thought it would be like trees everywhere and one house made of wood and another one like that, but it turns out it's a big city connected" (540-543). Despite discovering that London is a big city, WolfSlam still enjoyed London's wildlife, saying, "I saw a fox in the middle of the road and (...) I felt happy because that fox wasn't in a cage, like most animals in X (...) in X I saw one magpie and here I see loads" (263-266). Motivated by a similar concern for the environment, Deedee perceived London in a less positive light, stating, "they have way more cars and they have way more pollution and they are hurting the environment (...) so that's what I don't really like about London" (284-288).

Additionally, children commented on the availability of amenities. For example, Sarah noticed that there are "lots of playground" in the UK (472), whereas Deedee noted that "there isn't as many zoos" as in Australia (205). Diamond-Lemon spoke of perceived safety, seeing the UK as safer, facilitating her independence:

here is more safe, in Brazil is not too much (...) here I can go to the supermarket next to my house (...) but in Brazil I can't do this because it's not

safe, so here I like, because it's safe, so I come to school alone. In Brazil (...) I can't do this alone. (580-585)

#### **4.5.2 Activities**

Speaking about their life in the UK, children referred to availability of and engagement in extra-curricular activities, often making comparisons with their home countries. For Sonic, this meant having access to a wider range of movies and videos, stating, "it is a lot of fun hmm because you can get new movies that I never knew before and other (...) YouTubers that speak in English saying other things about here" (translated, 179-181). For WolfSlam, living in the UK provided opportunities to engage in new activities, stating, "when I was in France (...) I didn't have drawing lessons or I wasn't in the swimming team. (...) there wasn't football club, there wasn't clubs in France" (556-562). Similarly, Diamond-Lemon spoke about how living in the UK provided the opportunity to "learn to play football" (557-558). This was seen as a unique opportunity, linked to perceived cultural differences regarding gender expectations, as explained by Diamond-Lemon, "cause here, the girls do football and in Brazil it's like only the boys, but here it's girls and boys" (340-341). However, living in the UK also meant not being able to do activities that she enjoyed and was good at, stating, "in Brazil, I do swimming and gymnastics and was so cool (...) I was so, so, so good in gymnastics, but here (...) I'm not doing" (321-326). A sense of reduced opportunities and isolation was further echoed in Diamond-Lemon's reflection on how she spends her weekends:

in Brazil erm all the weekends I like go to (...) my friend's house, or play with my friends (...) here I don't do this too much in the weekends I just stay at home. So this is quite different to me because I want to walk at the parks, to play, but my grandparents can't go because they work. (613-619)

A similar sentiment was reflected by David, who stated, “I still get bored because I get very sick, so I can’t go out” (22-23). However, for David, spending a lot of time at home was linked to his health needs.

#### **4.5.3 Cultural Encounters**

As depicted in her drawing, Sarah expressed curiosity about the unknown of the UK in terms of racial differences, stating, “before I came here” (67) “I wonder is every people at here is Black?” (184). When asked to expand, Sarah said, “because in my English club there was a teacher who was Black and he is from English” (188-191). Sarah drew on her pre-migration experiences of British people to try and make sense of what people in the UK might be like. She explained that her experiences of racial diversity post-migration were different to her pre-migration assumptions, stating, “because in my class there are two students they are White” (206).

**Figure 11**

*Sarah’s Drawing*





Ariccaraz used food as a marker for learning about and experiencing cultural similarities and differences, stating, "what I learned (...) was that I could eat McDonalds and I could eat a lot of things in McDonalds. But in France I couldn't because it was pork." (202-206). His comment also highlights intersectionality of culture and other aspects of his identity across contexts, as he referred to possible religious or cultural food requirements. He continued the comparisons between countries, focusing on things that are missing in the UK, stating, "there is a burger that's not there, but that's in France, in KFC, and it's really good, but it's not in England (...) and there's also things that aren't there in McDonalds, but that are in France" (218-233). Similarly, Sarah spoke about "something that I like but you haven't" (341), referring to a dish from China that she misses and can't have in the UK. Deedee also spoke about unique things about Australia that are not present in London, stating, "there is way more creatures, to really see, but in London there's not many, well, unique creatures, except in Australia there is" (207-209).

Children spoke of other ways of experiencing British culture, expressing mixed views. Ariccaraz enjoyed the experience of travelling in a British double-decker bus, stating, "I always go to the top" (188). In contrast, David did not enjoy visiting popular touristic attractions in London, such as London Bridge and Big Ben, saying he "didn't really like them (...) because (...) you took a long time on the bus and you just walked and see them" (82-85). However, he enjoyed visiting Brighton, saying, "it's basically the beach with a fun fair, yeah, it was nice" (93).

As well as cultural comparisons, some children displayed an ongoing attachment to their home country. Diamond-Lemon made explicit her attachment to Brazil, linked to school and language, stating, "I like Brazil too much, the school of Brazil (...) the things I like because I speak Portuguese" (589-591). For Deedee,

Australia is the place she goes “back to” (133), a phrase she used on several occasions portraying returning to a place she left. Moreover, she reflected on her multicultural identity in relation to place of birth and family, stating, “I was born in Australia, my mum was born in America, my dad was born in New Zealand” (305-306). She explained how her multiple heritage influences her language use, saying, “I just have a mix up of different words. So I say ‘icy pole’ is American I think and, and then ‘sidewalk’ is American too, but I say (...) ‘mate’, same as my friend” (297-300). Deedee’s comment highlights how she identifies with and integrates multiple cultures. Similarly, Ariccaraz is integrating aspects of both cultures, stating regarding football, “in the English teams, I support Arsenal, but in the French teams I support PSG” (309-313).

#### **4.6 GET 3: Relationships: Loss, Changes and a Key to Adaptation**

This GET was reflected in all seven children’s accounts. It comprised of six PETs across six participants and one sub-theme from Sarah’s account, as illustrated in Figure 12. This theme predominantly emerged from children’s narratives, without being directly asked about their relationships. The three sub-themes encompassed within this GET were:

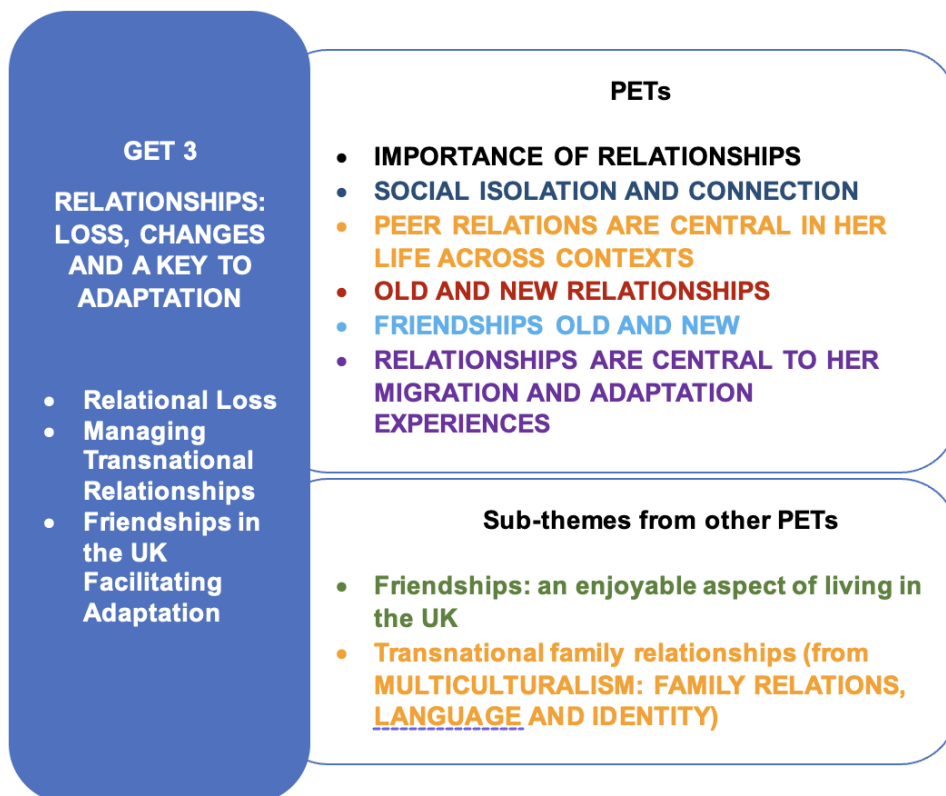
- Relational Loss
- Managing Transnational Relationships
- Friendships in the UK Facilitating Adaptation

This GET was generated from how participants spoke of their relationships in the context of their migration experiences. This included pre- and post-migration relationships with their family and friends from their home country, and friendships developed in the UK. This GET highlights the key role played by relationships in

migrant children's lives, illustrating how relationships impact and shape children's experiences of migration and adaptation.

## Figure 12

GET 3: Corresponding PETs and Sub-Themes



### 4.6.1 Relational Loss

Reflecting on moving to the UK, children spoke about missing their friends and family. For example, Sonic said, “sometimes I miss my friends from where I used to live” (translated, 22-23). Some children also reported feelings of sadness associated with missing loved ones. For instance, when asked to expand on why he felt sad when he realised that they had moved to the UK, Ariccaraz answered, “because my family, all of my family and friends were in France” (161-162). WolfSlam echoed the sentiment, saying, “I’m still a bit sad that I left France, because all my family (...) lived in France” (336-338) and “I was feeling (...) sad because I left

my best friends” (295-296). For these children, moving to the UK did not just mean leaving their countries, but *leaving behind* their extended family and friends.

The sense of relational loss appeared particularly pronounced for Diamond-Lemon, who moved to the UK without her parents, saying, “I continue sad a little when I come to here, cause (...) my parents stay at Brazil, cause they have work, so [crying] I miss they so much” (29-34). Here, the emotional impact of the physical separation from her parents can be observed, as Diamond-Lemon expressed through her words and emotional responses the sadness she feels, crying as she talked about missing her parents. Throughout her narrative, Diamond-Lemon conveyed a strong longing for her parents, which impacted her adaptation experiences, finding it difficult to live here without them, saying, “my parents I miss them so much (...) it’s difficult to stay without my parents” (36-43). Her parents were also key in her decision about where to live, stating, “If my parents was here, I think I be more calm and if my parents live here, I want to stay here, because here is so cool” (571-573). Additionally, Diamond-Lemon experienced a strong sense of loss of friendships, which was intensified by a sense of rejection, as her friends stopped talking to her after moving. Diamond-Lemon referred to this loss on several occasions, saying, “I like my friends from Brazil. But when I moved to here, my friends of Brazil, don’t like talk more with me” (55-57). Being ignored by her friends seemed particularly painful as these are long-term and close friendships, as she went on to describe:

I be sad because (...) all my friends was in my class (...) in all the years, so I miss they so much, because now they don’t talk more with me. And my best friend from Brazil (...) she don’t talk with me, she no send message to me and when I send messages to her, she just see, but no answer. (63-74)

In addition to the loss of relationships from their home countries, several children also spoke of ongoing loss of relationships in the UK, particularly regarding friends:

I'm sad that one of them had to leave because he lived far away. This happened in Year 5 and also last year, in Year 4. (Ariccaraz, 279-281)

I also used to have old friend who (...) I don't meet at all very much. (Deedee, 358-359)

Mi, he moved in, he went to X School, but I still I went to play date, but now he's moved to New York. (WolfSlam, 31-33)

Furthermore, Ariccaraz mentioned one of his teachers leaving, saying, "I had a teacher last term, but he had to leave" (580-581). These events, such as friends moving away or teachers leaving, can be understood as relational changes that children typically experience as part of growing up. However, it is important to consider how these might be experienced in the context of significant relational changes as part of migration and newly established relationships in the UK. Children's narratives appear to suggest that they might be more sensitive to these relational changes.

#### **4.6.2 Managing Transnational Relationships**

Relational changes in the context of migration also meant managing transnational relationships. Children kept in touch with family through visits or technology:

they are gonna come for the Easter holidays (...) my family and some of my friends too (...) also, in the summer holidays I'm gonna go to France (...) to my grandma's house (...) I can see my big cousin and (...) my aunt.  
(WolfSlam, 356-381)

in the summer holiday, I go to visit my parents (...) and in the Christmas they come to pass the Christmas with me and my family (...) my aunt who live in Brazil too and she come. (Diamond-Lemon, 37-41)

I either go and visit them or maybe send messages on my parents' phones or ah call them. (Deedee, 162-163)

For Deedee, being part of a multinational family means managing relationships across multiple countries, saying, "before I went to Australia (...) I went to (...) New Zealand (...) because some of my cousins live there (...) and I have my other cousin who lives in America" (134-144). Reflecting on not having extended family in the UK, Deedee compared her family circumstances to those of her peers, stating:

it's kind of sad because a lot of kids in my class, they have (...) a lot of family in London, so they can't really meet my family since they are all in other countries, unless I go to another country and they go to that country too and there's well, family over there. (153-157)

Managing transnational friendships appeared more nuanced. For example, when asked whether he keeps in touch with his friends, Ariccaraz answered, "a bit, because (...) I'm not sure if my mum has their mum's number" (171-172). This suggests a sense of lack of agency, highlighting that as children, maintaining transnational relationships is also dependent on their parents, who mediate and facilitate connection. However, even when children are active agents in trying to maintain friendships, they might encounter other barriers, such as a lack of response, as described by Diamond-Lemon, "when my friends of Brazil stopped talking with me, I be sad (...) so I just don't try to talk too because if I send message, they are not gonna answer me" (91-94). Diamond-Lemon feels sad that her friends

do not want to maintain their relationships, and as a way of avoiding further rejection, she tries to stop contact with them. In contrast, WolfSlam maintains a transnational friendship; however, he wants to keep this separate from his friends in the UK:

I really like my friend, but I'm also a bit happy he's not here (...) I don't want him (...) to know my other friends (...) I want to have different friends from different countries. (...) I don't want him to know my other friends, because I think he might be a bit jealous, or they might be a bit jealous ... but I still want him to be (...) with me, like he could come here in some weekends. (326-336)

Despite wanting to continue this friendship, WolfSlam also wants his friend to maintain a certain distance from his life in the UK. WolfSlam's desire to keep his friendships separate reflects the complexity of navigating relationships across multiple countries, perhaps not wanting or not knowing how to integrate pre- and post-migration aspects of his life and self.

#### ***4.6.3 Friendships in the UK Facilitating Adaptation***

Making friends in the UK was an important aspect of children's experiences of adaptation, with children speaking fondly about their friends. When asked how she made friends, Sarah answered, "I ask them" (325). As Deedee experienced going to nursery and school in the UK, she developed friendships at a young age across different contexts. Deedee's friends seemed central in her life, as she spoke about them throughout her narrative and had strong memories of how they became friends:

when I first started school, my first day, P started on that first day too (...) P was playing with in a doll house (...) and I asked if I can play and she said "yes" and (...) we began to be friends from that first day. (241-246)

A, she literally just came up and said, "Hi" (...) and we, we basically just straight away got connected together. (348-350)

Deedee's descriptions suggest a sense of instant connection with her friends, in the context of shared experiences. However, for David, who moved to the UK when he was 9 years old, friendships were developed over time, based on shared interests, stating, "now I have friends" (21-22), "we all like the same things" (34). He also viewed positively the fact that he is "friends with almost everyone in my class" (264). Other aspects appeared relevant when discussing friendships, with Diamond-Lemon referring to gender, stating, "And my friends is more girls than boys" (394).

Making friends in the UK was associated with feeling happy, as expressed by Diamond-Lemon, saying, "I be so happy to know I have friends here" (90). Friendships in the UK seemed particularly important for Diamond-Lemon, as she recurrently considered them in the context of loss and rejection from her friends in her home country:

so I just like have the friends from here, cause the friends of Brazil don't talk more with me. (57-58)

so yes, I just have my friends from here now. (74-75)

so I just talk with my friends here. (94-95)

Diamond-Lemon's repeated use of 'so I just' emphasises a sense of resignation that these friendships are all she has left.

Some children made specific reference to friendships in the UK with shared-language peers. WolfSlam spoke about his ongoing friendship with shared-language peers, "two friends that spoke French (...) I still get contact with (...) them" (25-27), referring to them throughout his narrative. Sonic's recollection of his first encounter with a shared-language peer reflects a sense of instant familiarity and comfort, saying, "he asked me "do you want to be my friend" and I said "yes" and we hugged each other" (translated, 377-379). Moreover, Sonic appeared to see friendships with



bilingual peers as enabling him to make friends in the future, by facilitating his language learning, explaining that “friends, who speak Spanish and English (...) can help me with English and when the school finish I can find or meet new friends” (translated, 194-196). Whereas WolfSlam and Sonic valued friendships with shared-language peers, Diamond-Lemon described her enjoyment of sharing aspects of her culture with her friends in the UK, saying, “I like too much because [laughing] (...) I teaching my friends how, one dance of Brazil, so (...) it’s like cool” (536-538).

Children’s narratives about their friendships in the UK highlighted the key role they play in migrant children’s sense of connection, inclusion and adaptation. Commenting on the importance of social connection, Sonic stated, “if you play without your friends or without your siblings it’s very boring” (translated, 368-369). The importance of playing with friends was echoed by other children. Sarah stated that she enjoys to “play” (318) and “drawing together” with her friends (321), whereas Ariccaraz likes to “play hide-and-seek with them or playing football” (308) and “video games” (294). Play, an important aspect of children’s lives, appears to facilitate connection with peers, even without a shared spoken language.

In the absence of friendships, children spoke of a sense of isolation. In relation to moving to the UK, David shared, “I felt bored and sad (...) I guess I didn’t had any friends” (9-15). Similarly, Diamond-Lemon worried about starting school without any friends and the difficulty making friends when there are already established friendships:

my first day in school, I was like, “oh, I don’t have any friends” and it’s gonna be difficult to I make friends, because I’m from other countries and I come in (...) October (...) so it’s more difficult because all the kids have your friends. (15-19)

Despite her worries about making friends, Diamond-Lemon described how her peers befriended her, making her feel welcome and included, “The girls are so cool. When I start, they say, “oh, what’s your name, where are you from?”. They say erm “you feel happy to be here or no?” (...) they was so good with me” (87-90). Her friends also appeared to provide both social and emotional support regarding the loss of her previous friends, stating, ““this is sad, but you have us, so we can play with you” and (...) they play with me, they stay with me” (95-98). Likewise, Ariccaraz spoke of a sense of inclusion from his peers facilitating him not feeling lonely:

I wasn’t lonely because my, my classmates wanted to be friends with me, but I didn’t really understand (...) what they said (...) but I still managed to understand a bit (...) they came to me, I didn’t know what they said (...) but they let, I went to them, I didn’t really know what they were saying, but I knew that they wanted to be friends with me. (Ariccaraz, 536-552)

Ariccaraz’s repeated use of the phrase ‘wanted to be friends with me’ emphasises that he felt welcome, included and valued by his peers, which seems particularly meaningful and powerful in the context of navigating friendships without understanding the language. Moreover, when asked about the best thing about living in the UK, several children referred to friendships, highlighting their importance in facilitating adaptation:

I have lots of friend (...) in school and not in school. (Sarah, 312-315)  
cause my friends, they live really close to me (...) I have way better friends now. (Deedee, 215-217)

I also think that my friends are really good. (Ariccaraz, 255)

#### 4.7 GET 4: Adjusting to a New Linguistic Context

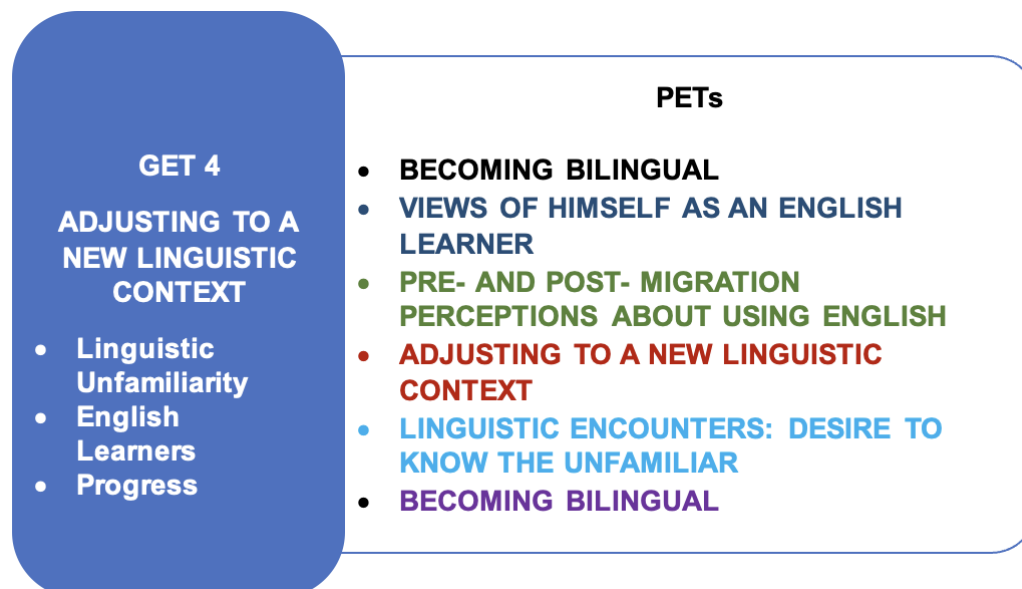
This GET was reflected in six children's accounts, comprising of six PETs, as illustrated in Figure 13. This GET was not reflected in Deedee's account, as English is her first language. The three sub-themes encompassed within this GET were:

- Linguistic Unfamiliarity
- English Learners
- Progress

This GET was generated from how participants spoke of their experiences in an unfamiliar linguistic environment. This included initial fears and difficulties understanding and communicating in English, reflections on learning English and a sense of progress. This GET highlights the significance of encountering a new language in migrant children's experiences and the journey to becoming bilingual.

#### Figure 13

*GET 4: Corresponding PETs and Sub-Themes*



#### **4.7.1 Linguistic Unfamiliarity**

Children expressed pre-migration fears about the linguistic unfamiliarity they will encounter in the UK. For example, Sarah felt worried that she might not understand others, saying, “I’m afraid I can’t understand what they are talking about in UK” (translated, 247). Similarly, Diamond-Lemon felt nervous about communicating with others in English, stating, “I be nervous, but, when I think like this, “Oh, but I know how to speak a little bit”, so I think I can say little words and the people can understand” (154-156). However, she reminded herself of her English knowledge that will enable her to make herself understood. Despite this, she felt worried about making mistakes in English, possibly speaking to a fear of experiencing embarrassment, stating, “I be like oh my God, this, I think, maybe sometimes I’m gonna do so wrong, and all the times I’m gonna do wrong” (173-175).

Whereas Sarah and Diamond-Lemon were aware that they were moving to a different linguistic environment, for Sonic, moving to the UK expanded his linguistic awareness, introducing him to a new language. Sonic realised that people speak English when he moved, explaining, “I didn’t know the language was English (...) but when I came here, I realised that the people speak English” (translated, 35-37). He later expanded on this, sharing his prior assumption that everyone speaks Spanish, stating, “before I thought ... I saw that in all the countries they spoke in one language because I watched a movie (...) and they were in England, and they were speaking in Spanish” (translated, 116-119). Sonic did not only encounter English for the first time, but other languages too, saying, “I realised that every country has their own language, because I saw (...) girls speaking in another language” (translated, 126-128). Sonic’s linguistic encounters led to changes in his knowledge about the world, learning that there are multiple languages across the world.

Children also described their initial post-migration experiences in an unfamiliar linguistic environment, emphasising their difficulties understanding and communicating. For example, Ariccaraz stated, “at the beginning, I didn’t really understand anything” (340-341). In this context of complete lack of understanding, Ariccaraz spoke of a desire to find someone who spoke French to facilitate his understanding, stating, “I was thinking, “oh I don’t understand anybody. Does anybody speak French?”” (524-525). Conveying similar difficulties, WolfSlam drew a comparison with a peer who has just moved to the UK, to emphasise how hard he found speaking English, saying, “when I first came, I found it really hard (...) like S (...) she just came (...) and it’s really hard for her, she knows how to say ‘good morning’” (455-462). There is a sense of empathy and relatedness in WolfSlam’s words, highlighting an acknowledgement of the difficulty of being in an unknown linguistic environment.

#### **4.7.2 English Learners**

In the context of finding themselves in a new and unfamiliar linguistic environment, children spoke of learning English. For example, Sonic expressed a desire “to know English and other languages” (translated, 354-355), wanting his “teachers to help (...) [him] learn English” (translated, 392-393). Sonic made repeated references to learning English throughout his narrative, emphasising his strong desire to know the unfamiliar. While Sonic spoke of his strong desire to learn English, Ariccaraz described speaking English as one of the best things about living in the UK, stating, “it’s that I speak English, and my dad said it was the inter, international language (...) and a lot of people in the world speak English” (248-250). Ariccaraz’s comment suggests that living in the UK affords him the opportunity to learn and speak English, reflecting the high value placed on the English language by

his father. However, Ariccaraz and the other children learn English in the context of already speaking another language. Thus, Ariccaraz reflected on similarities and differences between languages, commenting:

there is a lot of difference. Like when I speak English, I say different words with different accent and when I speak French it's a different accent and different words (...) but there are some words that are in both languages.  
(378-384)

Whereas Ariccaraz spoke of language components and characteristics, Diamond-Lemon compared her use of the two languages, particularly in social contexts, with an awareness of difference, stating, "this is so different of Brazil, because here I need to speak English with all the peoples and in Brazil I just speak Portuguese with all the peoples" (171-173).

Furthermore, children spoke of their prior knowledge of English, with David and WolfSlam perceiving this as facilitating their English learning:

it wasn't that hard, because in Spain I already knew some English. (David, 136-137)

I found it quite difficult and at the same time a bit easy because I learnt a bit of English in France. (WolfSlam, 417-418)

However, Diamond-Lemon reflected on how, despite her prior knowledge, it felt different using English outside of lessons, saying, "I learn a bit of English in Brazil, so I know how to speak a little bit. It's not the same you talking with people who talk English" (147-149).

Children also spoke of strategies for learning English. This included self-study, such as "reading books, watching Youtube videos" (David, 143). This was

echoed by Diamond-Lemon, describing this as learning English through things that she enjoys:

I do things who I like in English, because my cousin (...) learn how to speak English, doing things she like but in English so (...) I start watching videos in English, I start listen musics in English, reading books. (190-195)

Learning through enjoyable activities is likely highly motivational, which was also reflected in Sonic's comment about learning through video games, stating, "I learn a bit more English when I play with Roblox" (translated, 274-275). Other strategies and resources were mentioned by Diamond-Lemon, such as using the app "Duolingo" (189) and creating a bilingual dictionary:

I make like a book, it's like a dictionary and then I write the word in English and I translate it to Portuguese (...) so when I have something I don't know how to say (...) if I have the word on my book, I just read and say (...) and I have one at home and one at school, so this help me. (513-524)

Children also drew on social resources to learn English. For example, Sonic learnt key phrases by asking his friends, explaining, "I didn't know how to ask to go to the toilet in English so I asked my friend" (translated, 314-315). Diamond-Lemon spoke of practising English with her brother, saying, "me and my brother try to only speak English to each other to me and he learn more English" (169-170). Both Sonic and Diamond-Lemon were proactive about learning English, demonstrating a sense of agency.

WolfSlam took social learning further, attributing his language learning to his friends, who taught him words and translated for him, stating, "now I know how to speak because of them" (408). WolfSlam expanded on how his friends helped with language learning, stating, "they say, "say this or say that" and I say it (...) or I ask

them, “what does that mean?” and they tell me what the meaning of it is” (444-446). WolfSlam further emphasised his perception that his language learning was supported more by his friends than his parents, stating, “they helped me more than my parents (...) because everyday, few times a day (...) they tell me how to speak so and my parents told me like once in the day, not three or four times” (429-432). WolfSlam’s comment suggests that for him, English learning took place frequently and in a social context. Moreover, he valued learning from his friends, whereas he found his parents teaching him annoying:

now I can speak but I still, still [banging on the table with his fist] I don’t want my parents to help me (...) because I don’t want erm them to keep on telling me like that, “come on, say it, say it”, cause it’s getting annoying. So my friends they tell me and it’s really cool. (433-441)

WolfSlam’s adamant stance of not wanting to be taught English by his parents, but by his friends, highlights an attitude of rejecting adult-directed learning, and privileging peer-to-peer language learning, perhaps perceiving this as a way of bonding.

Children also spoke of ongoing difficulties that are part of the process of learning another language. For example, comparing the two languages, David commented that speaking English is “a bit harder (...) sometimes I get stuck” (156-158)”. Similarly, Diamond-Lemon spoke of difficulties expressing herself, saying, “Because in English sometimes I try to say something, but I don’t know how to say so I try to say, but I can’t say, so it’s like hard, cause I want to say, but I don’t know how” (498-500). Diamond-Lemon’s words portray the language barrier to fully expressing herself, knowing what she wants to say, but not being able to communicate this in English. Additionally, WolfSlam highlighted that despite



progress, language learning is ongoing, stating, “but I still (...) don’t really understand some words ... but most of the words I understand” (421-422).

#### **4.7.3 Progress**

Children did not only speak about difficulties associated with being in an unfamiliar linguistic environment and learning a new language, but also the progress made over time. Sarah shared that she “can understand what they say” (261), perceiving an improvement in her understanding “after joining the school” (translated, 272), facilitated by “studying English (...) [at] home” (translated, 285-287). For Diamond-Lemon, her progress with English was associated with the strategies used and reflected in her interactions with peers, stating, “I’m getting better in English so I can speak with my friends now more better” (178-179).

Sonic, who is not yet fluent in English, perceived progress as learning key English phrases, saying, “I like learning new things, for example ‘good morning’, because I didn’t know what it was” (translated, 435-436). His progress learning key phrases facilitated his independence, explaining, “now I can tell miss X the right question to go to the toilet (...) I remember now so I don’t need to ask him anymore” (translated, 315-321). Furthermore, Sonic enjoyed sharing some words that he now knows, saying them in English, “Black, orange, blue, purple and red” (270-271).

Lastly, WolfSlam reflected on his learning progress, stating, “And really at the end of Year 1 I learned how to speak” (631-632). This meant that despite initial difficulties, speaking English compared to speaking French, was now “the same level, easy” (454), reflecting his bilingual identity.

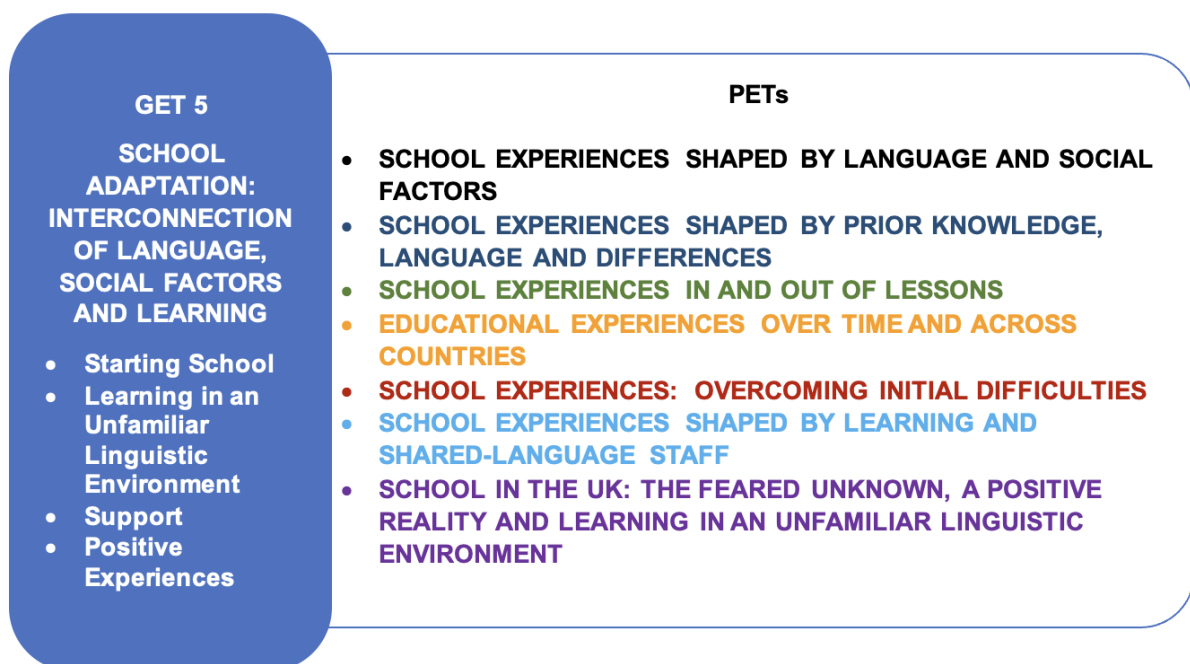
#### 4.8 GET 5: School Adaptation: Interconnection of Language, Social Factors and Learning

This GET was reflected in all seven children's accounts of their experiences of school in the UK, comprising of seven PETs across seven participants, as illustrated in Figure 14. The four sub-themes encompassed within this GET were:

- Starting School
- Learning in an Unfamiliar Linguistic Environment
- Support
- Positive Experiences

#### Figure 14

*GET 5: Corresponding PETs and Sub-Themes*



This GET was generated from how participants spoke of their experiences of school in the UK. This included their feelings about starting school in the UK and the challenges of learning in an unfamiliar linguistic environment. It also included

examples of support related to language and learning, and positive experiences linked to social aspects of school. This GET emphasises the interconnection of language, social factors and learning in shaping migrant children's experiences of school. Moreover, it highlights the role of school in facilitating adaptation to the UK.

#### **4.8.1 Starting School**

Children described experiencing a range of feelings when starting school in the UK. Whereas for David "it was fun" (188), both Sonic and Diamond-Lemon conveyed mixed feelings, impacted by social aspects:

I was excited, but at the same time I was missing my other friends. (Sonic, translated, 292-293)

I be like happy, but in the same time I be like sad. (Diamond-Lemon, 389-390)

Whereas Sonic's mixed experience was linked to a sense of loss of his previous friends, possibly exacerbated by starting school without any friends, Diamond-Lemon explicitly associated her sadness with the unknowns of school, particularly inclusion from peers, stating, "sad because I don't know, what, what's gonna be here, if the boys and the girls gonna talk with me" (390-392). Deedee echoed the sentiment of sadness linked to social connection, saying, "I was really scared and (...) sad (...) because it was my first day and I only had well one I guess friend" (322-325). Even though Deedee transitioned to school from a nursery in the UK, she still felt scared and sad, perhaps speaking more broadly to the experience of starting school. As put by Sonic, "I think that always when you come to another school you can be nervous" (translated, 415-416). However, for migrant children, the nervousness of starting school was not only linked to not having friends, but also being in an unfamiliar linguistic environment, as explained by Diamond-Lemon, "the first day here, I was like (...) I don't know how to speak English (...) I don't have any

friends (...) the kids don't speak [Portuguese], so I be so nervous" (21-25). Diamond-Lemon's words portray the interconnection between language and social inclusion, as she reflected on not having a shared language with her peers.

Adding a slightly different lens, WolfSlam stated, "when I first got to school, it was quite hard, because (...) I couldn't speak very well, so it was, quite embarrassing, but my friends helped me" (340-343). WolfSlam felt embarrassed and self-conscious about his language skills, perhaps reflecting a perception of not fitting in when he started school. This sense of difference is further illustrated as he described the strangeness of starting school in an unfamiliar linguistic environment, stating, "it felt like ... well a bit weird (...) in the way that (...) I'm here and I don't know how to talk and their language seems weird, their language seems weird and strange" (594-599). WolfSlam's use of 'I' and 'their' emphasises the perceived difference between himself and those speaking English. The experience of starting school was also associated with language accessibility by David and Ariccaraz. Whereas David said that "it wasn't that hard because they had like these phones to translate" (174-177), Ariccaraz stated without hesitation, "I didn't understand anything" (489). Ariccaraz's use of the word 'anything' emphasises his complete lack of understanding, perhaps to reflect the challenges of being in a completely unfamiliar linguistic environment.

Therefore, migrant children starting school in the UK face a unique and complex task, which gives rise to a range of feelings. However, being able to share with other migrant children brings a sense of relief, of feeling heard and understood, as described by WolfSlam:

I told some of my friends, like Mi and M that could speak French what I felt like (...) and that was a big relief because now they knew what it was like (...) they came from other countries, so they knew what it felt like. (577-581)

#### **4.8.2 Learning in an Unfamiliar Linguistic Environment**

Children discussed their experiences of learning in the unfamiliar linguistic environment of the school. For example, Ariccaraz and Diamond-Lemon spoke about difficulties understanding the lessons:

I didn't know, when they said it in English I didn't understand. (Ariccaraz, 365-366)

the lessons, cause sometimes I don't understand, so I'm trying to think, but I don't understand. (Diamond-Lemon, 492-494)

Diamond-Lemon attributed her difficulties understanding to the language barrier, as she compared this to learning in her primary language, stating, "because not like in Brazil who I do understand so good because my language" (431-432). Additionally, children encountered difficulties accessing the work, as described by David, saying, "I had to read in English and I didn't understand very well" (271-272). Moreover, Sarah spoke of her dislike of being picked by the teacher and not knowing what to do, stating, "sometimes in the school I didn't finishing (x) but then the teacher pick me I didn't know what to do" (358-359).

Children understood their ability to access learning in relation to their language skills. Reflecting on perceived difficulty of schoolwork, Ariccaraz recognised the impact of not understanding the language, commenting, "the work is easier for me [now] (...) because even the work was easier when I was in year 3, I found it harder because I didn't really understand the language" (559-563). Diamond-

Lemon also recognised the impact of her language skills, leading to a perception that she needs additional support:

I need, sometimes more help, because I know how to speak English, but in the lessons is more difficult, because I don't know how to write so good English and then is like difficult to me and to understand the lessons, I understand, but sometimes I do some mistakes. (426-428)

Diamond-Lemon's comment highlights the distinction between social and academic English, emphasising the need for support.

Children expressed a range of views about various school subjects. For example, Ariccaraz stated:

it's not really hard, but sometimes it is hard, like maths is not the hardest one for me (...) maths is my favourite subject (...) English is not hard, but not easy and the other subject are not hard but not easy too (...) handwriting is easy. (470-479)

Ariccaraz appeared to be trying to make sense in the moment of his mixed perceptions of difficulty of different subjects. Like Ariccaraz, Sarah enjoyed "math and art" (386), subjects that are less reliant on language. However, she found language-based lessons difficult, such as "classroom reading and English" (390). This was echoed by Diamond-Lemon, who stated, "in English (...) is when I do like this, "oh no, I don't know how to do"" (408-409). Whereas their views on schoolwork seemed language-related, David's perceptions of schoolwork difficulty were linked to his prior knowledge, stating, "not hard because what we are learning I already knew from my Spanish school" (188-189). Even though his prior knowledge meant that he did not perceive schoolwork as difficult, it also meant he found school "a bit boring, because (...) I knew what they were learning so I finish too quickly" (270-271).

David's comment suggests that the work he accessed might not have been appropriately differentiated to account for his prior knowledge. Whereas David already knew some of the learning content from his home country, Diamond-Lemon was unfamiliar with some of the curriculum, linked to differences in school years, stating, "I didn't erm finish my Year 5 in Brazil and the, here I start in Year 6, so here they do some things who I don't know, but I learn" (417-419). Therefore, in addition to learning in a different language, children encountered some differences in curriculum, subjects and pedagogical approaches. As further illustrated, David noted, "we didn't do computing in my Spanish school" (194), whereas Sarah, speaking of homework, said, "in China I have lots, lots of book and in English teachers (x) stick it in and do it on it" (405-406).

#### **4.8.3 Support**

Children spoke of school support, which mainly centred on language support. This was perceived as helpful and included the use of technology, translators and explicit teaching:

the phone [to translate] (...) it was helpful. (David, 243-250)

my teachers were using a translator on their phones and then my head teacher (...) gave me a translator [a person] (...) they taught me phonics (...) some words, so it helped me (...) like they did sit with me and translated, so I could work. (Ariccaraz, 341-364)

Moreover, there was a perception that support was linked to language proficiency, as reflected in Ariccaraz's comment about his translator, stating that he had them "until I moved to the next class, because I was already good" (372-373). Additionally, children felt supported by their peers and teachers, particularly those who spoke their home language:

my teachers and some of my friends (...) they teached me, they translated it, and this was very helpful. (Ariccaraz, 508-511)

[Class Teacher] explain to me in Portuguese, and she like help me too much, because she speak Portuguese. (Diamond-Lemon, 461-463)

M helped me, because (...) if someone (...) asked me “what’s wrong” or something, I didn’t understand, and he tradicted (...) he helped me that way.

Mi helped me the same way, he tradicted. (...) and M and Mi also helped him [J] understand what I was saying. (WolfSlam, 400-405)

WolfSlam’s description indicates that his shared-language peers helped him navigate the linguistic demands of school and facilitated his interactions with others by translating, thus also providing social support. Moreover, speaking of his shared-language peers, WolfSlam stated, “they came to school before me (...) and I was quite happy, they explained me how it works” (581-583). His comment points to a need for support to also familiarise with the school culture and systems.

While children spoke positively of the support received and could not think of things that were unhelpful, Ariccaraz’s account of not knowing which toilet he could use is an example of not having access to visual support in the school environment to aid understanding:

I wanted to go to the toilet (...) my friends told me ah, “are you a boy or a girl?”, I didn’t understand and at the time I don’t think there was a logo on the toilet (...) but now there is. (491-496)

Ariccaraz’s example highlights the importance of considering the accessibility of the whole school environment for children who are English learners.

In addition to language support, children spoke about learning support, for example, WolfSlam stated:



if I read a word correctly they said, “well done! You’re doing great, you’re doing great, keep going!” and that’s how I really learnt it and that made me feel happy (...) they helped me a lot (...) the staff taught me words, and they taught me how to read. (607-616)

Whereas WolfSlam valued praise and being taught how to read, Diamond-Lemon appreciated accessing differentiated work:

sometimes I do some things different of my classmates, so this is like more easy to me (...) I do too equal what they are doing, but I do like more small (...) I do like the same, but other type. (451-467)

However, not all support was immediately seen positively, as described by WolfSlam:

sometimes I have to stay a bit in playtimes (...) because I had to learn more. (...) at first I thought it was unfair! But then, now I realise, that (...) it helped me a lot staying in at playtimes, because it helped me understand and I know how to speak now, so I first, I miss some playtime, because playtimes are really fun, and now, I don’t miss playtimes, but I prefer missing (...) the start of playtimes, for learning how to speak and play. (629-642)

Here, WolfSlam retrospectively saw benefits to missing some of his playtime to learn; however, his initial reaction of seeing this as an unfair practice has equal weight. The use of such practices should be carefully considered, as they reduce opportunities to have fun, socialise and learn through play, which are arguably just as important for migrant children’s adaptation.

#### **4.8.4 Positive Experiences**

Despite initial challenges and having to adjust to learning and socialising in an unfamiliar linguistic environment, children reported positive experiences and

perceptions of school. School was described as “good” (David, 284; Deedee, 336), “beautiful (...) fun (...) big” (Sarah, 372-378). Sarah expanded by saying that “playtime (...) and PE time” (380-382) are fun and that she is “happy” (448) in the classroom. Moreover, school was described as one of the best things about living in the UK by Ariccaraz (262), Deedee (259) and Diamond-Lemon (560), suggesting that school facilitates adaptation.

Children’s positive experiences of school were often linked to social aspects, such as friends and teachers:

I feel good to be in this school, because I feel like it’s the best school I could go in to (...) because my friends are good, my teachers are good. (Ariccaraz, 572-580)

this school is good, I like this school and this school is good to me because I have friends and I do a lot of things here. (Diamond-Lemon, 405-407)

I like being here and I think it’s a nice school because the people, the staff, the teachers are nice. (WolfSlam, 670-671)

Children expanded on the positive social aspects of school, expressing a sense of inclusion, belonging and connection to their school community:

everybody in class and is kind to me and I have a lot of friends in different year groups. (Deedee, 263-265)

it’s really good, I love my school (...) I really like it because there is lots of people that I know (...) and they are kind to me. (WolfSlam, 650-654)

The sense of inclusion and acceptance in the school community was further illustrated by Diamond-Lemon, who took pride in having a different cultural background in school, stating, “I be like happy, because I’m from other countries and sometimes my friends say, “uh, in Brazil what do you do?” and I know (...) how to

say to them because I live in Brazil” (531-534). Unlike Diamond-Lemon, Deedee perceived the sense of difference in school less positively, stating, “it feels kind of weird, because it’s not many people here who is from Australia” (383-384).

Offering a different perspective, Sonic spoke of his positive experiences in relation to his enjoyment of learning, stating, “I like going to the school, I like it a lot, because I like to study” (translated, 765-766). He felt happy at school because he is “learning new things” (translated, 308), like “how to read” (translated, 353).

#### **4.9 Summary of Findings**

The GETs identified from participants’ data speak of some of the complexity and nuance of migrant children processing their move and experiences adapting to life in the UK, which may be seen as reflecting their resilience. The findings also illustrate the importance of relational aspects and linguistic unfamiliarity in shaping children’s experiences of migration to the UK and adaptation in school. These findings will be discussed in the next chapter, with reference to relevant literature and theoretical frameworks, and implications for practice.

## 5. Discussion

### 5.1 Chapter Overview

This chapter presents the findings from the research project within the context of existing knowledge and literature, and relevant psychological theory, to respond to the research questions. Due to IPA's idiographic nature, the aim in discussing the findings is not to produce broad generalisations, but to consider the wider implications of participants' experiences and issues of transferability (Smith et al., 2022). Therefore, implications for schools and EP practice are considered. The limitations of the research project are also discussed, as well as suggestions for future research and plans for dissemination of findings. The chapter ends with the researcher's reflections on the research process.

### 5.2 Commentary on Findings

This study aimed to explore children's experiences of migration to the UK and adaptation in primary schools. The research questions were:

- What are children's experiences of migration to the UK?
- What are migrant children's experiences of adaptation in British primary schools?

Five GETs were identified from the analysis of seven participants' interview data. These will be discussed in turn in the same order as within the 'Findings' chapter. The discussion will start with children's broad experiences of moving to and living in the UK, then zoom in on their relationships pre- and post-migration and their experiences of adjusting to a new linguistic context, to then consider their adaptation within school contexts. The researcher chose to centre children's relational and linguistic experiences, to illustrate the researcher's interpretation that these are key to children's experiences of migration and adaptation to the UK. Throughout the

discussion, the researcher has located the findings in the context of existing knowledge discussed in the 'Literature Review' chapter. The researcher included additional relevant literature, by drawing on her existing knowledge of psychological theories and frameworks, through snowballing from the research articles in the literature review and selective searches of relevant research.

### **5.3 Migration: The Move, The Journey and Sense-Making**

Children's accounts of their migratory experiences included the decision to move and associated feelings, a focus on the journey to the UK and ways of making sense of their migration experiences.

Speaking about the decision to move, some children recounted their initial responses and discussions with their parents. They expressed a range of feelings about the news of moving, such as surprise or shock, sadness and anger, which were previously reported in the literature (Sime, 2018). These emotional responses were related to an anticipated loss of relationships and familiarity, which echoes findings from previous literature, with children seeing migration as moving them away from family and friends (Moskal, 2015).

In addition to emotional responses, children's accounts highlighted issues of agency, for most reflecting a lack of agency regarding the decision to migrate. There was variance in children's experience, from not knowing they were moving or not realising the move was permanent, to children actively expressing not wanting to move and questioning their parents' decision; regardless, it was ultimately an adult decision. Children's lack of agency in the family's decision to migrate was previously highlighted in the literature (Sime, 2018; Tanyas, 2012). However, this was not everyone's experience, as Diamond-Lemon moved to the UK by choice.

Recounting their move, most children focused on the actual journey to the UK, with an emphasis on the mode of transport. For some, the journey itself was memorable, linked to first time experiences of that mode of transport. Children's focus on the actual journey may reflect their literal interpretation of the word 'move'. The journey and modes of transport are something concrete that they can refer to, a way of making sense of something abstract and broad like the 'move'. The journey is also an exact point in time which possibly for these children marks the change and transition to another country, thus making it memorable.

Children's ways of making sense of migration reflected the individual nature of their experiences, highlighting the need to meet children where they are at in their sense-making process. This ranged from finding it difficult to remember and talk about uncomfortable feelings and experiences and to process changes, to processing unfamiliarity through play and fantasy or focusing on the physical and the concrete in the environment as a way of making sense of changes. Given the participants' age, ranging from 6 to 11, it is not surprising that play and fantasy are linked to their experiences, as the internal world can be played out in the external world through games (Canham, 2006) and "all kinds of anxieties and conflicts are worked through in play" (Youell, 2006, p. 46). Deedee, who migrated at a younger age than the other children, could not remember everything, but created narratives about her migratory experiences through stories told by others and key memories. Therefore, as they recounted their experiences within the confines of an interview, participants highlighted and silenced memories "as they travel through the journey of their lives" (Chamberlain & Leydesdorff, 2004, p. 232).

Other children were able to articulate their experiences and sense-making at length. WolfSlam compared his pre-migration fears and wonderings, with his post-

migration experiences. These centred on fears about the unknown, including worries about social rejection and loss of familiarity, alongside an excitement about discovering and exploring the unknown. These were compared with a sense of relief, comfort, amazement and excitement linked to his actual experiences in the UK. Feelings of excitement of discovering new things, curiosity and enthusiasm were likewise reported by other migrant children in previous research (Gervais et al., 2021). WolfSlam also contemplated on his life changing through learning and taking part in new activities, reflecting a sense of growth, which echoes findings from previous literature (McMullen et al., 2020; Packwood, 2022). Considering his positive experiences and feeling settled after overcoming initial difficulties, WolfSlam expressed not wanting this to be disturbed by another move or change. This is consistent with some of the existing literature, with children expressing frustration, anger and resentment towards moving repeatedly (Gaulter & Green, 2015). Another participant who spoke at length about her migratory experiences was Diamond-Lemon, who throughout her narrative, expressed the difficulty and complexity of managing ambivalence. For her, this included disparity between her pre-migration expectations and post-migration experiences, associated with a sense of disappointment and coming to terms with life in the UK. More strongly, she tried to make sense of the tension of enjoying life in the UK, while finding it difficult because of the separation from her parents and being torn between the two countries and deciding where to live. Diamond-Lemon articulately expressed the “ambiguities and tensions around emotional connections to ‘here’ and ‘there’” (Boccagni & Baldassar, 2015, p. 74). Her narrative is reflective of migrants’ complex and multifaceted emotional experiences, in which ambivalence is common, and mixed and contrasting emotions are a part of migration life experiences (Boccagni & Baldassar, 2015).

Children's accounts illustrated the emotional experiences associated with migration, conveying a range of feelings. This is consistent with other research, which highlighted migrant children's feelings as diverse and complex (Gervais et al., 2021), including difficult and ambiguous emotions (O'Shea, 2018). As illustrated by WolfSlam and Diamond-Lemon, emotions are flexible and change over the migration process (Chakraborty & Thambiah, 2018). As people move, their emotions are also on the move, as they evolve and are negotiated across settings and circumstances (Boccagni & Baldassar, 2015). Children's emotional responses associated with migration can also be understood in relation to the complexity, intensity and depth of emotions stirred by endings and beginnings (Salzberger-Wittenberg, 2013). For these children, migration is an ending requiring them to "come to terms with what [they] have lost and to begin anew" (p. 2); it is also a beginning involving letting go of some aspects of life and facing the unknown, thus giving rise to a range of feelings (Salzberger-Wittenberg, 2013). As put by Youell (2006):

Separation, loss, and change may be painful but are absolutely essential experiences that link with growth, development, and internal strength (...)

Every ending, however minor, involves a loss of some kind. Every beginning, however minor, carries with it the anxiety of facing the unknown.

#### **5.4 Life in the UK**

This GET was reflected in all participants' accounts, relating to various aspects of their lives in the UK, often in comparison with their home countries, illustrating experiences and perceptions of contact with another culture and living in a new country. This included their pre- and post-migration perceptions of the UK, access to and engagement in extra-curricular activities and encounters with British culture as perceived by them.



Participants' pre- and post-migration perceptions of the UK were linked to the weather, environment and amenities, usually understood in comparison with their home countries. Some children also referred to and expressed mixed views linked to urban characteristics of London. Likewise, migrant children in other research commented on aspects of their new country's environment, such as its landscape and wildlife (Gervais et al., 2021). Migrant children's perceptions of their environments are important, as relationships with their neighbourhoods contribute to a sense of belonging (den Besten, 2010). Creating and maintaining positive connections to new places, such as their new neighbourhoods, might enhance a sense of security, comfort and exploration, thus supporting migrant children adapt in their new environment (Juang et al., 2018). Children's perceptions of the UK suggested that they are paying attention to their environments, drawing on their surroundings and experiences to make sense of life in a new country.

Participants' accounts indicated that they attend to external features of culture, such as climate and aspects of the ecological context, rather than the internal aspects of culture, such as beliefs and values (Berry et al., 2011). This was further illustrated by children's accounts of cultural encounters. This included using something physical and concrete, such as food, as a marker for learning about and experiencing cultural similarities and differences. Ariccaraz's account illustrated the complexity and multifaceted nature of 'culture', reflecting intersectionality with other facets of identity, such as religion, situated within a context of globalization, where he can access the same food retailers in both countries. Children made sense of the two cultures by speaking of unique things from their home countries that are missing in the UK, such as food or animals. Sarah's perception of cultural encounters was unique compared to the other children, as she expressed curiosity about the UK in

terms of racial differences, and related post-migration experiences of racial diversity which were different to her assumptions. Alongside cultural comparisons, some children expressed an ongoing attachment to their home country. Connection to places in the home country, including their social dimensions, such as belonging to a community, are likely to become more salient during and after migration (Juang et al., 2018). Some accounts also illustrated how children identify with and integrate multiple cultures, reflecting an integration strategy of acculturation (Berry, 1997).

Participants also spoke about availability of and engagement in extra-curricular activities, which seemed to be an important aspect of their lives in the UK. For some, living in the UK was linked to new and unique opportunities, accessing activities which were perceived as not being available in their home countries. The significance of engagement in extra-curricular activities for migrant children was previously reported in the literature, seen as important for involving migrant pupils in the wider life of school, for forming friendships and broadening interests (Manzoni & Rolfe, 2019). Extra-curricular activities were also perceived as a way of coping with acculturation challenges and promoting wellbeing and enjoyment of their lives, by expanding social connections (Kim et al., 2012). However, for some children in this research there was also a sense of reduced opportunities and isolation, of not being able to access the same activities as in their home country.

### **5.5 Relationships: Loss, Changes and a Key to Adaptation**

All participants spoke of their relationships in the context of their migration experiences, including pre- and post-migration relationships with family and friends from their home country, and friendships developed in the UK. Children's accounts highlighted the key role played by relationships in their lives, illustrating how relationships impact and shape their experiences of migration and adaptation.

For most participants, moving to the UK was marked by relational loss of extended family and friends, associated with feelings of sadness. Such findings are consistent with the previously reviewed literature, which also reported migrant children's loss of meaningful relationships with those left in their home countries (Gaulter & Green, 2015; Hamilton, 2013b; Sime, 2018; Sime & Fox, 2015a). Likewise, separation from family left behind was a common difficulty expressed by children in Gervais et al.'s (2021) research. This was particularly pronounced for Diamond-Lemon, who experienced separation from her parents and a sense of rejection from her previous friends. The pain of separation due to migration, particularly from parents was previously reported in the literature (Suárez-Orozco et al., 2011). For adolescent migrants with experiences of parent-child separation, pain can be reactivated in the broader social context, for example during school celebrations such as Mother's Day (Jerves et al., 2020).

One way of situating migrant children's experiences of loss within the broader literature is through the theoretical lens of ambiguous loss. Ambiguous loss is a loss that remains unclear, characterised by uncertainty and ambiguity about a loved one as absent or present, making closure for the family impossible (Boss, 2007). In the context of migration, ambiguous loss is due to separation from loved ones in transnational families, with family members as psychologically present, but physically absent (Solheim & Ballard, 2016). There is an emotional toll associated with ambiguous loss experiences, such as sadness and longing (Solheim & Ballard, 2016), which was echoed in the children's accounts in this research. Ambivalent emotions are a normal response to ambiguous loss (Jerves et al., 2020), which were illustrated in Diamond-Lemon's narrative. However, access to methods of ongoing contact can buffer the distress linked to the ambiguous loss of separation (Solheim &

Ballard, 2016), reflected in children's experiences of maintaining transnational relationships. In addition to the concept of ambiguous loss, Tonkin's (1996) model of 'Growing around grief' can also have relevance to children's experiences of loss in the context of migration. Tonkin (1996) posited that over time, grief remains just as big, but life grows around it, thus people integrate the loss within their lives. Similarly, migrant children's relational loss can be integrated within their lives, as their lives continue to grow and expand in their new contexts. As illustrated in Suárez-Orozco et al.'s (2011) research, over time, most migrant CYP adjusted to the loss and impact of separation resulting from migration, demonstrating their resilience in coping with painful experiences of loss and separation.

A surprising finding was that in addition to the loss of relationships from their home countries, several children also spoke of ongoing loss of relationships in the UK, such as friends moving away or teachers leaving. Similarly, O'Shea (2018) reported that changes and inconsistencies in class teachers were a source of worry for migrant teenagers. Therefore, migrant children appear more sensitive to relational changes, in the context of newly established relationships in the UK and having already experienced significant relational changes as part of migration. Unexpected changes such as staff turnover can evoke anxiety (Salzberger-Wittenberg, 2013) and the loss of close relationship in school bring up memories of earlier losses (Youell, 2006). Thus, it is important for teachers to be mindful of these relational changes, and provide a safe framework for migrant children, by being a containing presence (Salzberger-Wittenberg, 2013).

Participants' accounts also portrayed experiences of managing transnational relationships, sometimes across multiple countries. Children kept in touch with family and friends abroad through visits or technology, echoing previously reported findings

(Hamilton, 2013b; Moskal, 2014, 2015; Sime & Fox, 2015a). Technology has allowed the potential for consistent contact in transnational families, allowing family members to maintain their psychological presence and enact their family membership (Solheim & Ballard, 2016). While technology allows for connection over spaces, migrant children perceive it as different from direct connection and emotional bonding (Sime, 2018), which was illustrated by Deedee, who felt sad about the lack of extended family in the UK. Additionally, participants' accounts suggested that managing transnational friendships was more nuanced than maintaining familial relationships. This included a sense of lack of agency in these relationships, as children depended on parents mediating and facilitating connection, as well as encountering other barriers even when actively pursuing these friendships, such as lack of response and rejection from friends. WolfSlam further illustrated the complexity of navigating friendships across multiple countries, wanting to keep his friendships separate, perhaps not wanting to or not knowing how to integrate pre- and post-migration aspects of his life and self. Such findings are consistent with the previously reviewed literature describing transnational friendships as weakening or even fading over time, unlike family relationships (Sime & Fox, 2015a).

Participants' narratives highlighted the importance of making friends in the UK, which was an important aspect of their experiences of adaptation. They spoke fondly of their friends, with some children describing their friendships as the best thing about living in the UK. This is consistent with the previous literature reviewed, which reported that friendships were perceived by children as key to their migration experience satisfaction (Sime & Fox, 2015a) and were linked to positive feelings (Hamilton, 2013b; Ritchie & Gaultier, 2020). Some children referred to friendships with shared-language peers, reflecting a sense of familiarity and comfort. Similarly,

participants in previously reviewed literature gravitated towards peers who shared their home language or cultural group (Hamilton, 2013b; Evans & Liu, 2018; McMullen et al., 2020; Moskal, 2014), which was seen as a source of comfort (Gaulter & Green, 2015). This is reflective of homophily, which is one of the major determinants of friendships selection, referring to the degree of similarity, for example in age, gender, interests or ethnicity (Spiel & Strohmeier, 2012). Some children also spoke of experiences of inter-ethnic friendships, for example Diamond-Lemon referring to her enjoyment of these relationships, in the context of which she can share aspects of her culture. Likewise, experiences of inter-ethnic friendships were reported by children in the previously reviewed literature (Sime & Fox, 2015b). Developing a sense of social belonging, with both intra- and inter-ethnic peers, can be seen as both a developmental and acculturative task, reflective of how migrant children are adapting (Suárez-Orozco et al., 2018).

Participants' accounts of their friendships in the UK highlighted the key role they play in migrant children's sense of connection, inclusion and adaptation. In the absence of friendships, children spoke of a sense of isolation, feelings of boredom, sadness, and worries about making friends. Feelings of isolation and loneliness were previously reported in the literature (McMullen et al., 2020). Participants' narratives reflected inclusion from peers, powerfully portraying a sense of belonging and feeling welcome and valued. This was particularly meaningful and impactful in the context of navigating friendships in the absence of a shared language. Children highlighted the importance of playing with friends, which appeared to facilitate connection with peers, even without a shared spoken language. These findings are consistent with existing literature, which reported that CYP saw friendships as important for their sense of feeling accepted and secure, for fostering a sense of belonging (Hamilton,

2013b; McMullen et al., 2020) and reducing isolation (Messiou & Azaola, 2018) and loneliness (Kim et al., 2012). Social support, such as developing friendships, has been described as a way of coping with acculturation challenges and promoting migrant children's sense of wellbeing, by fostering positive feelings and a sense of connectedness (Kim et al., 2012). Social support provided by friends (Khuwaja et al., 2013) is one of the factors contributing to migrant children's psychological and sociocultural adaptation (Horenczyk & Tatar, 2012). Therefore, it is important to encourage peer connections as a protective factor for migrant children's emotional wellbeing (Andrade et al., 2023). Considering this, it is positive to notice that children in this study described peer relationships as a significant social resource, but not as a source of difficulty as in previous research (Moskal, 2014, 2016; Tanyas, 2012). Likewise, it is positive to note that participants expressed a sense of inclusion from peers, without experiences of bullying, discrimination and racism as in previous research (e.g., Messiou & Azaola, 2018; Tereshchenko et al., 2019).

Participants' accounts of their relational experiences in the context of their migration are reflective of how, in the process of acculturation, children are enmeshed in networks of multiple interpersonal relations (Motti-Stefanidi et al., 2012). They also illustrate the complexity of migrant children's relational experiences, dealing with separation, loss, change and new relationships. From a relational and attachment perspective, maintaining strong relationships with caregivers who provide a sense of safety and comfort is important for migrant children as they navigate all these relational changes, enabling them to bounce back (Juang et al., 2018). It is interesting to note that children did not discuss their relationships with their parents, and these were not addressed by the researcher. However, all but one participant had migrated with their parents. As well as the

continued support and availability of caregivers, it is also important for migrant children's adaptation to establish "a sense of connection and belonging to the new people, places, communities, and social networks within which they now live" (Juang et al., 2018, p. 808). These close relationships can act as valuable resources enhancing their sense of security and comfort when dealing with the losses and changes associated with migration (Juang et al., 2018).

### **5.6 Adjusting to a New Linguistic Context**

Participants' accounts reflected the experiences of adjusting to an unfamiliar linguistic context, illustrating the significance of encountering a new language in migrant children's experiences and their journey to becoming bilingual. This included initial fears and difficulties understanding and communicating in English, reflections on learning English and a sense of progress. Through this theme, the researcher acknowledges the challenges posed by being in a different linguistic environment as reflected by children's narratives, rather than presenting their English language skills as a deficit. It is important to note that not all migrant children use EAL, as exemplified in this research by Deedee.

Participants expressed pre-migration fears about the linguistic unfamiliarity they will encounter in the UK, such as not understanding others, not being able to communicate or making mistakes. However, not all children were aware that they were moving to a different linguistic environment, as illustrated by Sonic. For him, moving to the UK expanded his linguistic awareness, encountering English and other languages for the first time, leading to shifts in his knowledge about the world, as he previously assumed that everyone spoke Spanish. Children described their initial post-migration experiences in an unfamiliar linguistic environment, emphasising their difficulties understanding and communicating in English. Additionally, children spoke



of difficulties that are part of the process of learning another language, such as getting stuck and the language barrier to fully expressing oneself. Likewise, previously reviewed literature reported fears about the unfamiliarity of the linguistic environment (Evans & Liu, 2018) and described English proficiency as a significant obstacle at the start for migrant CYP (Tanyas, 2012). Similarly, other research highlighted the importance of language in the initial stages of the adaptation process (Titzmann & Jugert, 2017), describing language as one of the most difficult aspects of migrant CYP's adaptation (Khuwaja et al., 2013; O'Shea, 2018).

Finding themselves in a new and unfamiliar linguistic environment, children spoke of learning English, in the context of already speaking another language. Learning English was associated with a desire to know the unfamiliar and an opportunity afforded by living in the UK. Likewise, primary pupils in other research conveyed dreams of English proficiency reflecting their real-life issues, particularly expressed by migrant pupils with perceived low proficiency or attainment in English (Gundarina, 2022). Some children spoke of their prior English knowledge, with David perceiving this as facilitating his English learning, whereas Diamond-Lemon acknowledged the difference of using English outside of lessons. Participants also spoke of a variety of strategies for learning English, including learning through enjoyable activities such as reading books, watching videos, listening to music and playing video games. Children's proactive approach to learning English reflected their competence, resources and sense of agency. These findings are consistent with existing literature, which also reported migrant children using self-study (Dakin, 2017; Safford & Costley, 2008), emphasising the agentic and context-dependent nature of migrant children's motivations of language learning (Gundarina, 2022). Children's references to media outlets, such as videos and music, are also

illustrative of their developing competence in the new culture (Oppedal & Toppelberg, 2016).

Additionally, participants drew on social resources to support their language learning, such as asking friends or practising speaking English with family members. Similarly, children in previously reviewed literature saw family and friends as important in learning English (Messiou & Azaola, 2018; Safford & Costley, 2008). This is also an example of how culture competence, such as learning English, is rooted in supportive interpersonal relationships (Oppedal & Toppelberg, 2016). Furthermore, WolfSlam attributed his language learning to his friends, through teaching him words and translating. His adamant stance of wanting to be taught English by his friends, not his parents, highlighted an attitude of rejecting adult-directed learning, and privileging peer-to-peer language learning, perhaps perceiving this as a way of bonding. These examples illustrate that language learning takes place in a social context. This can be understood through Vygotsky's (1978) sociocultural theory of learning, highlighting that learning takes place in a social context where the child is interacting with adults or more capable peers. Within second-language acquisition theory, interaction is seen "as a prime context for language acquisition and development" (Philip et al., 2014, p. 7). Particularly "peer interaction is a context for language learning and use" (p. 10) and for "experimenting with language" (Philip et al., p. 17). Peer interaction's unique role in second-language learning is associated with several factors, for example pupils being more willing to indicate that they do not understand, reacting to feedback, self-correcting more, and feeling more comfortable than in student-teacher interactions (Sato & Ballinger, 2016). Additionally, learning English from shared-language peers who are able to support by translating challenges the split notion that parents and same

ethnicity peers transmit a child's heritage culture, whereas teachers and native peers transmit the culture of the new country (Motti-Stefanidi et al., 2012). As illustrated by WolfSlam, developing cultural competence in his new context, such as language learning, was not facilitated just by native peers, but also his shared-language peers, by drawing on their common resources of shared language.

Participants did not only speak about difficulties associated with being in an unfamiliar linguistic environment, but also the progress they made over time, reflecting their perceived progress in both their understanding and spoken English, supported by strategies mentioned above. This progress appeared to facilitate independence and reflect their bilingual identities. Their perceived progress is significant for their adaptation, as language competence is an important aspect of and often a prerequisite for migrant children developing cultural competence and identity in two cultures (Oppedal & Toppelberg, 2016). An increase in migrant children's language use is associated with an increase in self-efficacy, even long-term (Titzmann & Jugert, 2017). Furthermore, English language proficiency is strongly associated with academic attainment (Demie, 2018).

### **5.7 School Adaptation: Interconnection of Language, Social Factors and Learning**

Participants' accounts of their experiences of school in the UK reflected the interconnection of language, social factors and learning in shaping their experiences of adaptation in school. They also highlighted the role of school in facilitating adaptation to the UK. This included their feelings about starting school in the UK and the challenges of learning in an unfamiliar linguistic environment. It also encompassed examples of language and learning support, and positive experiences linked to social aspects of school.

Participants' narratives suggested that starting school in the UK is a unique and complex task, which gives rise to a range of feelings, such as excitement, happiness, sadness and nervousness. For some children, these were linked to starting school without any friends. The experience of starting school was also shaped by language accessibility and experiences of being in an unfamiliar linguistic environment, heightening a sense of difference. These findings echo previously reviewed literature, which also reported that starting school in the UK was associated with a range of feelings for CYP, such as anxiety (McMullen et al., 2020), feeling scared (Hamilton, 2013b; Safford & Costley, 2008), sad, confused and lost (Messiou & Azaola, 2018). Similarly, these feelings were often linked to starting school without speaking the language and making friends (Hamilton, 2013b; Manzoni & Rolfe, 2019; Packwood, 2022). Starting school is significant in every child's life, evoking feelings of enthusiasm, as well as uncertainty and anxiety about the unknown (Youell, 2006); however, it is important to consider the added demands and uncertainty for migrant children, such as being in an unfamiliar linguistic environment and making friends in the context of already established friendships.

Participants discussed their experiences of learning in the unfamiliar linguistic environment of the school, speaking of difficulties understanding the lessons or accessing the work, which they attributed to the language barrier. These findings are consistent with previously reviewed literature (Safford & Costley, 2008). The impact of language skills on learning led Diamond-Lemon to believe that she needs additional support, differentiating between her social and academic English. This points to the important distinction between basic interpersonal communicative skills and cognitive academic language proficiency (Cummins, 2000). Whereas migrant pupils can quickly acquire considerable conversational fluency, it takes them at least

five years to develop academic language fluency (Cummins, 2000). Therefore, Diamond-Lemon's remarks are valuable for teachers, as children's conversational fluency can mask their needs if teachers do not also consider their academic language skills (Hamilton, 2013a).

Participants expressed a range of views about school subjects, some preferring subjects that are less reliant on language, such as maths and art, and finding language-based lessons more difficult. It is likely that maths, through its symbolic representation, enables communication even in the absence of shared spoken language (Waller & Flood, 2016). For some children, their experiences of learning were further shaped by their prior schooling, meaning they already had existing knowledge or were unfamiliar with aspects of the curriculum. Some participants also spoke about learning support, such as praise, being taught how to read and accessing differentiated work, as well as more questionable practises, such as missing playtime to complete additional work. The use of such practices should be carefully considered, as they reduce opportunities to have fun, socialise and learn through play, which are arguably just as important for migrant children's adaptation. For example, host cultural competence most strongly emerges from playful interactions with peers (Oppedal, 2006).

School support for migrant children predominantly centred on language support, which participants perceived as helpful and included the use of technology, explicit teaching and translators. Children also felt supported by their peers and teachers, particularly those who spoke their primary language. Even though participants could not think of things that were unhelpful, Ariccaraz's account of not knowing which toilet he could use is an example of not having access to visual support in the school environment to aid understanding. This highlights the

importance of considering the accessibility of the whole school environment for children who are English learners. These findings are consistent with existing literature, with CYP describing access to language support as the main priority when starting school (Messiou & Azaola, 2018), central in their adaptation in school (Moskal, 2016) and for accessing learning (Manzoni & Rolfe, 2019; Quinn & Wakefield, 2009; Tanyas, 2012). Similarly, this included the use of technology and support from staff, which was valued by children (Manzoni & Rolfe, 2019) and translation (Liu et al., 2017). Existing literature suggests that the use of machine translation by pupils or their teachers is seen as empowering (Kelly & Hou, 2022). Particularly for newly arrived pupils, the use of machine translation is seen as a survival tool, supporting essential communication with teachers and peers, and language and curriculum learning (Kelly & Hou, 2022). Despite these potential benefits, consideration should be given to how technology is used, as not to replace the important social, interpersonal context of language learning. While in this research explicit language teaching was only reported by Ariccaraz, a review of language and literacy intervention for EAL pupils highlighted the importance of targeted instruction, such as explicit vocabulary instruction, particularly for those pupils with the least developed English vocabularies (Oxley & de Cat, 2021).

Participants' accounts of language support illustrated that support drew on their home-language, used by their peers, teachers or through technology. This is positive to note in the context of deficit thinking about the value of pupils' languages other than English, which continues to prevail in schools (Cuningham, 2019). Migrant children's use of their first-language in school is essential for them, as the foundation of support for learning (in) English (Liu et al., 2017), but also as a key aspect of their wellbeing, achievement and identity (Gundarina & Simpson, 2022). Participants can

be seen as engaging in 'translanguaging', defined as an "act performed by bilinguals of accessing different linguistic features or various modes of what are described as autonomous languages, in order to maximize communicative potential" (García, 2009, p. 140). This recognises pupils' linguistic fluency, rather than primarily positioning them through English deficiency (Kelly & Hou, 2022). The term also refers to a pedagogical approach in which teachers and pupils use these practices for learning (Duarte, 2019), as illustrated in Diamond-Lemon's account of her and her teacher using both languages in the classroom.

Despite initial challenges and having to adjust to learning and socialising in an unfamiliar linguistic environment, children reported positive experiences and perceptions of school, echoing findings from the literature (Gaulter & Green, 2015). Migrant children's perceptions of school in a new country, not only those related to academic achievement, are part of children's holistic experiences of schooling, reflecting their school adaptation (Due et al., 2014). School was described as one of the best things about living in the UK, suggesting that for these children, school facilitated adaptation. These findings sit within the context of existing literature which posits that positive school adjustment is an indicator of migrant children's adaptation in their new society (Oppedal & Toppelberg, 2016).

Children's positive experiences of school were often linked to social aspects, such as friends and teachers, which is consistent with findings from previously reviewed literature (Hamilton, 2013b; McMullen et al., 2020). Children expressed a sense of inclusion, belonging and connection to their school community, fostered by the school's interpersonal factors, echoing findings from the literature (Cartmell & Bond, 2015; Gaulter & Green, 2015; Hanna, 2020). These findings are important considering the wider literature, as social support from positive relationships and

supportive teachers has a positive impact on migrant CYP's adaptation, enabling them to deal with the daily challenges of migration (Andrade et al., 2023). Feelings of school belonging are associated with better adaptation, emotional wellbeing and higher self-efficacy (Kia-Keating & Ellis, 2007), and together with friendships and social support, are among the most important protective factors for migrant CYP (Andrade et al., 2023). Additionally, supportive relationships in school contribute to migrant pupils' academic engagement and school performance (Suárez-Orozco et al., 2009). Relationships with teachers and classmates also provide the acculturative context in school at the classroom level for migrant children (Horenczyk & Tatar, 2012). As migrant children learn new skills and develop their competence in multiple cultures, schools can act as promotive environments facilitating their development and adaptation, through ongoing access to protective factors such as close relationships with peers and teachers and connection to their school community (Juang et al., 2018).

The importance of relationships in school for migrant children can be understood through the lens of attachment theory, which emphasises the importance of the affectional bond that develops between an infant and their caregiver who becomes their attachment figure (Bowlby, 1969, 1973, 1979/2005). A child's attachment figure acts as a secure base, which helps the child feel safe and enables them to explore the world and return to, particularly when frightened (Bowlby, 1969, 1973; Ainsworth & Bell, 1970). Leaving everything familiar behind in the context of migration can signal a potential loss of safety for migrant children, thus they should attempt to re-establish felt security in their new environments (Juang et al., 2018). Supportive relationships with peers and teachers can promote safe environments for migrant pupils in school (Suárez-Orozco et al., 2018). Although not reflected in depth



in children's narratives in this study, but referred to as a positive aspect of school, migrant children's relationships with their teachers can be protective factors, acting as additional attachment figures who provide safe contexts, which are particularly important in light of other relational changes during migration (Horenczyk & Tatar, 2012). School friends and mentors can also fulfil attachment functions, such as providing a sense of closeness, safety and confidence, which may facilitate resilience (Juang et al., 2018).

### **5.8 Discussion Summary**

The themes identified in this study illustrate some of the richness of primary school migrant children's experiences of moving and adapting to living in the UK. This included issues of agency regarding the decision to migrate and associated emotional responses, conveying a range of diverse and mixed feelings. This is consistent with findings from the reviewed literature (e.g., Sime 2018; Tanyas, 2012). Additionally, this research highlighted the individual nature of primary children's sense-making of their experiences, such as through play and fantasy, creating narratives through stories told by others or reflecting on and articulating their experiences with increased capacity.

This research also portrayed how primary migrant children experience contact with another culture, often in comparison with their home countries, by attending to external aspects of culture. This study also highlighted the importance of access to and engagement in extra-curricular activities for primary migrant children. These findings can be seen as contributions to the literature base, as they were not reported in the previously reviewed literature.

This study emphasised the key role played by relationships in primary migrant children's lives and the complexity of their relational experiences, dealing with loss,

separation, changes and new relationships. This is consistent with previously reviewed literature portraying the relational loss of extended family and friends (e.g., Gaultier & Green, 2015; Hamilton, 2013b), the experiences of managing transnational relationships (e.g., Moskal, 2014, 2015) and the importance of friendships in fostering a sense of inclusion and adaptation (e.g., Sime & Fox, 2015a). An additional and surprising finding from this study was that primary migrant children appear more sensitive to relational changes, speaking of ongoing loss of relationships in the UK, in the context of newly established connections and having already experienced relational changes as part of migration. It is positive to note that in contrast to previously reviewed research (e.g., Messiou & Azaola, 2018; Tereshchenko et al., 2019), participants in this study expressed a sense of inclusion from peers, without experiences of bullying, discrimination and racism. This may be related to the context of participants in this study, who attended primary schools in a highly-diverse inner-London borough.

Another key aspect of primary migrant children's adaptation to the UK highlighted by this study is represented by their linguistic experiences. Consistent with previously reviewed literature, this included initial fears and difficulties understanding and communicating in an unfamiliar linguistic context (e.g., Evans & Liu, 2018). Complementing the reviewed literature, the study highlighted that primary children also reflect on learning English and their progress, showing a proactive approach (e.g., Safford & Costley, 2008) and drawing on social resources, such as family and friends (e.g., Messiou & Azaola, 2017).

This study suggested that migrant children's experiences of primary school in the UK are shaped by the interconnection between language, learning and social factors. Starting school in the UK is a unique and complex task, with added demands

and uncertainty related to the linguistic unfamiliarity of the environment and developing relationships in the context of already established friendships. This is in agreement with previously reviewed research (e.g., Hamilton, 2013b; Packwood, 2022). This study illustrated that despite initial challenges, primary migrant children had positive school experiences, linked to social aspects, expressing a sense of inclusion, belonging and connection to their school community.

## **5.9 Implications**

While the findings of this study are not intended to be generalisable, transferability of findings (Smith et al., 2022) can be considered by drawing wider implications from participants' experiences for other migrant children and their families, schools and EPs. These will be presented according to some of the themes identified in the study.

### ***5.9.1 Migration and Adaptation Experiences: Listening and Containing***

Children's accounts of their migration to the UK highlighted the idiographic nature of their experiences, and the value of providing a space to share their stories. Children's commonly reported lack of agency in the decision to migrate emphasises the need for the process of migration to be openly discussed within families, providing children with opportunities to share their feelings about the decision and their worries about the unknown, thus enabling them some preparation for the upcoming changes. Moreover, there should be ongoing conversations about their experiences in the new country and school.

Schools and EPs can also support children to make sense of their migration and adaptation experiences. This includes providing opportunities to explore their experiences, paying attention to their losses, relational changes, acculturative challenges, but also opportunities and discoveries important for them in their new

contexts and competencies shown in the process of adaptation. Narrative approaches, such as 'Talking Stones' (Hulusi & Oland, 2010), 'Tree of Life' (Ncube, 2006) and 'Narratives in the Suitcase' (Ncube, 2018) may provide useful ways of enabling these conversations. Using wordless picture books about journeys and migration can provide a safe context for migrant children to share their stories (McAdam & Sinkie, 2013). Other children might benefit from a different approach, for example sharing their experiences through play or drawings. While it is valuable to provide these opportunities, this research has also emphasised the importance of doing so in a child-centred way, being guided by children's willingness to discuss their experiences and to share as much or as little as they feel comfortable.

The findings also highlighted some of the multifaceted emotional experiences of migrant children as they move to and adapt to life in a new country and school, including ambivalent and mixed feelings and the anxiety of the unknown. It is important for school staff and EPs to be aware that some migrant children might be managing difficult and ambiguous feelings. By providing opportunities for children to share these openly, caregivers and trusted adults in school act as containers for children's difficult emotions, communicating to them that their powerful emotional responses have been heard, understood and can be managed (Bion, 1962). EPs can also "contain the containers" (Hulusi & Maggs, 2015, p. 30), offering teaching staff an emotionally containing, safe space to reflect on their practice of supporting migrant children.

### ***5.9.2 Building Relationships in the Context of Relational Loss and Changes***

Children's accounts highlighted the key role of relationships in their lives, which impact and shape their experiences of migration and adaptation. Considering this, it is important that families and schools support migrant children to develop

meaningful relationships in the new country, with both peers and adults in school. This includes ensuring that children have opportunities to play with their peers. Schools can support migrant children to make friends with both shared-language peers, but also intra-ethnic friendships. This can also include more formal ways of social support, such as mentoring or buddy schemes, which have been successfully implemented with migrant children (Manzoni & Rolfe, 2019). Approaches such as 'Circle of Friends' (Newton & Wilson, 2016) could also be used.

The findings also indicated that migrant children might be more sensitive to relational changes and losses in their new contexts, such as friends moving away or teachers changing. It is important for school staff to be mindful of this and support migrant children by preparing them for upcoming changes, ensuring a continued sense of safety.

### **5.9.3 Language Support for Multilingual Learners**

For those children with EAL, adjusting to an unfamiliar linguistic context was a significant aspect of their adaptation experiences, especially in the school context, impacting their access to learning. Their accounts suggested that receiving language support in school was valuable. Schools are encouraged to consider their provision for EAL pupils, being mindful that EAL learners have a dual task, of learning the English language and learning through English (The Bell Foundation, 2023), and of the distinction between social and academic language (Cummins, 2000).

Children's fears about the unfamiliarity of the linguistic environment and their difficulties accessing learning highlight the need for language support based on assessment of their English proficiency. Moreover, as migrant children start school, it is important to enable them to communicate their basic needs, for example using visual communication cards with key aspects, such as toilet, and teaching them key

phrases. It is also essential to consider the linguistic accessibility of the school environment, for instance using visuals.

Children's views and experiences of language support have several implications for teachers and schools:

- The use of technology appears a versatile tool, which can be used to translate by both pupils and teachers, providing an empowering tool for children to voice themselves and support their understanding.
- School support should include explicit teaching about language, particularly academic language, in the context of children's curriculum learning in the classroom, including functional language and vocabulary development (Crisfield, 2022).
- Using tailored provision (Manzoni & Rolfe, 2019) and additional, individual-focused support where necessary (Liu et al., 2017), balancing this with other aspects of school life. The Bell Foundation (2020) guidance on integrating EAL pupils into mainstream lessons provides points for consideration for out-of-class interventions.
- Valuing migrant pupils' multilingual linguistic repertoires and supporting their English language development through multilingual practices, such as the use of bilingual resources (Liu et al., 2017) and translanguaging.
- Providing ample opportunities for migrant children to engage in social interactions with adults and peers. Moreover, capitalising on social learning opportunities through shared-language buddies and the use of dialogic tasks (Liu et al., 2017).

In addition to school support, children's accounts portrayed their proactive approach to learning English, reflecting their resourcefulness, competence, determination and agency, which should be acknowledged and celebrated.

#### **5.9.4 Other Implications for Families and Schools**

Children's accounts highlighted engaging in extra-curricular activities as an important aspect of their lives in the UK. Families and schools are encouraged to provide opportunities for migrant children to engage in extra-curricular activities, both in and out of school.

Children's accounts of cultural encounters suggested that they notice external aspects of culture, usually comparing these with their heritage culture. Migrant children may benefit from ongoing opportunities to share aspects of their home culture in school, as well as to explore their new environments and culture. They may also find it beneficial to engage in conversations about how they make sense of their multiple cultural contexts, which can be supported using approaches such as the 'Tree of Life' (Ncube, 2006).

#### **5.9.5 Other Implications for EPs**

This study illustrated the value of providing migrant children with a space to share their experiences. Gathering children's views and advocating for the voice of the child is an important aspect of EP practice (BPS, 2019). EPs are encouraged to listen to migrant children's views and stories, providing a safe space for them to share their experiences.

When working with migrant children, EPs are also encouraged to consider their development, needs and strengths holistically. For example, EPs could draw on frameworks such as the Acculturation Development Model (Oppedal & Toppelberg, 2016), which accounts for migrant children's multi-cultural-ecological developmental

context, and their unique tasks of developing cultural competence in multiple sociocultural domains. Moreover, in their consultation, assessment and formulation, EPs should consider migration and adaptation factors, such as the changes that children have experienced at all levels of their environments.

EPs are also well placed to build capacity in school to support migrant children, by providing training on topics such as migrant children's development, experiences of migration and adaptation or support for multilingual pupils. Furthermore, EPs can support schools to develop inclusive environments for migrant children, for example by drawing on Bronfenbrenner's (1979) Ecological Systems Theory of Development (McIntyre & Hall, 2020) and frameworks to encourage staff reflections on diversity and inclusion, such as the Social GRACES (Burnham, 2012).

### **5.10 Limitations**

As part of attempting to establish the trustworthiness of this research (Yardley, 2015) and credibility of the findings (Noble & Smith, 2015), several limitations are acknowledged.

Firstly, the idiographic nature of IPA, the focus on the lived experiences of a particular population and the small sample size, mean that the research did not aim to produce generalisable findings. The research took place in primary schools located in an ethnically, culturally and linguistically diverse inner-London borough, which may have facilitated children's adaptation. However, the researcher has enabled transferability of findings to other similar contexts (Yardley, 2015) by detailing the inclusion criteria and contextual information for participants. Thus, it is hoped that the findings will have relevance to other migrant children and the adults supporting them. An extension of the findings can also be achieved through theoretical generalizability, whereby the reader can evaluate the findings in relation



to their professional and experiential knowledge (Smith et al., 2022). Thus, it is hoped that EPs, teachers and other educational professionals will be able to apply and relate the findings to their own practice.

Secondly, an important aspect of IPA research is sample homogeneity regarding participants' experience of the phenomenon of interest (Smith et al., 2022), which in this study was children's experience of migration to the UK. However, there will likely be differences between participants that may have shaped their experiences. Known differences between participants' experiences were acknowledged, such as Deedee having English as her first language and migrating at an earlier age, or Diamond-Lemon moving to the UK without her parents. As indicated within the analysis, personal factors, such as health needs shaped some participants' experiences. However, there are other factors that were not accounted for, such as socio-economic status, which can impact adaptation (Vedder & Motti-Stefanidi, 2016) and migratory experiences.

Using IPA with primary school children and EAL pupils posed several additional challenges and complexities. The researcher adapted the interviews according to the child's communication, rewording questions, sometimes making them more closed, and using an increased number of prompts and repeating back what participants said, to check understanding. The researcher had to carefully balance facilitating the conversation, with staying open and not leading the interview, and maintaining consistency of the main questions addressed amongst participants. The use of interpreters posed further challenges and limitations, such as the impact during the interviews, for example in how questions or answers were translated.

Lastly, through the process of considering the findings in the context of existing literature, the researcher has noticed that children's accounts did not include

much detail about their family relations in the UK. On reflection, the researcher believes it would have been helpful to explore this by including a question about this in the interview schedule. However, it is also acknowledged that this might be reflective of this sample's experiences, as in existing literature, children often spoke of their familial relationships in the context of step-migration, which was not the experience of the children in this study.

### **5.11 Future Research**

Considering the findings from this study, several areas for future research are suggested:

- There is a need for longitudinal studies exploring migrant children's experiences of adaptation over a longer period. This could adopt an acculturation developmental perspective, which explores CYP's adaptation by accounting for both acculturative and developmental factors.
- An exploration of EPs' practice working with migrant children in the UK.
- This study deliberately privileged migrant children's voices. However, from conversations with their parents, the researcher reflected on the usefulness of exploring parental perspectives regarding the move and adaptation to the UK. Similarly, teacher's perspectives may have provided further insight into children's school experiences. While the researcher is mindful of not losing the child's voice in favour of the adults, future research could use an IPA multiple perspective design (Larkin et al., 2019), exploring the phenomenon of child migration from more than one point of view, involving several sub-samples, i.e., children, their parents and teachers (Smith et al., 2022).

### **5.12 Dissemination Strategy**

Dissemination of research findings is a core competency of EP practice (BPS, 2019; HCPC, 2015). The researcher will share a summary of the findings and implications for EPs with the EP service in the LA in which the research took place. The results and implications for practice will also be shared with the schools that facilitated the recruitment process. A summary of the findings will be shared with the children and their families who expressed an interest in hearing about the findings. The researcher hopes to publish this research in a relevant EP journal in the future.

### **5.13 Reflections on the Research Process**

Reflecting on my research project journey, it has been a process marked by uncertainty. From the beginning, there have been questions about some feasibility aspects, such as using IPA with primary children who use EAL and access to financial resources for interpreters. Despite these challenges, I held the view that the value and ethical implications of exploring the voices of this group of children outweighed the costs and possible limitations of the research. This uncertainty remained as the recruitment process started, which proved much more difficult than anticipated given the small sample required. This made me reflect on the challenges of research with children as participants, as there are multiple stakeholders impacting the recruitment process, including schools willing to help, parents willing to consent, all before reaching the child. I also reflected on the implications this might have had on this study's sample, thinking about the voices of the children that I could not reach, who might have been interested in sharing their stories.

Despite these challenges, I have also been encouraged by the value of the study, as several parents emphasised that their children were keen to meet with me and interested to find out about the research, suggesting a desire for children to

discuss their experiences. The value of having this space was further emphasised by some children asking if I am going to meet with them again and Diamond-Lemon commenting that she has shared everything with me.

Throughout this process, I reflected on my own identity as a migrant and someone who is multilingual and how I used this to relate to the participants. The relevance of my identity as a migrant was highlighted to me by WolfSlam, who, when asked whether he had any questions after the interview, enquired about my experience of moving to the UK. This also made me reflect on issues of addressing the power imbalance between the researcher and participants, as he proudly stated that he is asking me my own questions. Furthermore, during Diamond-Lemon's interview, I was struck by how quickly I summarised something quite complex that she was trying to process. I reflected on how this was likely due to my own migration experiences, as I could relate to her ambiguity and tension between the 'here and there'. While this provided some insight into what she might have been experiencing, I had to be mindful of this as a researcher and stay close to her lived experiences.

Working with multiple languages in this study, I wondered whether some of my experiences might be small glimpses of children's experiences. Reflecting on the difference between the interviews where Mandarin and Spanish were used, as I have basic understanding of Spanish, I could follow along the conversation. However, my complete lack of understanding of Mandarin, meant that I wondered what they were saying, feeling left out and out of control, meaning that I had to fully trust the translation. I also drew on my limited spoken Spanish in interactions with parents, such as arranging the meetings. This was a painful reminder of the difficulty of trying to express yourself with limited vocabulary, whilst feeling embarrassed and relying on the other person to make sense of what I'm trying to say. This made me

reflect on issues of power and agency for migrant children, as they have to rely so much on others to navigate unfamiliar linguistic environments.

After several interviews, I also reflected on the ethical dimension of bringing up sensitive topics and the ethical complexities of conducting research with children. For example, following David's interviews, I questioned for whose benefit I was exploring this topic, if this brought up difficult feelings for him that he did not share during the interview. After meeting Diamond-Lemon, I was aware that even though she became upset, the interview did not 'make things worse', but rather it provided a space for her to talk through and process some of her difficult experiences. Despite this, I found it very difficult to sit with what she shared, as I felt particularly attuned to her emotional experiences, both during the interview and during the process of transcription. As noted in the following extract from my research diary:

I've heard her and taken her experiences and feelings on, but what do I do with them? I shared with school and grandma what I needed to, but why doesn't it feel enough? I can't fix things for her or make everything better.

I found that the analysis stage added another layer of challenge, as I felt uncomfortable pulling children's stories apart, feeling worried about missing important aspects of their experiences. I also felt a heightened sense of responsibility in how I portray their accounts, particularly mindful that I'm sharing further something that felt so personal.

Through the process of data collection and analysis, I reflected on the EP and researcher roles, and what it meant for me to be an EP-researcher. Through peer supervision, I realised how hard I found it to stay in the 'researcher' role, reminding myself that I was not there as an EP to think together about the child with the family and school, to try and make sense of these experiences. However, I also questioned

the assumption that these roles are separate, that I have to step out of my EP role and be a researcher, but rather acknowledge that I am a TEP doing research. I also reflected on how these roles are further blurred and less straightforward when the participants are children. This research also made me consider the EP role, because as an EP I would most certainly not have met any of these children through the usual school 'referral' systems. This highlighted further value of this research, suggesting that perhaps these children are not prioritised, as their needs and experiences are not 'high' enough to warrant EP involvement. I believe that there is a role for EPs in supporting migrant children, be it by providing a space to be heard or containment for the adults who listen and support migrant children on their journeys of adaptation.

## 6. Conclusion

This research explored children's experiences of migration to the UK and adaptation in British primary schools. This study aimed to gain an insight into children's sense-making of moving to and living in a new country, and the role school plays in their adaptation. This study also aimed to provide a platform for children's voices and stories to be heard.

Seven children participated in this study, sharing their experiences of migration and adaptation to the UK through semi-structured interviews and drawings. Children had moved from five different countries from across the globe, and six of them used EAL. Children had various levels of English proficiency and two interviews were conducted with interpreter support. The interview data was analysed using IPA. This gave rise to five Group Experiential Themes: 'Migration: The Move, The Journey and Sense-making', 'Life in the UK', 'Relationships: Loss, Change and a Key to Adaptation', 'Adjusting to a New Linguistic Context' and 'School Adaptation: Interconnection of Language, Social Factors and Learning'.

In addressing the research questions of exploring children's experiences of migration to the UK and adaptation in British primary schools, children's accounts highlighted a range of emotional responses associated with the migration process and issues of agency. Their ways of making sense of migration reflected the individual nature of their experiences. Children's lives in the UK post-migration included examples of their cultural encounters, suggesting that they attend to their environments and external aspects of culture. Engagement in extra-curricular activities seemed an important aspect of their lives in the UK. All children spoke of their relationships in the context of their migration, highlighting the complexity of their relational experiences and the key role played by relationships in their lives, shaping

their experiences of migration and adaptation. For many, this included relational loss of extended family and friends, managing transnational relationships and the importance of making friends in the UK. Friendships appeared to play a key role in migrant children's sense of connection, inclusion and adaptation. Another key aspect of children's experiences was adjusting to an unfamiliar linguistic context, highlighting their journeys to becoming bilingual. This included initial fears and difficulties understanding and communicating in English, reflections on learning English and a sense of progress. These were further reflected in children's accounts of their experiences of school in the UK, portraying an interconnection of language, social factors and learning in shaping their experiences of adaptation in school. This encompassed a variety of feelings associated with starting school in the UK and the challenges of learning in an unfamiliar linguistic environment. It also included examples of language and learning support, and positive experiences linked to social aspects of school. The children's accounts highlighted the role of school in facilitating adaptation to the UK.

A range of implications for migrant children and their families, teachers and schools, and EPs were discussed. These centred around providing opportunities for children to openly share their thoughts, feelings and experiences of migration at different stages and adaptation in the new country and school. They also included building relationships in the context of relational loss and changes associated with migration, providing language support for multilingual learners and opportunities to engage in extra-curricular activities. Additional implications for EPs were related to advocating for migrant children's voices, considering migrant children's experiences holistically by drawing on psychological frameworks that acknowledge their multicultural developmental contexts, and supporting schools, for example by



providing training. Suggestions for future research included longitudinal studies and multi-perspective research exploring child migration from more than one point of view, i.e., children, their parents and teachers.

It is hoped that by drawing upon children's voices, this research will increase professional awareness of migrant children's experiences and provide insights into avenues for support.

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## Appendix A

### Web of Science Limiters

Limiters	Refine (Include)	Exclude
Document Type	Article Early Access	
Categories		<ul style="list-style-type: none"> <li>• Public Environmental Occupational Health</li> <li>• Social Work</li> <li>• Pediatrics</li> <li>• Psychiatry</li> <li>• Medicine General Internal</li> <li>• Economics</li> <li>• Political Science</li> <li>• History</li> <li>• Nursing</li> <li>• Law</li> <li>• Infectious Diseases</li> <li>• Social Sciences Biomedical</li> <li>• Environmental Studies</li> <li>• Oncology</li> <li>• Religion</li> <li>• Immunology</li> <li>• Medicine Research Experimental</li> <li>• Obstetrics Gynaecology</li> <li>• Archaeology</li> <li>• Nutrition Dietetics</li> <li>• History of Social Sciences</li> <li>• Surgery</li> <li>• Health Care Sciences Services</li> <li>• Clinical Neurology</li> <li>• Criminology Penology</li> <li>• Dentistry Oral Surgery Medicine</li> <li>• Endocrinology Metabolism</li> <li>• Environmental Sciences</li> <li>• Orthopedics</li> <li>• Genetics Heredity</li> <li>• Respiratory System</li> <li>• Biology</li> <li>• Evolutionary Biology</li> <li>• Geosciences multidisciplinary</li> <li>• Gerontology</li> <li>• Health Policy Services</li> <li>• Hospitality Leisure Sport Tourism</li> <li>• Industrial Relations Labour</li> <li>• Management</li> <li>• Primary Health Care</li> <li>• Business</li> </ul>



- Gastroenterology Hepatology
  - History Philosophy of Science
  - Information science Library Science
  - Literature
  - Music
  - Neurosciences
  - Public Administration
  - Regional Urban Planning
  - Social Sciences Mathematical Methods
  - Statistics Probability
  - Transplantation
  - Urban Studies
  - Virology
  - Biotechnology Applied Microbiology
  - Cardiac Cardiovascular Systems
  - Ethics
  - Film Radio Television
  - Folklore
  - Food Science Technology
  - Medical Ethics
  - Rehabilitation
  - Reproductive Biology
  - Theatre
  - Acoustics
  - Agricultural Economics Policy
  - Agriculture Dairy Animal Science
  - Allergy
  - Art
  - Audiology Speech Language Pathology
  - Biochemistry Molecular Biology
  - Business finance
  - Chemistry analytical
  - Chemistry Inorganic Nuclear
  - Computer Science Interdisciplinary Applications
  - Critical Care Medicine
  - Dermatology
  - Ecology
  - Emergency Medicine
  - Energy Fuels
  - Geography Physical
  - Geriatrics Gerontology
  - Haematology
  - Literature German Dutch Scandinavian
  - Literature Romance
  - Medieval Renaissance Studies
  - Microbiology
  - Mycology
  - Otorhinolaryngology
-

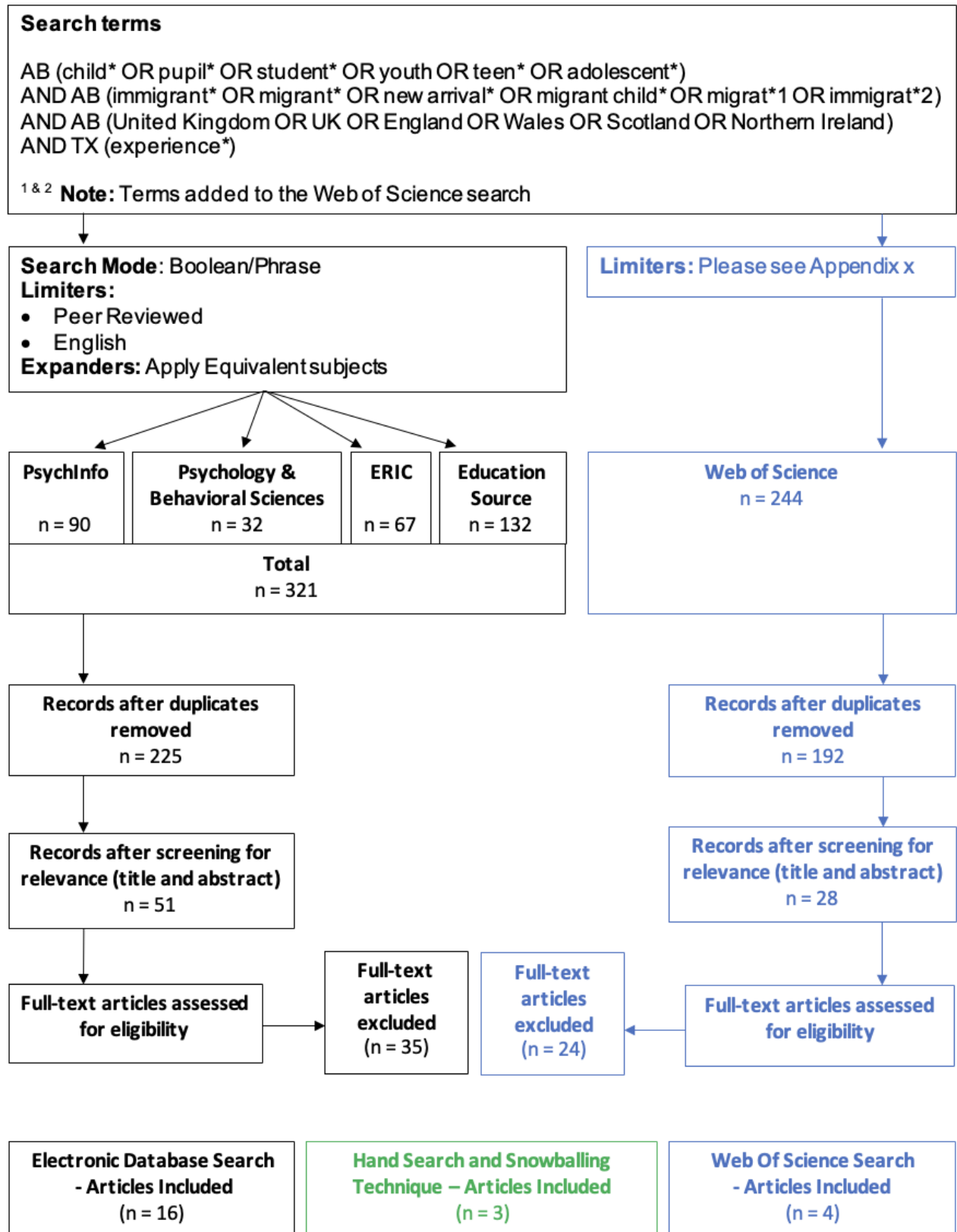
- Parasitology
- Peripheral Vascular Disease
- Pharmacology Pharmacy
- Philosophy
- Rheumatology
- Substance Abuse
- Transportation
- Tropical Medicine
- Veterinary Sciences
- Water Resources
- Zoology
- Women S Studies

Language	English
Countries/Regions	England Scotland Wales North Ireland
Citation Topics Meso	Human Geography Education & Educational Research Language & Linguistics Psychiatry & Psychology Social Psychology Anthropology Asian Studies

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## Appendix B

## Literature Review Search Strategy Flow Chart



## Appendix C

### Full Text Articles Assessed for Inclusion Eligibility

Number	Article	Rationale
1	Biggart, A., O'Hare, L., & Connolly, P. (2013). A need to belong? The prevalence of experiences of belonging and exclusion in school among minority ethnic children living in the 'White hinterlands'. <i>Irish Educational Studies</i> , 32(2), 179-195.	Meets the inclusion criteria
2	Caxaj, C. S., & Berman, H. (2010). Belonging among newcomer youths: Intersecting experiences of inclusion and exclusion. <i>Advances in Nursing Science</i> , 33(4), 17-30.	Mixed data; UK participants - unknown age; not enough reference to UK data to be relevant
3	Chen, Y. (2009). Language support for emergent bilinguals in English mainstream schools: An observational study. <i>Language, Culture and Curriculum</i> , 22(1), 57-70. <a href="https://doi.org/10.1080/07908310802696550">https://doi.org/10.1080/07908310802696550</a>	Data collection includes pupil diaries and interviews looking at their experiences of language support in mainstream schools; however, probably not relevant enough to the research question, not enough data
4	Evans, M., & Liu, Y. (2018). The unfamiliar and the indeterminate: Language, identity and social integration in the school experience of newly-arrived migrant children in England. <i>Journal of Language, Identity, and Education</i> , 17(3), 152-167.	Meets the inclusion criteria
5	Feng, b. (2011). One ethnic minority, two cultural identities and more. <i>Journal of Asian Pacific Communication</i> , 21(2), 267-285. <a href="https://doi.org/10.1075/japc.21.2.06bin">https://doi.org/10.1075/japc.21.2.06bin</a>	Unclear if 'migrant' refers to first or second generation; paper explicitly says that some of the children with Hong Kong origins were born in the UK, i.e., second generation. Unclear how the data was analysed. A lot on parental views. It does not focus on experiences of migration or children's experiences of education (rather parental views on the education system)

Number	Article	Rationale
6	Fleischmann, F., & Phalet, K. (2018). Religion and national identification in Europe: Comparing Muslim youth in Belgium, England, Germany, the Netherlands, and Sweden. <i>Journal of Cross-Cultural Psychology</i> , 49(1), 44-61.	Mixed data first and second-generation; focus not relevant
7	Gaulter, A., & Green, R. (2015). Promoting the inclusion of migrant children in a UK school. <i>Educational and Child Psychology</i> , 32(4), 39-51.	Meets the inclusion criteria
8	Grieve, A. M., & Haining, I. (2011). Inclusive Practice? Supporting Isolated Bilingual Learners in a Mainstream School. <i>International Journal of Inclusive Education</i> , 15(7), 763-774.	Main focus is on language support; only part of the article is relevant to the lit review question
9	Hamilton, P. (2013). Including migrant worker children in the learning and social context of the rural primary school. <i>Education 3-13</i> , 41(2), 202-217.	Meets the inclusion criteria
10	Hamilton, P. L. (2013). It's Not All about Academic Achievement: Supporting the Social and Emotional Needs of Migrant Worker Children. <i>Pastoral Care in Education</i> , 31(2), 173-190.	Meets the inclusion criteria
11	Hawkey, K. (2012). History and Super Diversity. <i>Education Sciences</i> , 2(4), 165-179	Although there are some links between history and identity, the focus is not relevant to the literature review question
12	Hulusi, H., & Oland, L. (2010). Using narrative to make sense of transitions: Supporting newly arrived children and young people. <i>Emotional &amp; Behavioural Difficulties</i> , 15(4), 341-351.	Likely asylum seeker/refugee
13	Jørgensen, C. H. R. (2017). 'Peer social capital' and networks of migrants and minority ethnic youth in England and Spain. <i>British Journal of Sociology of Education</i> , 38(4), 566-580.	Mixed migrant & ethnic minority participants; Spain & UK; not enough data from migrant students in the UK;
14	Jørgensen, C. R. (2015). Three advantages of cross-national comparative ethnography – methodological reflections from a study of migrants and minority ethnic youth in English and Spanish schools. <i>Ethnography &amp; Education</i> , 10(1), 1-16.	Focus not relevant

Number	Article	Rationale
15	Kirkbride et al. (2017). Ethnic Minority Status, age-at-immigration and psychosis risk in rural environments: evidence from the SEPEA Study. <i>Schizophrenia Bulletin</i> , 43(6), 1251-1261.	Participants 16-35 years old; focus of the study not relevant
16	Kucharczyk & Hanna (2020). Balancing Teacher Power and Children's Rights: Rethinking the Use of Picturebooks in Multicultural Primary Schools in England. <i>Human Rights Education Review</i> , 3(1), 49-68.	Not a "formal research" project; some children were new arrivals, but unclear who was who; refers to how some children related their experiences to the book
17	Laurens et al. (2008). Psychotic-like experiences and other antecedents of schizophrenia in children aged 9-12 years: A comparison of ethnic and migrant groups in the United Kingdom. <i>Psychological Medicine</i> , 38(8), 1103-1111.	Population relevant; focus of the paper not relevant
18	Leavey, G., Hollins, K., King, M., Barnes, J., Papadopoulos, C., Grayson, K., & Leavey, G. (2004). Psychological disorder amongst refugee and migrant schoolchildren in London. <i>Social Psychiatry &amp; Psychiatric Epidemiology</i> , 39(3), 191-195.	Relevant population; focus of the paper not relevant to the literature review question
19	Lind, J. (2019). Sacrificing parents on the altar of children's rights: Intergenerational struggles and rights in deportability. <i>Emotion, Space and Society</i> , 32. <a href="https://doi.org/10.1016/j.emospa.2018.07.001">https://doi.org/10.1016/j.emospa.2018.07.001</a>	Mixed country data; mixed migrant and asylum seekers; some children born in the UK; focus of the paper not relevant to the lit review question; not sufficient data on the experiences of children in the UK
20	Lynam, M. J., & Cowley, S. (2007). Understanding marginalization as a social determinant of health. <i>Critical Public Health</i> , 17(2), 137-149. <a href="https://doi.org/10.1080/09581590601045907">https://doi.org/10.1080/09581590601045907</a>	Focus not relevant to the literature review question
21	Marsh, K. (2017). Creating bridges: music, play and well-being in the lives of refugee and immigrant children and young people. <i>Music Education Research</i> , 19(1), 60-73. <a href="https://doi.org/10.1080/14613808.2016.1189525">https://doi.org/10.1080/14613808.2016.1189525</a>	Main focus on research from Australia, not enough UK data to be relevant; unclear if UK participants were migrants or born in the UK
22	McAdarn, J. E., & Sinkie, H. (2013). Picture books: opening pathways for new arrival children. <i>English 4-11</i> , 47, 16-20.	Focus is on the educational struggles/process of using picture books, rather than on children's experiences

Number	Article	Rationale
23	McMullen, J., Jones, S., Campbell, R., McLaughlin, J., McDade, B., O'Lynn, P., & Glen, C. (2020). 'Sitting on a wobbly chair': Mental health and wellbeing among newcomer pupils in Northern Irish schools. <i>Emotional &amp; Behavioural Difficulties</i> , 25(2), 125-138. <a href="https://doi.org/10.1080/01629778.2020.1763095">https://doi.org/10.1080/01629778.2020.1763095</a>	Meets the inclusion criteria
24	Mood, C., Jonsson, J. O., & Låftman, S. B. (2017). The Mental Health Advantage of Immigrant-Background Youth: The Role of Family Factors. <i>Journal of Marriage &amp; Family</i> , 79(2), 419-436. <a href="https://doi.org/10.1111/jomf.12340">https://doi.org/10.1111/jomf.12340</a>	Immigrant background participants (1st & 2nd generation), cross-country data; although there is some analysis by immigration status or host country (i.e., England), these are separate. Focus not relevant
25	Moskal, M. (2016). Language and Cultural Capital in School Experience of Polish Children in Scotland. <i>Race, Ethnicity and Education</i> , 19(1), 141-160.	Meets the inclusion criteria
26	Oliver, C., & Singal, N. (2017). Migration, disability and education: Reflections from a special school in the east of England. <i>British Journal of Sociology of Education</i> , 38(8), 1217-1229. <a href="https://doi.org/10.1080/01425692.2016.1273757">https://doi.org/10.1080/01425692.2016.1273757</a>	Only school and parental perspectives, focusing on their experiences; there is minimal data directly relevant to children's experiences
27	Packwood, H. (2022). Successful Transitions? Tracing the Experiences of Migrant School Leavers in Scotland. <i>Education Sciences</i> , 12(10). <a href="https://doi.org/10.3390/educsci12100703">https://doi.org/10.3390/educsci12100703</a>	Meets the inclusion criteria
28	Penfold, M. (2018). Babington Academy in Leicester. <i>Intercultural Education</i> , 29(5-6), 627-631.	Not an empirical study, reflections/opinion article
29	Quinn, U., & Wakefield, P. (2009). Experiencing inclusion within a Northern Ireland secondary school: The perspectives of migrant students from four European countries. <i>Support for Learning</i> , 24(3), 111-117. <a href="https://doi.org/10.1111/j.1467-9604.2009.01410.x">https://doi.org/10.1111/j.1467-9604.2009.01410.x</a>	Meets the inclusion criteria
30	Ramos, M. R., Jetten, J., Zhang, A., Badea, C., Iyer, A., Cui, L., & Zhang, Y. (2013). Minority goals for interaction with the majority: Seeking distance from the majority and the effect of rejection on identification. <i>European Journal of Social Psychology</i> , 43(1), 72-83. <a href="https://doi.org/10.1002/ejsp.1915">https://doi.org/10.1002/ejsp.1915</a>	Cross-country study, including Polish immigrants in Scotland, but adult population (16-60)

Number	Article	Rationale
31	Ritchie, A., & Gaulter, A. (2020). Dancing towards Belonging: The Use of a Dance Intervention to Influence Migrant Pupils' Sense of Belonging in School. <i>International Journal of Inclusive Education</i> , 24(4), 366-380.	Meets the inclusion criteria
32	Robb et al. (2007). Looking for a better future: Identity construction in socio-economically deprived 16-year olds considering a career in medicine. <i>Social Science &amp; Medicine</i> , 65(4), 738-754.	Around half of the sample were first-generation migrants; life narrative interviews which allowed for exploration of migration experiences/their impact on current aspirations; however, the analysis includes data from 1st and 2nd generation migrants.
33	Sadownik, A. R., & Mikiewicz, P. (2016). Polish Immigrant Children in the UK: Catholic Education and Other Aspects of "Migration Luck". <i>Universal Journal of Educational Research</i> , 4(8), 1863-1873.	Not relevant to the literature review question
34	Safford, K., & Costley, T. (2008). 'I didn't speak for the first year': Silence, Self-Study and Student Stories of English Language Learning in Mainstream Education. <i>Innovation in Language Learning &amp; Teaching</i> , 2(2), 136-151. <a href="https://doi.org/10.2167/illt022.0">https://doi.org/10.2167/illt022.0</a>	17-18 years old, new arrivals; focus is on language, but some of the topics raised have further relevance
35	Sánchez Guerrero, L., & Schober, P. S. (2021). Socialisation Influences on Gender Ideologies of Immigrant and Native Youth in Germany, England, Sweden and the Netherlands. <i>Sex Roles</i> , 85(3/4), 113-127. <a href="https://doi.org/10.1007/s11199-020-01208-z">https://doi.org/10.1007/s11199-020-01208-z</a>	immigrants = mixed first & second generation; focus not relevant
36	Sime, D., & Fox, R. (2015). Migrant Children, Social Capital and Access to Services Post-Migration: Transitions, Negotiations and Complex Agencies. <i>Children &amp; Society</i> , 29(6), 524-534. <a href="https://doi.org/10.1111/chso.12092">https://doi.org/10.1111/chso.12092</a>	Meets the inclusion criteria
37	Sime, D., Tyrrell, N., Käkelä, E., & Moskal, M. (2022). Performing whiteness: Central and Eastern European young people's experiences of xenophobia and racialisation in the UK post-Brexit. <i>Journal of Ethnic &amp; Migration Studies</i> , 48(19), 4527-4546. <a href="https://doi.org/10.1080/1369183X.2022.2085678">https://doi.org/10.1080/1369183X.2022.2085678</a>	Age 12-18; Central & Eastern-European born; does not address the literature review question, but useful information for the introduction section



Number	Article	Rationale
38	Simsek, M., Fleischmann, F., & van Tubergen, F. (2019). Similar or divergent paths? Religious development of Christian and Muslim adolescents in western Europe. <i>Social Science Research</i> , 79, 160-180. <a href="https://doi.org/10.1016/j.ssresearch.2018.09.004">https://doi.org/10.1016/j.ssresearch.2018.09.004</a>	Mixed country data or mixed migration status data; focus not relevant
39	Swanwick, R., Elmore, J., & Salter, J. (2021). Educational Inclusion of Children Who Are Deaf or Hard of Hearing and from Migrant Roma Families: Implications for Multi-Professional Working. <i>Deafness &amp; Education International</i> , 23(1), 25-42.	Age range 11 months - 12 years; not enough information on children's experiences, more on parental experiences
40	Tang, F., & Adams, L. D. (2010). "I Have F-rien-d Now": How Play Helped Two Minority Children Transition into an English Nursery School. <i>Diaspora, Indigenous, and Minority Education</i> , 4(2), 118-130.	Pre-school
41	Tanyas, B. (2012). Making sense of migration: Young Turks' experiences in the United Kingdom. <i>Journal of Youth Studies</i> , 15(6), 693-710.	Age range 16-21, some alumni - no longer school age; but focus is relevant
42	Tereshchenko, A., & Archer, L. (2015). Identity Projects in Complementary and Mainstream Schools: The Views of Albanian and Bulgarian Students in England. <i>Research Papers in Education</i> , 30(3), 347-365.	Migrant children's experiences of both complementary and mainstream UK schools
43	Tereshchenko, A., Bradbury, A., & Archer, L. (2019). Eastern European migrants' experiences of racism in English schools: positions of marginal whiteness and linguistic otherness. <i>Whiteness &amp; Education</i> , 4(1), 53-71.	Meets the inclusion criteria
44	Thomas, E. (2012). Beyond the Culture of Exclusion: Using Critical Race Theory to Examine the Perceptions of British "Minority Ethnic" and Eastern European "Immigrant" Young People in English Schools. <i>Intercultural Education</i> , 23(6), 501-511.	Can draw on Eastern-European students' experiences
45	Tyrrell, N. (2015). Transnational Migrant Children's Language Practices in Translocal Spaces. <i>Diskurs Kindheits - und Jugendforschung/Discourse. Journal of Childhood and Adolescence Research</i> , 10(1), 11-23.	Focus not relevant to the literature review question

Number	Article	Rationale
46	Veling, W. (2013). Ethnic minority position and risk for psychotic disorders. <i>Current Opinion in Psychiatry</i> , 26(2), 166-171. <a href="https://doi.org/10.1097/YCO.0b013e32835d9e43">https://doi.org/10.1097/YCO.0b013e32835d9e43</a>	Meta-analysis; not relevant; mixed data (country, age, migrant status)
47	Voskou, A. (2021). History pedagogic practices in Greek supplementary schools in England, past and present. <i>Paedagogica Historica</i> , 57(1/2), 200-219. <a href="https://doi.org/10.1080/00309230.2021.1881131">https://doi.org/10.1080/00309230.2021.1881131</a>	Focus is on teaching and curricular practices; students mixed 1st & 2nd generation; former and current students; not relevant
48	Welply, O. (2010). Language Difference and Identity in Multicultural Classrooms: The Views of "Immigrant-Background" Children in French and English Primary Schools. <i>Compare: A Journal of Comparative and International Education</i> , 40(3), 345-358.	Second generation migrants
49	Welply, O. (2015). Re-Imagining Otherness: An Exploration of the Global Imaginaries of Children from Immigrant Backgrounds in Primary Schools in France and England. <i>European Educational Research Journal</i> , 14(5), 430-453.	Second generation migrants
50	Welply, O. (2017). "My Language ... I Don't Know How to Talk about It": Children's Views on Language Diversity in Primary Schools in France and England. <i>Language and Intercultural Communication</i> , 17(4), 437-454.	Second generation migrants
51	Welply, O. (2020). Inclusion across Borders: Young Immigrants in France and England. <i>FIRE: Forum for International Research in Education</i> , 6(1), 40-63.	Immigrant background participants, i.e., Second-generation migrants

## Appendix D

### List of Articles Included in the Literature Review

1. Biggart, A., O'Hare, L., & Connolly, P. (2013). A need to belong? The prevalence of experiences of belonging and exclusion in school among minority ethnic children living in the 'White hinterlands'. *Irish Educational Studies*, 32(2), 179-195. <https://doi.org/10.1080/03323315.2013.765264>
2. Cartmell, H., & Bond, C. (2015). What does belonging mean for young people who are International New Arrivals? *Educational and Child Psychology*, 32(2), 90 - 102. DOI: 10.53841/bpsecp.2015.32.2.89
3. Evans, M., & Liu, Y. (2018). The unfamiliar and the indeterminate: Language, identity and social integration in the school experience of newly-arrived migrant children in England. *Journal of Language, Identity & Education*, 17(3), 152-167. <http://dx.doi.org/10.1080/15348458.2018.1433043>
4. Gaultier, A., & Green, R. (2015). Promoting the inclusion of migrant children in a UK school. *Educational and Child Psychology*, 32(4), 39-51. DOI: 10.53841/bpsecp.2015.32.4.39
5. Hamilton, P. (2013a). Including migrant worker children in the learning and social context of the rural primary school. *Education 3-13*, 41(2), 202-217. <https://doi.org/10.1080/03004279.2011.569737>
6. Hamilton, P. (2013b). It's not all about academic achievement: Supporting the social and emotional needs of migrant worker children. *Pastoral Care in Education*, 31(2), 173-190, <https://doi.org/10.1080/02643944.2012.747555>
7. Hanna, H. (2020). Crossing the border from 'migrant' to 'expert': Exploring migrant learners' perspectives on inclusion in a primary school in England.

*Children's Geographies*, 18(5), 544-556.

<https://doi.org/10.1080/14733285.2018.1548693>

8. McMullen, J., Jones, S., Campbell, R., McLaughlin, J., McDade, B., O'Lynn, P., & Glen, C. (2020). 'Sitting on a wobbly chair': Mental health and wellbeing among newcomer pupils in Northern Irish schools. *Emotional and Behavioural Difficulties*, 25(2), 125-138. <https://doi.org/10.1080/01629778.2020.1763095>
9. Messiou, K., & Azaola, M. (2018). A peer-mentoring scheme for immigrant students in English secondary schools: A support mechanism for promoting inclusion? *International Journal of Inclusive Education*, 22(2), 142-157. <https://doi.org/10.1080/13603116.2017.1362047>
10. Moskal, M. (2014). Polish migrant youth in Scottish schools: Conflicted identity and family capital. *Journal of Youth Studies*, 17(2), 279-291. <https://doi.org/10.1080/13676261.2013.815705>
11. Moskal, M. (2015). 'When I think home I think family here and there': Translocal and social ideas of home in narratives of migrant children and young people. *Geoforum*, 58, 143-152. <http://dx.doi.org/10.1016/j.geoforum.2014.11.011>
12. Moskal, M. (2016). Language and cultural capital in school experience of Polish children in Scotland. *Race Ethnicity and Education*, 19(1), 141-160. <https://doi.org/10.1080/13613324.2014.911167>
13. Packwood, H. (2022). Successful Transitions? Tracing the experiences of migrant school leavers in Scotland. *Education Sciences*, 12(10), 703-718. <https://doi.org/10.3390/educsci12100703>
14. Quinn, U., & Wakefield, P. (2009). Experiencing inclusion within a Northern Ireland secondary school: The perspectives of migrant students from four

European countries. *Support for Learning*, 24(3), 111-117.

<https://doi.org/10.1111/j.1467-9604.2009.01410.x>

15. Ritchie, A., & Gaultier, A. (2020). Dancing towards belonging: The use of a dance intervention to influence migrant pupils' sense of belonging in school. *International Journal of Inclusive Education*, 24(4), 366-380.

<https://doi.org/10.1080/13603116.2018.1464069>

16. Safford, K., & Costley, T. (2008). 'I didn't speak for the first year': Silence, self-study and student stories of English language learning in mainstream education. *International Journal of Innovation in Language Learning and Teaching*, 2(2),

136-151. <https://doi.org/10.1080/17501220802158875>

17. Sime, D. (2018). Belonging and ontological security among Eastern European migrant parents and their children. *Central and Eastern European Migration Review*, 7(1), 35-53. DOI: 10.17467/ceemr.2018.05

18. Sime, D., & Fox, R. (2015a). Home abroad: Eastern European children's family and peer relationships after migration. *Childhood*, 22(3), 377-393.

DOI: 10.1177/0907568214543199

19. Sime, D., & Fox, R. (2015b). Migrant children, social capital and access to services post-migration: Transitions, negotiations and complex agencies.

*Children & Society*, 29, 524-534. DOI:10.1111/chso.12092

20. Tanyas, B. (2012). Making sense of migration: Young Turks' experiences in the United Kingdom. *Journal of Youth Studies*, 15(6), 693-710.

<https://doi.org/10.1080/13676261.2012.671931>

21. Tereshchenko, A., & Archer, L. (2015). Identity projects in complementary and mainstream schools: The views of Albanian and Bulgarian students in England.

*Research Papers in Education*, 30(3), 347-365.

<https://doi.org/10.1080/02671522.2014.919521>

22. Tereshchenko, A., Bradbury, A., & Archer, L. (2019). Eastern European migrants' experiences of racism in English schools: Positions of marginal whiteness and linguistic otherness. *Whiteness and Education*, 4(1), 53-71.

<https://doi.org/10.1080/23793406.2019.1584048>

23. Thomas, E. (2012). Beyond the culture of exclusion: Using Critical Race Theory to examine the perceptions of British 'minority ethnic' and Eastern European 'immigrant' young people in English schools. *Intercultural Education*, 23(6), 501-511. <https://doi.org/10.1080/14675986.2012.731205>

## Appendix E

## Data Extraction Table

Article	Population (age, migration status)	Method (design, data collection, data analysis)	Focus	Findings	Critique
Biggart et al. (2013)	European migrant children (aged 7-12). Unclear if only first-generation migrants or a mix  European migrant defined by parents' country of birth	<ul style="list-style-type: none"> <li>Northern Ireland, 'White hinterlands' area (i.e., region with small minority ethnic population)</li> <li>711 children: Irish Traveller (52), Chinese/Asian (50), European migrant (108) and White settled Northern Irish (501)</li> <li>Survey using previously validated measures exploring belonging and exclusion. Two measures asking about extra-curricular activities and future educational aspirations.</li> <li>No mention of language.</li> <li>Data analysed using SPSS (independent t-tests). Effect sizes also reported.</li> </ul>	Minority ethnic children's sense of belonging and exclusion in school	<ul style="list-style-type: none"> <li>Traveller children reported the greatest sense of exclusion.</li> <li>European migrant children displayed more negative outcomes compared to White settled NI peers. Statistically significant differences in relation to sense of belonging at school, self-perception and lack of participation in extra-curricular clubs.</li> </ul>	<p><b>Strengths.</b> Valuable contribution by exploring sense of school belonging through larger-scale quantitative study.</p> <p><b>Limitations.</b> While the study highlights the differences in children's experiences of belonging, it does not imply causality or provide insight into the factors that might be associated with these differences amongst the various ethnic groups. Other variables, such as migration status, English competency etc were not considered.</p>
Cartmell & Bond (2015)	5 International New Arrivals (both forced and voluntary migrants) secondary-school pupils	<ul style="list-style-type: none"> <li>Research is part of a larger study with an exploratory multiple case design, with six units of analysis. The article</li> </ul>	School sense of belonging for International New Arrival pupils	<p>Child-related factors</p> <ul style="list-style-type: none"> <li>Positive emotions and absence of negative ones</li> <li>Making progress and developing seen as illustrating their belonging</li> </ul>	<p><b>Strengths.</b> Use of interpreters to include pupils who were not fluent in English. Authors discuss a</p>

Article	Population (age, migration status)	Method (design, data collection, data analysis)	Focus	Findings	Critique
Evans & Liu (2018)	<p>Newly-arrived migrant children. Range of L1, majority (24) spoke either Lithuanian or Polish</p> <p>10 x EAL primary school pupils (Yrs 3-6) 5 x non-EAL primary school pupils 22 x secondary school pupils (each</p>	<p>focuses on one unit of analysis, i.e. INA descriptions of belonging.</p> <ul style="list-style-type: none"> <li>• Two secondary schools</li> <li>• Semi-structured interviews</li> <li>• Interpreters used during the interviews where necessary. Role of the interpreter explained to the students</li> <li>• Data from each school analysed separately using Braun &amp; Clarke’s framework for thematic analysis. Cross-case themes. Pattern matching was used when interpreting the findings.</li> </ul> <ul style="list-style-type: none"> <li>• Two projects (one qualitative, one mixed-methods, longitudinal design), each with a focus on two case study schools (4 schools in total).</li> <li>• Data collection</li> <li>• Surveys: pupil &amp; parent</li> <li>• Interviews: pupils (37), school staff, parents</li> <li>• Other data, such as</li> </ul>	<p>Role of language in the social integration in school and identity development of migrant children</p>	<p>Environmental factors</p> <ul style="list-style-type: none"> <li>• Teacher and peer support</li> <li>• Absence of negative attitudes from others</li> <li>• Acknowledgement and respect of cultural and religious differences</li> <li>• Aspects of the school environment that enabled pupils to fit in</li> <li>• Opportunities to develop friendships</li> </ul> <p>Inter-connecting factors</p> <ul style="list-style-type: none"> <li>• Acquiring English &amp; being supported by others to communicate in both languages</li> <li>• Pupils feeling understood as a person &amp; staff actively promoting this</li> <li>• Adjusting to a new environment with school support</li> </ul> <p>Main themes:</p> <ul style="list-style-type: none"> <li>• Unfamiliarity (scary: experiences of fear, but also excitement)</li> <li>• “linguistic enclosure”/social boundaries (staff and parental attitudes towards L1 use in school; language use &amp; friendship groups)</li> <li>• “L1 as communicative capital” (teaching British peers L1 words as a way of developing</li> </ul>	<p>range of implications.</p> <p><b>Limitations.</b> Lack of transparency regarding the data with regards to translation, i.e., the authors do not specify if the quotes included were in English, or translated. There is no descriptive information about the participants, i.e., age, gender, country of origin etc. INA includes a diverse range of pupils, and the way their reason for migration influences their sense of belonging was not considered.</p> <p><b>Strengths.</b> Clear exposition of the four main themes, illustrated with quotes. Data transparency regarding translation, i.e., the authors specify if the quotes included were in English, or translated.</p> <p><b>Limitations.</b> The authors do not address</p>



Article	Population (age, migration status)	Method (design, data collection, data analysis)	Focus	Findings	Critique
	interviewed twice)	<p>admission report, progress report &amp; grades</p> <ul style="list-style-type: none"> <li>• Interpreters used for pupils and parents when needed. No further information on role of the interpreters.</li> <li>• Bigger project, findings in this paper draw primarily on semi-structured interviews with pupils.</li> <li>• Data analysis: grounded approach, thematic analysis using NVivo software</li> </ul>		<p>friendships)</p> <ul style="list-style-type: none"> <li>• “languages and identity simulation” (imagined identities through foreign language learning)</li> </ul>	any limitations. There is no consideration of ethical issues. The section on implications is limited.
Gaulter & Green (2015)	5 Slovakian migrant children (3 Roma Slovakian; aged 7-11)	<ul style="list-style-type: none"> <li>• Action research design</li> <li>• Core group of staff (3 teachers, 4 TAs [one Slovakian] &amp; SENCo) and pupils from a mainstream primary school in south-east England</li> <li>• No information regarding language</li> </ul> <p>3 cycles of data gathering</p> <ul style="list-style-type: none"> <li>• Personal or collaborative reflections from staff. Data from staff meetings was recorded, transcribed and analysed between meetings &amp; themes shared with staff</li> <li>• Children’s data: primarily</li> </ul>	Exploring the inclusion of migrant pupils in an English primary school	<p>Children’s experiences</p> <ul style="list-style-type: none"> <li>• Sense of school affiliation linked to learning opportunities, friends and teachers</li> <li>• Children’s vulnerability: feelings towards repeated changes, e.g., anger, resentment; isolation and aggressive behaviour of some children</li> <li>• Slovakian identity: preference to speak Slovakian &amp; gravitate towards other Slovakian children</li> </ul> <p>Changes in staff perceptions &amp; practices</p> <ul style="list-style-type: none"> <li>• Children sharing their experiences were central to staff experiencing changes in their perceptions of Slovakian culture and behaviour.</li> </ul>	<p><b>Strengths.</b> Use of child friendly data collection measures. Use of an action research design to prioritise children’s voices in bringing change in the school.</p> <p><b>Limitations.</b> There is no information as to how this particular school and children were recruited. There is no researcher reflexivity.</p>

Article	Population (age, migration status)	Method (design, data collection, data analysis)	Focus	Findings	Critique
		visual presentations, but also children's reflections Data analysis: <ul style="list-style-type: none"> <li>• Both staff and children's reflections were analysed using thematic analysis (Braun &amp; Clarke, 2006)</li> </ul>		These changes were seen as conducive to offering appropriate support	
Hamilton (2013a)	Nursery & primary school children (aged 3-11)  Eastern-European migrant children	<ul style="list-style-type: none"> <li>• 3-year qualitative interpretative study, drawing on grounded theory, ethnography and case study</li> <li>• North Wales LA with limited experience of cultural and linguistic diversity</li> <li>• 14 primary schools. 100 participants, including: 40 children, 37 teachers, 8 EAL teachers, 9 parents, 6 community practitioners</li> <li>• Multiple methods of data collection: interviews, classroom &amp; playground observations in one school, key documents, questionnaire for schools</li> <li>• Used an unofficial translator (child or parent) for interviews with 5 of the children and one parent</li> <li>• Data analysis: on-going</li> </ul>	Explores the inclusion of migrant children in schools with limited experience of cultural and linguistic diversity	<ul style="list-style-type: none"> <li>• Risk of overlooking the individual learning needs, wellbeing and heritage of children who are particularly integrated in UK schools</li> <li>• 15 out of 18 children preferred schooling in Wales compared to their home country</li> <li>• Risk of children becoming segregated from the mainstream community in schools with high numbers of migrant children</li> <li>• The initial language barrier and insufficient data on admission impacting on teachers personalising the learning environment and recognising individual needs and abilities, including identifying SEN</li> <li>• Migrant children being seated and given resources designed for younger learners or children with SEN. Children wanted to be appropriately challenged</li> <li>• Children's conversational fluency</li> </ul>	

Article	Population (age, migration status)	Method (design, data collection, data analysis)	Focus	Findings	Critique
Hamilton (2013b)	As above	As above  Findings presented as a narrative account	An exploration of factors impacting Eastern European Migrant children's emotional and social wellbeing	<p>can make their individual needs invisible if teachers do not also consider their academic language proficiency</p> <p>Four key themes:</p> <ol style="list-style-type: none"> <li>1. Initial adjustment <ul style="list-style-type: none"> <li>• School as a source of resilience</li> <li>• Majority (35 out of 40) of children adjusted quickly to their school</li> <li>• 28 out of 40 felt 'scared' about starting school in the UK, particularly about not speaking English &amp; making friends.</li> <li>• Most common reasons for unhappiness – loss of meaningful relationships</li> <li>• Challenging factors identified by children: learning a new language, making friends, accessing the curriculum, adjusting to the teacher's and school's expectations</li> <li>• Older children more likely to struggle adjusting</li> </ul> </li> <li>2. Peer relationships <ul style="list-style-type: none"> <li>• Social networks at school significant in their adjustment (what makes them happy: friendships, opportunities to play, &amp; 'kind teacher')</li> <li>• Many had established friendships. However, others experienced</li> </ul> </li> </ol>	<p><b>Strengths.</b> Large sample. Data triangulation from a range of sources, using multiple methods. The author acknowledged how some aspects of her identity might have influenced the research process. The author considered some strategies for conducting cross-cultural research. The author proposes several implications for schools and policy-makers in light of the findings.</p> <p><b>Limitations.</b> There doesn't seem to be enough consideration given to children's emotional wellbeing</p>

Article	Population (age, migration status)	Method (design, data collection, data analysis)	Focus	Findings	Critique
Hanna (2020)	Year 5 migrant pupils (aged 9-10) from two countries in the Middle East and one in central Africa. Possible that one pupil was a refugee	<ul style="list-style-type: none"> <li>• Multi-ethnic primary school in Northern England</li> <li>• Qualitative study</li> <li>• 6 pupil-researchers, first or second-generation migrants. The article focuses only on data from</li> </ul>	Explored the educational inclusion of migrant children	<p>isolation, and some verbal and physical conflict</p> <ul style="list-style-type: none"> <li>• Children gravitated towards peers who spoke the same language</li> </ul> <p>3. Pupil-teacher relations</p> <ul style="list-style-type: none"> <li>• Children entering 'solo' might be better supported by teachers</li> <li>• Risk of being perceived as a 'burden' by staff when in greater numbers</li> <li>• Teacher stereotypes based on ethnicity, nationality, gender and socio-economic status</li> <li>• Adjusting to different pedagogies and expectations</li> </ul> <p>4. Changing family dynamics</p> <ul style="list-style-type: none"> <li>• Changes in family roles and structures, particularly for those children who experienced stepped family migration (e.g, prolonged separation from parents, focused on renewing relationships with parents not school)</li> <li>• Changes also linked to parental work patterns</li> </ul> <ul style="list-style-type: none"> <li>• Access to opportunities to learn in terms of the curriculum and the learning environment</li> <li>• Learning about topics that were related to their lives (e.g., home countries and religion) was seen as valuable, enabled them to</li> </ul>	<p><b>Strengths.</b> Use of a rights-based approach, with pupils as researchers. Use of a range of creative method to gather data.</p>

Article	Population (age, migration status)	Method (design, data collection, data analysis)	Focus	Findings	Critique
McMullen et al. (2020)	39 newcomer pupils (aged 10-17), likely a mix of asylum seekers, refugees and voluntary migrants	<p>first-generation pupils (no = 3).</p> <ul style="list-style-type: none"> <li>• No explicit information about language used during the research, but it seems like all children communicated in English (various levels of proficiency)</li> </ul> <p>Methods</p> <ul style="list-style-type: none"> <li>• Picture book 'The Arrival' was read</li> <li>• Pupils took photographs of school life</li> <li>• Group discussions on school and inclusion</li> <li>• Pupil-researchers wrote a charter for inclusion</li> <li>• Researcher observations</li> </ul> <p>The data from discussions, observations, photographs and the charter were transcribed. It was analysed thematically using Bryman's four-stage approach, using MAXQDA.</p> <ul style="list-style-type: none"> <li>• Northern Ireland</li> <li>• Mixed-methods design</li> <li>• Participants: 8 schools (2 post-primary in urban settings; 2 primary and 2 post-primary schools in</li> </ul>	Explored the wellbeing and mental health needs of newcomer pupils in schools	<p>access the curriculum more easily and offered them the 'expert' position to share their knowledge</p> <ul style="list-style-type: none"> <li>• Physical border, being seated at the table at the back of the class, likely to increase stigmatisation or mis-labelling of migrant children as having behavioural or learning difficulties</li> <li>• Desire to be seen as speaking English well enough to leave the back table</li> <li>• New migrant pupils were helped by other pupils to feel included in the classroom</li> <li>• Friendships with those who shared their home language, either by choice or directed by the teacher</li> <li>• Perhaps even when pupils exerted their agency, this was constrained by social structures in the school</li> </ul> <p>SDQs</p> <ul style="list-style-type: none"> <li>• Students' overall score: only 'Peer Problems' was slightly elevated. All other pupil and staff overall mean scores were in the average range.</li> </ul>	<p><b>Limitations.</b> Even though the data was analysed thematically, there isn't a clear presentation of themes in the article. The article may have been enhanced by some researcher reflexivity.</p> <p><b>Limitations.</b> Small pupil &amp; teacher sample size for the quantitative part of the study. Using a mixed sample of asylum seekers,</p>

Article	Population (age, migration status)	Method (design, data collection, data analysis)	Focus	Findings	Critique
		<p>rural settings)</p> <ul style="list-style-type: none"> <li>Language requirement: sufficient proficiency to engage with the data collection methods</li> </ul> <p>Data collection:</p> <ul style="list-style-type: none"> <li>Quantitative: Strengths and difficulties questionnaire (SDQ), completed by 39 pupils (aged 10-17; 30 females, 9 males; 15 different countries) and 33 staff.</li> <li>Qualitative: <ul style="list-style-type: none"> <li>- Focus groups, same 39 pupils, 4-6 in each group. Use of a semi-structured format</li> <li>- Semi-structured interviews with key school staff (8, one in each school)</li> <li>- Youth worker online questionnaire using open questions (116 respondents) and focus groups (7 X 2 groups)</li> </ul> </li> </ul> <p>Data analysis</p> <ul style="list-style-type: none"> <li>Quantitative data: SDQs and data from the online</li> </ul>		<p>Interviews and focus groups</p> <ul style="list-style-type: none"> <li>Some mental health needs similar to CYP born in NI</li> <li>Needs distinctive to newcomer pupils' experiences: pre-existing stress and trauma (particularly among refugees), difference and discrimination, isolation and relationships, school impact</li> <li>Staff highlighted gaps in their understanding and confidence</li> <li>Pupils also reported a sense of resilience and pride of overcoming challenges</li> <li>Some felt safer than in their country of origin</li> <li>Some pupils experienced bullying, racism and discrimination</li> <li>Coping with cultural and religious differences</li> <li>Children adopting adult roles in their families, e.g., taking on the role of translator was identified as a stressor by CYP</li> <li>Periods of loneliness and a sense of isolation, strongest initially, but ongoing for some</li> <li>Friendships with locals initially due to novelty, but some stopped, leaving children feeling isolated</li> <li>Children valued friendships, having a sense of belonging,</li> </ul>	<p>refugees, and voluntary migrants, without providing any information regarding representation in the sample. Similarly, there is no discussion regarding other sample characteristics, i.e, 30 out of 39 were females.</p> <p><b>Strengths.</b> Explicit discussion of ethical considerations. Triangulation of data from a range of sources. Implications for supporting CYP.</p>

Article	Population (age, migration status)	Method (design, data collection, data analysis)	Focus	Findings	Critique
Messiou & Azaola (2018)	Immigrant pupils (it seems like the 'mentees' were new arrivals, with mixed immigration status)	<p>Three secondary schools in England</p> <p>Participants in the scheme</p> <ul style="list-style-type: none"> <li>• Mentees: 15 pupils (7M, 8F; aged 12-16)</li> <li>• Mentors: 16 pupils (5M, 11F, aged 12-16); migrant background</li> </ul> <p>Unofficial translators used where necessary (one of the researchers, mentor or staff)</p> <p>Data collection</p>	Explored the impact of using peer mentoring to support migrant students	<p>feeling accepted by peers. However, establishing friendships was seen as difficult, linked to language proficiency and confidence</p> <ul style="list-style-type: none"> <li>• Some drawing to their own linguistic or cultural group</li> <li>• Initial anxiety of starting school. Overall, children saw their school and educational experiences positively</li> <li>• Schools support: praised teachers, felt well supported settling in, but support was withdrawn too quickly once a sufficient level of English was perceived</li> <li>• Staff spoke of challenges supporting newcomers</li> <li>• Some behavioural issues reported</li> </ul> <p>Five main themes:</p> <ol style="list-style-type: none"> <li>1. Empathy between mentors and mentees <ul style="list-style-type: none"> <li>• Mentees feeling sad, anxious, lonely, confused, lost, scared, unable to ask for help at first</li> <li>• Adapt to a new school and culture</li> <li>• Empathy &amp; bonding between mentees and mentors linked to shared experience of migration</li> </ul> </li> <li>2. Getting support <ul style="list-style-type: none"> <li>• Language support was first</li> </ul> </li> </ol>	<p><b>Strengths.</b> Good sample size. Data triangulation from different participants.</p> <p><b>Limitations.</b> Although participant inclusion criteria is mentioned, this is not always clear and it would have better if it was more detailed. It is unclear</p>

Article	Population (age, migration status)	Method (design, data collection, data analysis)	Focus	Findings	Critique
Moskal (2014)	First-generation Polish migrant children (aged 12-17)	<ul style="list-style-type: none"> <li>• Paper draws on data from a larger ethnographic study</li> <li>• Scotland</li> <li>• Narrative interviews: 17 pupils (8M, 9F, aged 12-17) and their parents</li> <li>• Interviews with family members conducted in Polish, transcribed and translated into English</li> </ul>	Explored first-generation Polish migrant CYP's experiences of school transition, language and family relationships	<p>priority</p> <ul style="list-style-type: none"> <li>• Mentors also provided practical, academic and pastoral support, which facilitated mentees' adaptation and confidence</li> </ul> <p>3. Making friends</p> <ul style="list-style-type: none"> <li>• Second priority: making friends</li> <li>• Snowball effect of socialisation, reducing isolation</li> <li>• Making friends as the best way of learning English</li> </ul> <p>4. Skill development for mentors</p> <ul style="list-style-type: none"> <li>• Building confidence, increased sense of responsibility</li> </ul> <p>5. Implications for schools</p> <ul style="list-style-type: none"> <li>• the scheme was seen as an extra support by staff</li> <li>• Benefits had an isolated impact, only at the individual level, as the scheme was not used as a whole-school approach</li> </ul> <ul style="list-style-type: none"> <li>• Children's educational and employment opportunities described as a key reason for family migration</li> <li>• Approach to school and education influenced by pre-migration experiences and culture</li> <li>• High level of parental involvement in children's schooling</li> <li>• Ethos of working hard in school</li> <li>• Family capital can protect from</li> </ul>	<p>who took part in individual interviews and who participated in the focus groups.</p> <p><b>Strengths.</b> Interviews conducted in Polish with participants who were not fluent in English. Data triangulation from a range of sources.</p> <p><b>Limitations.</b> There is no information regarding data</p>



Article	Population (age, migration status)	Method (design, data collection, data analysis)	Focus	Findings	Critique
Moskal (2015)	First-generation Polish migrant children (aged 5-17)	<ul style="list-style-type: none"> <li>• Same research project as below</li> <li>• Grounded theory approach</li> <li>• 41 pupils (18 boys, 23 girls, aged 5-17).</li> <li>• Data collection: individual narrative interviews (experiences of migration and life in Scotland),</li> </ul>	Children’s constructions of sense of home and belonging	<p>socio-economic disadvantage</p> <ul style="list-style-type: none"> <li>• Peer relationships seen as a significant social resource, but also problematic. CYP felt rejected by their peers or chose to build relationships with co-ethnic peers</li> <li>• Impact of English proficiency on socialising with peers and making friends</li> <li>• Experiences of children adapting to the new culture faster than their parents, which impacted on their relationship</li> <li>• CYP tried to build ethnically diverse relationships</li> <li>• The impact of migration on relationships with friends and family, and associated feelings of isolation and loneliness</li> <li>• Retaining transnational ties and seeing returning to their country of origin as an option in future</li> </ul> <p>Three main themes:</p> <ol style="list-style-type: none"> <li>1. Transnational connections</li> <li>• Step-migration and family reunions were common experiences</li> <li>• Children socialised in the context of family and friends from the community of origin</li> <li>• Family in host country, current</li> </ol>	<p>analysis.</p> <p><b>Strengths.</b> Use of child-centred methods to capture children’s voices. Clear exposition of methodological choices regarding data collection and analysis.</p>

Article	Population (age, migration status)	Method (design, data collection, data analysis)	Focus	Findings	Critique
		<p>drawings (tree with roots, labelling the things they are attached to) and subjective maps (maps of places where they spend time)</p> <ul style="list-style-type: none"> <li>• All interviews conducted in Polish</li> <li>• Narrative analysis used to analyse the data. The article presents the common themes</li> </ul>		<p>country, or both, was significant in children's construction of home and belonging</p> <ul style="list-style-type: none"> <li>• Connection through technology and visits</li> <li>• Coexistence of closeness and spatial distance</li> <li>• Migration seen as moving them away from family and friends, but children also active agents in establishing social networks</li> </ul> <p>2. Locality</p> <ul style="list-style-type: none"> <li>• By building routines in the new country, children turn the unknown into familiar, building a sense of connection</li> <li>• Routines also contribute to the sense of belonging and attachment to country of origin</li> <li>• Children spoke both of their lived experiences of current locality, but also the imagined and remembered places of origin</li> </ul> <p>3. Translocal identity</p> <ul style="list-style-type: none"> <li>• Awareness of changes in people and places in country of origin, which some found unsettling</li> <li>• Some children had a strong sense of belonging to their current Scottish locality</li> <li>• A desire to relocate to country of origin</li> </ul>	

Article	Population (age, migration status)	Method (design, data collection, data analysis)	Focus	Findings	Critique
Moskal (2016)	First-generation Polish migrant children (aged 5-17)	<p>Ethnographic study 3 primary schools, 3 secondary schools Scotland</p> <p>Data collection</p> <ul style="list-style-type: none"> <li>• Interviews: 41 pupils (18 boys, 23 girls, aged 5-17). It seems like some were individual interview and some were focus groups</li> <li>• Interviews with 24 parents &amp; 18 teachers</li> <li>• Observations during home and school visits</li> </ul>	Explored the educational experiences of migrant Polish children, including linguistic and cultural capital shifts	<ul style="list-style-type: none"> <li>• Dual local identities, fostered by having a house in each locality</li> <li>• Language seen as important in adaptation in school.</li> <li>• Children felt pressure to learn and speak English, linked to feelings of anxiety and resistance.</li> <li>• Staff expressed concerns about the lack of specialist support or training.</li> <li>• Lack of background information fostering teacher's low expectations</li> <li>• Finding school in Scotland easy</li> <li>• Relationships with parents and peers strengthened academic engagement (high emphasis on education and academic achievement)</li> <li>• Peer relationships: impacted by the language barrier, important relational resources, but also problematic, e.g., feeling rejected because of their lack of English</li> <li>• Different social and educational experiences to Scottish pupils</li> <li>• Children's experiences of being schooled in two countries shaped their identity</li> <li>• Children acting as language and cultural brokers, e.g., translating</li> </ul>	<p><b>Strengths.</b> Large sample. Interviews conducted in Polish with participants who were not fluent in English. Data triangulation from a range of sources. The use of quotes to illustrate the data interpretation.</p> <p><b>Limitations.</b> There is no information regarding data analysis. The findings and discussion sections are merged, making the data interpretation less transparent.</p>

Article	Population (age, migration status)	Method (design, data collection, data analysis)	Focus	Findings	Critique
Packwood (2022)	Migrant pupils (aged 16-18)	<ul style="list-style-type: none"> <li>• Two schools in Scotland</li> <li>• Data is part of a large mixed-methods study</li> <li>• Longitudinal qualitative research using in-depth interviews (95). 34 pupils, three waves of interviews over 14 months (34 pupils x interview 1, 30 x interviews 1&amp;2, 28 x interviews 1,2,3). This included both migrant and non-migrant pupils.</li> <li>• Interviews conducted in English</li> <li>• Interview data was analysed using thematic analysis in NVivo, and then a narrative analysis.</li> </ul>	Explored how migration shapes the period of transition at the end of compulsory education	<p>for their parents</p> <p>The importance of family support and expectations</p> <ul style="list-style-type: none"> <li>• Pupils expressed a strong sense of awareness of family responsibilities, e.g., supporting their parents</li> <li>• Family expectations shape pupils' views of 'successful' transition, e.g., heightened awareness of parents' sacrifices, repaying them</li> </ul> <p>The impact of migration</p> <ul style="list-style-type: none"> <li>• Several experiences of migration, thus transition and change seen as the norm</li> <li>• Feelings of isolation and loneliness linked to starting school without speaking the language and a desire to make friends</li> <li>• For some, migration equipped them with new skills (e.g., learning a new language), and increased their confidence and adaptability (flexibility to make contingency plans regarding career plans)</li> </ul> <p>Migrant identity changing</p> <ul style="list-style-type: none"> <li>• For some, hard to articulate the impact of migration on their experience of transition</li> <li>• Using migrant identity as a form of social capital</li> </ul>	<p><b>Strengths.</b> The longitudinal design of the study provides valuable insight into migrant pupils' experiences and narratives over time. Implications for schools are discussed.</p> <p><b>Limitations.</b> It is unclear how many participants were migrant pupils.</p>

Article	Population (age, migration status)	Method (design, data collection, data analysis)	Focus	Findings	Critique
Quinn & Wakefield (2009)	37 x Migrant students from 4 European countries (aged 11-18)	<ul style="list-style-type: none"> <li>• One secondary school in Northern Ireland</li> <li>• 37 out of 72 migrant students in the school. Grouped into 'younger' (N =17; aged 11-14) and older (N = 20; aged 15-18)</li> <li>• Questionnaire adapted from the 'Index for Inclusion'; 35 statements covering 8 areas (learning, fairness, feelings, family, inclusion, friendships, behaviour policy and bullying). 'Yes' or 'no' choices of responses.</li> <li>• Some support completing the questionnaire for those with less English proficiency</li> </ul>	Explore the perspectives of migrant children of inclusion in their secondary school	<ul style="list-style-type: none"> <li>• Shifting migrant identity as participants started university</li> <li>• Juggling multiple identities</li> </ul> <p>Learning</p> <ul style="list-style-type: none"> <li>• Enjoy lessons (78.4%), learning a lot (89.9%), ask the teacher for help (91.9%), perceive staff as friendly (81%), extra English lessons seen as helpful (97.3%), having a learning support assistant helped learn quicker (59.5%), work displayed (27%)</li> </ul> <p>Inclusion</p> <ul style="list-style-type: none"> <li>• Feeling accepted (73%), positive about having students from different cultures (83.8%)</li> </ul> <p>Friendships</p> <ul style="list-style-type: none"> <li>• Have good friends at school (94.6%), including local Irish friends (67.6%). Less interaction with locals amongst the older students.</li> </ul> <p>Bullying</p> <ul style="list-style-type: none"> <li>• Worrying about being called names (51.6%), have been called names (29.7%), have been bullied at school (24.3%)</li> </ul> <ul style="list-style-type: none"> <li>• Overarching theme of enjoyment, including: connecting with others, feeling safe to build confidence, and engagement.</li> </ul> <p>Connecting with others</p>	<b>Limitations.</b> Small sample size for a quantitative study. Limitations regarding data collection (validity and reliability of the questionnaire, closed questions). Only descriptive statistics.
Ritchie & Gaulter (2020)	13 x Migrant pupils (first generation; including economic and asylum seekers; aged 11-15)	<ul style="list-style-type: none"> <li>• One secondary school in South East England</li> <li>• Intervention: six 60-minutes hip hop dance classes</li> </ul>	Explored the impact of taking part in a dance programme on migrant pupils'	<ul style="list-style-type: none"> <li>• Overarching theme of enjoyment, including: connecting with others, feeling safe to build confidence, and engagement.</li> </ul> <p>Connecting with others</p>	<b>Strengths.</b> Authors gave consideration to using methods appropriate for research with migrant

Article	Population (age, migration status)	Method (design, data collection, data analysis)	Focus	Findings	Critique
Safford & Costley (2008)	Relatively new arrivals from a range of countries (aged 17-18); likely a mix of ASR & voluntary migrants	<ul style="list-style-type: none"> <li>• 13 participants from a range of countries (aged 11-15)</li> <li>• Pupils had varying levels of English proficiency, including limited or no English</li> </ul> Data collection: <ul style="list-style-type: none"> <li>• semi-structured focus group with students. Various methods used to facilitate self-expression, i.e, photo-elicitation, drawings and music.</li> <li>• Interviews with staff members</li> <li>• Researchers' observations and field diaries</li> </ul> Data analysis using open and axial codes. Codes clustered based on similarities and emerging themes. Excel spread-sheets & MAXQDA	sense of belonging in school	<ul style="list-style-type: none"> <li>• Opportunities to connect with their peers in the dance session, some of which were extended beyond the sessions.</li> <li>• These new friendships linked to positive feelings</li> <li>• Shared experience facilitated making connections</li> </ul> Feeling safe to build confidence <ul style="list-style-type: none"> <li>• Safe environment during the sessions, which facilitated growth in confidence and overcoming shyness</li> </ul> Engagement <ul style="list-style-type: none"> <li>• Vigour, reflected by the energy and resilience shown during dance sessions</li> <li>• Commitment to the sessions</li> <li>• Practising outside of sessions and showing family members and friends</li> </ul>	children. Some translation was offered to enable pupils to share their views in their native language. Data triangulation using information from various sources.  <b>Limitations.</b> All female pupils. Unclear how many staff members were interviewed. The study did not explore if intervention impacted pupil engagement and connection in wider school life.
		<ul style="list-style-type: none"> <li>• Inner London mainstream secondary schools</li> <li>• 30 interviews</li> <li>• No information about the language used during research, likely English</li> </ul>	Language learning experiences in mainstream UK schools	<ul style="list-style-type: none"> <li>• Learning and using English in everyday contexts depicted as very complex</li> <li>• For those with little or no English, starting secondary school was seen as scary, for majority resulting in a retreat into silence</li> <li>• Students had to manage negative preconceptions of their general</li> </ul>	<b>Limitations.</b> Methodological considerations of the study are not addressed (there is no information regarding the study design, data analysis). The information regarding

Article	Population (age, migration status)	Method (design, data collection, data analysis)	Focus	Findings	Critique
				<p>abilities, based on their English skills</p> <ul style="list-style-type: none"> <li>• Limited access to literacy experiences and the curriculum</li> <li>• Difficulties understanding their teachers, linked to them talking too fast and the lack of visual aids</li> <li>• Students were reluctant to ask for help or ask questions in class, for fear of being seen as 'stupid', disguising their lack of understanding</li> <li>• Students felt it was their responsibility to adjust to the environment, developed strategies to aid themselves, e.g, self-study outside of school, using the internet and relying on family</li> <li>• Self-study was crucial for their achievement</li> <li>• Outside of school, students experience multilingual communities and social networks</li> <li>• Family and friends seen as more important than teachers in learning English</li> <li>• Their multilingual identities and resources are undervalued and/or overlooked in the school</li> <li>• Learning English at multiple levels &amp; various contexts: skills, cultural socialisation in and out of school</li> </ul>	<p>recruitment and data collection is very limited.</p> <p><b>Strengths.</b> A range of implications for teachers and students are discussed</p>

Article	Population (age, migration status)	Method (design, data collection, data analysis)	Focus	Findings	Critique
Sime (2018)	Eastern European newly arrived migrant children (aged 12-16)	<ul style="list-style-type: none"> <li>• Same research project as below</li> <li>• Article draws on data from children aged 12-16 and their parents</li> <li>• Interpreters used for interviews with parents when needed; unclear if interpreters were used during data collection with children</li> </ul>	Sense of security and belonging of migrant children and their parents	<ul style="list-style-type: none"> <li>• Conflicting emotions related to using English, e.g., alienation from their first language/community</li> <li>• Students' experiences reflected fluid and multifaceted identities</li> <li>• Most children weren't consulted on family immigration plans</li> <li>• Some children did not want to migrate and expressed feelings of anger, upset and frustration</li> <li>• Some children were left behind with family members before migrating</li> <li>• Children were aware of the importance of financial security for their future, as a reason for and a positive of their family's migration</li> <li>• Children spoke of the impact on emotional security for the family, including disruption and reconfiguration of relationships . For them, this included sense of loss over their relationships in their home country, tensions between them and their parents</li> <li>• Young people took on more responsibilities, contributing to familiar division of labour</li> <li>• For some children, there was a closer bond with their siblings and reliance on them for emotional</li> </ul>	<p><b>Limitations.</b> Unclear how many participants' interviews were used for data analysis.</p> <p><b>Strengths.</b> By presenting the views of both parents and children, the research has highlighted children's distinct and valuable contribution and views regarding migration.</p>



Article	Population (age, migration status)	Method (design, data collection, data analysis)	Focus	Findings	Critique
Sime & Fox (2015a)	Eastern European newly arrived migrant children	<ul style="list-style-type: none"> <li>• Same research project as below</li> <li>• No information about language used during the research</li> </ul>	Children's family and peer relationships after migration	<p>support</p> <ul style="list-style-type: none"> <li>• Children (not) belonging in multiple spaces, they spoke of a global identity, not necessarily needing to belong or connect with the local or national identity</li> </ul> <p>Family relationships after migration</p> <ul style="list-style-type: none"> <li>• impact of step-migration on family relations: being 'left behind', mixed emotions, anxiety, blaming the migrant parent</li> <li>• family reunification: feeling distanced from parents; reconfigured families; tensions in the parent-child relationships</li> <li>• children had an active role in keeping transnational relationships with other relatives</li> </ul> <p>Friendships after migration</p> <ul style="list-style-type: none"> <li>• friendships key to migration experience satisfaction</li> <li>• transnational friendships weakening over time</li> <li>• intra-ethnic friendships supported by shared language &amp; impacted by social class and interests</li> <li>• inter-ethnic friendships: language skills acted as barrier; marginal position in inter-ethnic friendships; varied experiences of inter-ethnic friendships</li> </ul>	<b>Limitations.</b> Age range of children not mentioned.

Article	Population (age, migration status)	Method (design, data collection, data analysis)	Focus	Findings	Critique
Sime & Fox (2015b)	Eastern European newly arrived migrant children (aged 7-16)	<ul style="list-style-type: none"> <li>• Qualitative explorative study</li> <li>• Scotland</li> <li>• Data collection: 11 x focus groups, 57 children (aged 7-16). Discussed the experiences of an 'imaginary migrant family' arriving in the area, followed by a discussion of their own experiences</li> <li>• 23 in-depth family case studies, 29 children (aged 8-16). Home visits, daily activities diaries, photographs used as prompts for discussion. Parental interviews</li> <li>• Data analysis: Grid analysis approach, thematic coding and</li> </ul>	Migrant children's intra- and inter-ethnic networks and their access to services	<ul style="list-style-type: none"> <li>• friendships in a range of settings for different purposes, influenced by multiple cultural frameworks</li> </ul> <p>Community relationships</p> <ul style="list-style-type: none"> <li>• impact of living in areas perceived as deprived and unsafe, e.g., parents restricted children's access outdoors</li> </ul> <p>children as brokers of neighbourhood relationships, e.g., by making friends with local children</p> <p>Intra-ethnic networks and service access</p> <ul style="list-style-type: none"> <li>• Friendships with children from the same country seen as supportive and useful for signposting to local services.</li> <li>• Impact of class on children's service access. Class also influenced children's intra-ethnic networks, often directed by parents.</li> <li>• Reliance on school for accessing activities and information for those from a poorer socio-economic background</li> </ul> <p>Inter-ethnic networks and service access</p> <ul style="list-style-type: none"> <li>• Inter-ethnic networks developed through school and friendships in the neighbourhood. Valuable in facilitating opportunities to access</li> </ul>	<b>Strengths.</b> Large sample, data triangulation from different participants, using a range of methods.

Article	Population (age, migration status)	Method (design, data collection, data analysis)	Focus	Findings	Critique
Tanyas (2012)	Turkish migrants (11 first generation; 1 2 <sup>nd</sup> generation; aged 16-21)	Semi-structured interviews – 12 young people (6M, 6F, aged 16-21)  Narrative analysis	Meaning of migration and adaption to life in the UK	<p>Three main themes</p> <ol style="list-style-type: none"> <li>1. Process of decision-making <ul style="list-style-type: none"> <li>• Lack of agency in the family's decision-making process to migrate. Some participants actively protested against this decision</li> <li>• Some experiences of step-migration, usually following the father</li> </ul> </li> <li>2. Initial experiences in the UK <ul style="list-style-type: none"> <li>• Lack of English proficiency was seen as a significant obstacle at the start, in relation to school life, academic success and socialising with peers</li> </ul> </li> </ol>	<p><b>Strengths.</b> The author mentions the topics covered in the interview. Transparency regarding the language used during interviews and analysis and the translation process. Clear inclusion criteria.</p>

Article	Population (age, migration status)	Method (design, data collection, data analysis)	Focus	Findings	Critique
Tereshchenko & Archer (2015)	First-generation Eastern-European migrant students	Multi-method qualitative study, paper drawing on data from the Bulgarian and Albanian	Complementary and mainstream schools' impact	<ul style="list-style-type: none"> <li>• Peer relationships were both resources, but also sources of difficulties (e.g., feeling ridiculed and rejected)</li> <li>• Sense of loss regarding social positioning</li> <li>• Experiences of downward social mobility, expressed through dissatisfaction with their neighbourhoods, schools and social environments</li> <li>3. Family relationships post-migration               <ul style="list-style-type: none"> <li>• Different representations of their relationships with fathers and mothers</li> <li>• Migration seen as disempowering for mothers, impacting on the mother-daughter relationship</li> <li>• Father-daughter dynamics centred around gender roles and sexuality during adolescence for some participants</li> </ul> </li> <li>• After the initial difficulties, participants appeared settled and satisfied with living in the UK</li> <li>• Education success was closely linked to attachment to the UK</li> </ul>	<b>Strengths.</b> Use of multiple-methods for data gathering.

Article	Population (age, migration status)	Method (design, data collection, data analysis)	Focus	Findings	Critique
	20 students: 12 Albanian (aged 14-17), 8 Bulgarian (aged 10-12)	<p data-bbox="645 268 958 295">complementary schools</p> <p data-bbox="645 333 846 360">Data gathering:</p> <ul data-bbox="645 371 1043 1359" style="list-style-type: none"> <li data-bbox="645 371 1043 603">• Pupils: Group discussions &amp; photo-elicitation (England, their daily experiences, important places/people/things, daily life; only 8 students discussed their photos)</li> <li data-bbox="645 611 1043 703">• Interviews with head teachers and a teacher -&gt; data about the schools</li> <li data-bbox="645 746 1043 839">• Majority of participants were fluent in English (except 2)</li> <li data-bbox="645 847 1043 1050">• Data gathered in English. Two of the students made some comments in Bulgarian, translated by peers and later checked by the researcher's colleague</li> <li data-bbox="645 1058 1043 1214">• Group discussions focus: country of origin &amp; England; complementary and mainstream school experiences</li> <li data-bbox="645 1222 1043 1359">• Data analysis: All data audio-recorded, transcribed and thematically coded using</li> </ul>	on migrant children's identities and educational experiences	<p data-bbox="1323 268 1821 703">Bulgarian pupils showed a preference for the English mainstream school (e.g., creative, fun, interesting, easy) interlinked with their dislike of the work in complementary schools (e.g., boring, high volume of work). Bulgarian girls viewed positively the diversity in English schools, which helped them feel included, fostering a sense of belonging. Students' ethnic identity was positively influenced by the linguistic space of the Bulgarian school.</p> <p data-bbox="1323 743 1821 1313">Albanian students had positive experiences of their complementary school, which fostered their Albanian ethnic identity. They used their Albanian identity in mainstream schools to 'stand out' and educate their peers about Albania. Albanian students identified cultural diversity as a positive aspect of their experiences in English schools. However, they also associated the multicultural environment of the English schools with lacking care and respect. Negotiation of identities in relation to migration and whiteness in mainstream schools.</p>	<p data-bbox="1850 268 2157 738">Consideration given to appropriateness of methods for the participant group. Data was triangulated between different sources. Sensitivity to context (through thorough description of the model of complementary school, but also socio-cultural factors) when considering findings.</p> <p data-bbox="1850 778 2157 1042"><b>Limitations.</b> Authors don't address any limitations. Not sufficient information about the data analysis process. No inclusion of researcher reflexivity.</p>

Article	Population (age, migration status)	Method (design, data collection, data analysis)	Focus	Findings	Critique
Tereshchenko et al (2019)	71 secondary-school students (aged 12-18)  First-generation Eastern-European migrants  Majority from 'working class' families	<p>the NVivo software</p> <ul style="list-style-type: none"> <li>• Four secondary schools in London (2) and East of England (2)</li> <li>• Conceptual framework: Critical Race Theory and critical whiteness studies</li> </ul> <p>Data collection</p> <ul style="list-style-type: none"> <li>• Individual interviews with students (no 38)</li> <li>• 14 x group discussions, 3-6 participants each (57 students in total; same-sex, mainly same ethnicity)</li> <li>• 22 semi-structured interviews with teachers</li> <li>• Interviews with parents (no 16, of 12 participating students + one other parent whose child attended a different school)</li> <li>• Interviews with students conducted mainly in English, except for 2 (researcher shared languages)</li> <li>• Interviews with parents conducted in English, or</li> </ul>	Eastern-European young people's experiences of racism in schools	<p>Marginalised whiteness</p> <ul style="list-style-type: none"> <li>• Seen as the Other not only by White British people, but also those from more settled ethnic minority backgrounds</li> <li>• Marginalised whiteness also related to being working-class</li> <li>• Racialised constructions of Eastern European migrants were reinforced in school, e.g., teachers' expectations and perceptions</li> </ul> <p>Pathologised whiteness</p> <ul style="list-style-type: none"> <li>• Pathologising of Roma students, spoken of in deficit terms by teachers; impacting school admission</li> </ul> <p>Linguistic otherness</p> <ul style="list-style-type: none"> <li>• Students perceive teachers as prejudiced in their expectations of academic attainment linked to their EAL status; this then impacts on qualification choices</li> </ul> <p>Whiteness as a resource</p> <ul style="list-style-type: none"> <li>• English proficiency (and English accents) seen as a way of 'hiding' their immigrant status, available to them because they are racialised as white</li> <li>• Eastern Europeans' whiteness can act as a resource to</li> </ul>	<p><b>Strengths.</b> Large sample. Data triangulation by collecting data from a range of perspectives. Clear description of the sample.</p> <p><b>Limitations.</b> Not enough information about the data analysis process. The article would have been enhanced by including more researcher reflexivity.</p>

Article	Population (age, migration status)	Method (design, data collection, data analysis)	Focus	Findings	Critique
Thomas (2012)	<p>30 x Secondary school pupils (Aged 12-16)</p> <p>19 British minority ethnic students 11 Eastern European immigrant students</p>	<p>researcher's first language, or with a translator.</p> <ul style="list-style-type: none"> <li>• Data analysis: analysis of discourses</li> <li>• Two secondary schools in Buckinghamshire</li> <li>• Ongoing qualitative study, using an ethnographic approach</li> <li>• Data collection: focus groups, field observations, student diaries, photo elicitation, open-ended interviews. The article seems to draw only on data from interviews</li> <li>• No information about language used during the research</li> </ul>	<p>Comparative exploration of the perceptions and experiences of race and race relations of British minority Ethnic and Eastern-European immigrant students</p>	<p>acceptance, and relative privilege and power</p> <ul style="list-style-type: none"> <li>• Eastern-European students' accounts of escaping their immigrant status</li> <li>• Eastern European students saw the English language as a way to fit in and access power and money in the future. A way of acquiring white supremacy, escaping the immigrant status and otherness.</li> </ul>	<p><b>Strengths.</b> Some researcher reflexivity is included.</p> <p><b>Limitations.</b> There is no information on data analysis. No explicit mention of which data was included in the study, although it appears that it is only data from interviews.</p>

## Appendix F

## Critical Appraisal of Studies Included in the Literature Review

Table F1

*CASP Qualitative Research Critical Appraisal 1*

Critical Appraisal Question	Cartmell & Bond (2015)	Evans & Liu (2018)	Gaulter & Green (2015)	Hamilton (2013a)	Hamilton (2013b)	Hanna (2020)	Messiou & Azaola (2018)
Was there a clear statement of the <b>aims</b> of the research?	To understand belonging from the perspective of International New Arrivals (INA) pupils	To examine the relationship between language, integration and identity for newly arrived migrant children	To explore how an English primary school promoted the inclusion of migrant pupils	Yes, the study had 3 main aims: - Identify migrant children's access to inclusive education and social opportunities - Explore children's transitions in the new school environments	Yes, the study had 3 main aims: - Identify migrant children's access to inclusive education and social opportunities - Explore children's transitions in the new school environments	To explore how the inclusion of recent migrant children in primary schools in England is understood and applied	The paper aimed to address the following questions: - What are the views of pupils and adults of a peer-mentoring scheme for supporting immigrant students? - What are the implications for schools?



	Cartmell & Bond (2015)	Evans & Liu (2018)	Gaulter & Green (2015)	Hamilton (2013a)	Hamilton (2013b)	Hanna (2020)	Messiou & Azaola (2018)
Is a <b>qualitative</b> methodology appropriate?	Yes, to explore pupils' understanding of belonging. It was felt that a quantitative approach, such as a scale, can be seen as a Western conceptualisation of belonging that might not be applicable to the diverse group of young people	Yes, as the paper focuses on children's experiences	Yes, as it allows the researchers to draw on children and staff's subjective experiences	- Gain insight into migrant children's lives outside of school Yes	- Gain insight into migrant children's lives outside of school Yes	Yes, to explore pupils' experiences	Yes, it allows for an in-depth exploration of pupils and adults' views
Was the <b>research design</b> appropriate to address the aims of the research?	Yes, the research is part of a larger study exploring the development of a sense of belonging of secondary school INA pupils. The	Yes, the study is part of a larger two-staged project: the first project adopted a qualitative	Yes, the authors discuss why an action research approach was adopted, emphasising its value in	Yes	Yes	Yes, the author adopted a rights-based approach and included pupils as co-researchers.	Yes

	Cartmell & Bond (2015)	Evans & Liu (2018)	Gaulter & Green (2015)	Hamilton (2013a)	Hamilton (2013b)	Hanna (2020)	Messiou & Azaola (2018)
	study had an exploratory multiple case design, with six units of analysis, which allowed for an in-depth exploration of the topic, through complementary data collection.	design, the second project adopted a longitudinal (12-months gap between data collection), mixed methods design.	facilitating positive social change, in this case inclusion			The author used a range of creative methods to explore participants' views and experiences.	
Was the <b>recruitment strategy</b> appropriate to the aims of the research?	The two schools that took part in the research were identified as schools with experience of supporting INA pupils and were interested in taking part in research to develop their practice. Students were identified through purposive sampling, according to an	Unclear how schools and participants were recruited. The authors provide information regarding the schools and participants in relation to EAL. Participants were selected in consultation with schools based on an	It is unclear how this particular school and children were recruited	It isn't clear how the researcher first gained access to School M, which provided a substantial part of the investigation. It appears that all primary schools in the LA were contacted, out of which only 18 had Eastern-European	It isn't clear how the researcher first gained access to School M, which provided a substantial part of the investigation. It appears that all primary schools in the LA were contacted, out of which only 18 had Eastern-European	The school was selected due to its high number of migrant children on roll.	Yes. All schools in the region took part in an introductory seminar, 3 schools chose to take part. The coordinators from each school selected the students based on inclusion/exclusion criteria (some examples are given, but not the full details, e.g., mentees should be newly arrived), but had flexibility in choosing the

	Cartmell & Bond (2015)	Evans & Liu (2018)	Gaulter & Green (2015)	Hamilton (2013a)	Hamilton (2013b)	Hanna (2020)	Messiou & Azaola (2018)
	inclusion and exclusion criteria developed in discussion with school staff. As more pupils were available to take part, consideration was also given to length of time in the school, country of origin, and language proficiency. Then convenience sampling was used, first two pupils who returned the consent forms from each school.	inclusion criteria.		pupils (14 participated in the study). It is unclear how some participants were recruited, for example the community practitioners.	pupils (14 participated in the study). It is unclear how some participants were recruited, for example the community practitioners.		students.
Was the <b>data collected</b> in a way that addressed the research issue?	Yes, data was collected from pupils using semi-structured interviews. These allowed for an exploration of their perceptions, but were also seen by	Data collection - Surveys: pupil & parent - Interviews: pupils (37), school staff, parents - Other data,	Consideration given to using child-friendly methods, e.g., drawing and poster making.	Yes, interviews were the primary method of data collection, which allowed for an in-depth exploration of the topic.	Yes, interviews which allowed for an in-depth exploration of the topic. The authors also considered strategies to	Yes, the author discusses the use of visual methods as a way of being inclusive. Methods used flexibly.	Data was collected from mentors, mentees and staff using semi-structured interviews and focus groups. It is unclear who was interviewed individually and who

	Cartmell & Bond (2015)	Evans & Liu (2018)	Gaulter & Green (2015)	Hamilton (2013a)	Hamilton (2013b)	Hanna (2020)	Messiou & Azaola (2018)
	the authors as a method that will minimise cultural bias (in contrast with quantitative methods).	such as admission report, progress report & grades Findings in this paper draw primarily on semi-structured interviews with pupils. In the longitudinal study, pupils were interviewed twice with a 12-month gap between interviews, to explore how their experiences changed over time.		Data triangulation. The authors also considered strategies to adapt the interviews in the absence of a professional translator, such as using short, open-ended questions, and avoiding metaphors and vague language.	adapt the interviews in the absence of a professional translator, such as using short, open-ended questions, and avoiding metaphors and vague language.		took part in the focus group.
Has the <b>relationship</b> between the	No	No	No	The author acknowledges that her identity	The author acknowledges that her identity	No	No

	Cartmell & Bond (2015)	Evans & Liu (2018)	Gaulter & Green (2015)	Hamilton (2013a)	Hamilton (2013b)	Hanna (2020)	Messiou & Azaola (2018)
researcher and participants been adequately considered?				as a white British monolingual English- speaker, a woman and an educationalist might have influenced the research process. Author mentions developing good rapport with the children prior to the interviews, by being in the classroom during observations.	as a white British monolingual English- speaker, a woman and an educationalist might have influenced the research process.		
Have <b>ethical</b> issues been taken into consideration?	Study received ethical approval from the University of Manchester. Young people were given information sheets	There is no explicit consideration of ethical issues. Interpreters were used where	The research had ethical approval from the University of Bristol. In the abstract, there is mention of	The author mentions ensuring participants were sufficiently informed. The author	The author does not explicitly address ethical issues. However, there is mention of ensuring	Yes, the author discusses the following: • Potential vulnerability of the participant	Ethical approval gained from the university. Use of pseudonyms and numbers for the schools to protect anonymity.

	Cartmell & Bond (2015)	Evans & Liu (2018)	Gaulter & Green (2015)	Hamilton (2013a)	Hamilton (2013b)	Hanna (2020)	Messiou & Azaola (2018)
	and consent forms that were translated into their home languages where necessary. Interpreters used, authors reference the ethical obligation of accessing participants' voices. Ethical considerations regarding the inclusion and exclusion criteria, e.g., considered unethical to include pupils with trauma or identified SEN.	necessary.	questioning ethical issues of empowerment and equality; however, these are not explicitly addressed in the main body of the article.	employed a range of interviewing strategies to facilitate cross-cultural research. There is mention of ensuring participation for all, including 'new arrivals' by using an unofficial translator.	participation for those non-English speakers by using an unofficial translator.	s <ul style="list-style-type: none"> <li>Ethical concerns related to the use of photography</li> </ul> Followed the British Educational Research Association guidance	
Was the <b>data analysis</b> sufficiently rigorous?	Data from each school analysed separately using Braun & Clarke's framework for thematic analysis. The authors	The authors adopted a grounded, inductive approach to data analysis, using	Data from staff and children's reflections was analysed using Braun & Clarke's (2006) approach to	Data analysis: grounded theory approach, on-going throughout the data collection;	Data analysis: on-going throughout the data collection; the author provides details of the	The data from discussions, observations, photographs and the charter were transcribed. It	The data was analysed using thematic analysis using NVivo 10. There is no further information regarding the

	Cartmell & Bond (2015)	Evans & Liu (2018)	Gaulter & Green (2015)	Hamilton (2013a)	Hamilton (2013b)	Hanna (2020)	Messiou & Azaola (2018)
	provide detail of the six stages of the framework, and explanation as to how cross-case themes where developed, including triangulation with data from other sources in the schools (other units of analysis). Pattern matching used for interpreting the findings.	thematic analysis in the NVivo software.	thematic analysis	the author provides details of the steps involved and methods used, including descriptive coding and topic coding.	steps involved and methods used, including descriptive coding, and stem and branch analysis	was analysed thematically using Bryman's four-stage approach, using MAXQDA.	thematic analysis approach used or the steps implemented.
Is there a clear statement of the <b>findings</b> ?	Yes, that a sense of belonging for INA pupils is facilitated by a complex interactions between several factors	Yes, the four main themes are discussed in relation to the relationship between language, identity and integration.	Yes, in the abstract.	No	To some extent. The author concludes that the study had highlighted the impact of migration on children's relationships.	Yes	Yes, in the abstract
How <b>valuable</b> is the research?	The study highlights the importance of	The study provides a valuable	The authors suggest that the research is	The paper offers an insight into the	The findings highlight the importance of	The research provides valuable	It provides useful insight into the use of mentor schemes

Cartmell & Bond (2015)	Evans & Liu (2018)	Gaulter & Green (2015)	Hamilton (2013a)	Hamilton (2013b)	Hanna (2020)	Messiou & Azaola (2018)
schools in promoting a sense of belonging for INA pupils. The interaction between internal and environmental factors identified illustrates the importance of considering pupils' needs holistically. Authors discuss implications for CYP, schools and EPs.	insight into the relationship between language, identity and integration for newly arrived migrant children.	particularly valuable in highlighting the vulnerabilities that migrant children may face. The study also highlighted the importance of eliciting migrant children's views and sharing these with staff, and the use of action research to deconstruct feelings of hostility and exclusion, and foster inclusive practice in schools.	educational practices and teachers and children's experiences. The author offers implications for practitioners on enhancing the experiences of migrant children and developing inclusive learning contexts.	considering the social and emotional needs of migrant children. The author proposes several implications for schools and policy-makers in light of the findings.	insight into the inclusion of migrant pupils in primary schools, by including pupils as researchers. The findings highlight not just the importance of access to learning in terms of the curriculum, but also the physical space, as well as children's sense of agency within the constraints of existing social structures.	to support migrant students' inclusion. Alongside the positive impact identified, it also highlights the need for such approaches to be embedded at the whole-school level



**Table F2***CASP Qualitative Research Critical Appraisal 2*

	Moskal (2014)	Moskal (2015)	Moskal (2016)	Packwood (2022)	Ritchie & Gaultier (2020)	Safford & Costley (2008)
<b>Critical Appraisal Question</b>						
Was there a clear statement of the <b>aims</b> of the research?	There is mention of the focus of the larger qualitative study the paper draws on and the focus of the paper, i.e., first-generation Polish migrant CYP's experiences of school, transition, language and family relationships	To some extent, to explore children's concepts of home in relation to their experiences of migration	To some extent, to explore the educational experiences of migrant Polish children	The study aimed to explore how migrant background shapes pupils' experiences of educational transition	Yes, to explore the impact of taking part in a dance programme at school on migrant pupils' sense of belonging in school.	To some extent. The authors state that they aimed to develop their understanding of how students navigate the linguistic and social demands of the classroom, i.e., what strategies and approaches they use
Is a <b>qualitative methodology</b> appropriate?	Yes, it allowed for an in-depth exploration of young people's experiences of transitioning to a school in the UK	Yes, to explore in-depth children's views	Yes, to explore in-depth children's experiences	Data is part of a large mixed-methods study. The paper focuses on the qualitative data, which is appropriate for an in-depth exploration of migrant pupils' experiences of	Yes, the authors explain that its reflexive and flexible nature allows for personal reflection and an in-depth exploration of individuals' or groups' experiences.	Yes

	Moskal (2014)	Moskal (2015)	Moskal (2016)	Packwood (2022)	Ritchie & Gaultier (2020)	Safford & Costley (2008)
Was the <b>research design</b> appropriate to address the aims of the research?	Yes, it allowed for an in-depth exploration of young people's experiences of transitioning to a school in the UK	Yes, it allowed for an in-depth exploration of children's narratives	Yes, it allowed for an in-depth exploration of children's experiences, triangulated with parental and staff perspectives	educational transition Longitudinal qualitative research using three waves of interviews over 14 months (n = 95). Data triangulation with two focus groups and semi-ethnographic fieldwork.	Yes, it allowed for an exploration of the intervention's impact, by exploring students' and staffs' views. A mixed-method approach could have also been adopted, whereby pupils' sense of belonging could have been explored using pre- and post-measurements.	The research design is not explicitly addressed, i.e., there is no methodology section
Was the <b>recruitment strategy</b> appropriate to the aims of the research?	Families were recruited through schools which had a high number of Polish migrant children.	Yes, families were recruited through purposive sampling through schools which had a high number of Polish migrant children.	Families were recruited through schools which had a high number of Polish migrant children.	Yes, the author provides detailed information regarding the consideration given when selecting the areas of Scotland and the secondary schools (e.g., ethnic and socio-	Convenience sampling, the school identified migrant pupils who had arrived in the last three years.	The students who took part in the study attended a language programme at a London university; the students were interviewed at the end of the programme. However, there is no detail regarding the recruitment strategy and process

	Moskal (2014)	Moskal (2015)	Moskal (2016)	Packwood (2022)	Ritchie & Gaultier (2020)	Safford & Costley (2008)
Was the <b>data collected</b> in a way that addressed the research issue?	Yes, interviews were used to explore young people's perspectives, as well as the views of their parents.	Yes, the data was collected using individual narrative interviews, drawings and subjective maps. Use of child-centred methods to enable their voices in the research.	Yes, interviews were used to explore children's perspectives, as well as the views of their parents and teachers.	economic composition, attainment data). Participants were selected using a structured sampling approach, to include pupils from a range of ethnic and socio-economic backgrounds, with a range of academic abilities. Yes, through semi-structured interviews which allowed for an in-depth exploration of their experiences and narratives.	Yes, the data was collected using semi-structured focus groups with students, which allowed for both individual and group responses. Some questions and answers were translated. Various methods were used to facilitate self-	Yes, using interviews to explore how students navigate the linguistic and social demands of the classroom, by asking students to reflect on their experiences as language learners and users

	Moskal (2014)	Moskal (2015)	Moskal (2016)	Packwood (2022)	Ritchie & Gaultier (2020)	Safford & Costley (2008)
Has the <b>relationship</b> between the researcher and participants been adequately considered?	No	No	No	No	expression during the focus groups, e.g., photo-elicitation, drawings and music. Interviews with school staff members. Data cross-referenced with researchers' observations and field diaries. The authors mention some of the power dynamics between researcher and participants that might be present during interviews, thus opting to use focus groups.	To some extent. The authors mention that there was a degree of familiarity between the students and the researchers, as the interviews took place at the end of the English learning programme.
Have <b>ethical</b> issues been taken into consideration?	No	Not explicitly. Required written consent	No	Ethical approval was granted by the educational authorities of the two areas. Use of	Informed consent from pupils and their parents. This outlined the purpose of the study and right to	no

	Moskal (2014)	Moskal (2015)	Moskal (2016)	Packwood (2022)	Ritchie & Gaultier (2020)	Safford & Costley (2008)
Was the <b>data analysis</b> sufficiently rigorous?	There is no information regarding data analysis	The data was analysed using narrative analysis.	There is no information regarding data analysis	pseudonyms to unsure anonymity Yes, the interview data was analysed using two methodological approaches: thematic analysis in NVivo using deductive coding, and then a narrative analysis to provide a more detailed understanding of their experiences.	withdraw. British Educational Research Association guidelines were followed Data was analysed using open and axial codes. Codes clustered based on similarities and emerging themes. Excel spreadsheets & MAXQDA.	There is no information regarding data analysis
Is there a clear statement of the <b>findings</b> ?	There is a summary of the findings in the conclusion section, however there isn't a clear statement of all the findings.	Yes	Yes	Yes	Yes	Yes, that students employ a range of strategies in response to teacher's and school's perceptions and practices
How <b>valuable</b> is the research?	The study makes a valuable contribution by focusing on the	The study offers valuable	Several implications for schools for	The research provides insight into experiences	The research provides an interesting insight	Provides insight into the experiences of migrant students who arrive in

Moskal (2014)	Moskal (2015)	Moskal (2016)	Packwood (2022)	Ritchie & Gaulter (2020)	Safford & Costley (2008)
perspectives of migrant youth.	insight into migrant children's views on home and belonging.	supporting and including migrant children.	of migrant pupils at a point of educational transition. Several implications for schools are discussed.	into using dance as a creative tool to promoting migrant students sense of belonging in schools.	the UK in their final years of compulsory schooling.

**Table F3***CASP Qualitative Research Critical Appraisal 3*

Critical Appraisal Question	Sime (2018)	Sime & Fox (2015a)	Sime & Fox (2015b)	Tanyas (2012)	Tereshchenko & Archer (2015)	Tereshchenko et al. (2019)	Thomas (2012)
Was there a clear statement of the <b>aims</b> of the research?	To some extent, the researcher aimed to explore the impact of migration on children and parents' sense of security and belonging	The article aimed to address the literature gap on the impact of family migration on children's relationships. Aim of the study was to explore Eastern European children's adaptive processes.	Yes, to provide some insight into the lives of migrant children, by exploring their engagement with education, health and leisure.	Yes, to gain insight into how young Turkish migrants make sense of migration and adaptation to the UK	To explore the impact of complementary and mainstream schools on children's identities and educational experiences	No	Yes, in the abstract, two main aims: 1. Exemplify experiences of inclusion and exclusion in English schools in relation to migration 2. Exemplify the use of Critical Race Theory, particularly the concept of white supremacy, can be used with regards to multicultural factors
Is a <b>qualitative methodology</b> appropriate?	Yes, it enabled an in-depth exploration of their	Yes, it enabled an in-depth exploration of their	Yes, it enabled an in-depth exploration of their	Yes, the study adopts a narrative-based qualitative	Yes, appropriate for exploring participants' views and	Yes, it enabled an exploration of Eastern European students'	Yes, to explore young people's understandings of race and migration

	Sime (2018)	Sime & Fox (2015a)	Sime & Fox (2015b)	Tanyas (2012)	Tereshchenko & Archer (2015)	Tereshchenko et al. (2019)	Thomas (2012)
	experiences	experiences	experiences	methodology, to explore personal history and differences in migration experiences, in-depth exploration of their individual experiences	experiences.	experiences of racism	
Was the <b>research design</b> appropriate to address the aims of the research?	Yes, it enabled an in-depth exploration of their experiences	Yes, it enabled an in-depth exploration of their experiences	Yes, it enabled an in-depth exploration of their experiences	Yes	Yes, a multiple-method qualitative study seems appropriate to explore students' experiences of complementary and mainstream schools, and the models of schooling.	Use of Critical Race Theory as a conceptual framework for understanding the data.	Yes, using a multi-layered, ethnographic approach
Was the <b>recruitment strategy</b> appropriate to the aims of the research?	There is no information on how participants were recruited.	There is no information on how participants were recruited.	There is no information on how participants were recruited.	All but two participants were recruited from Turkish complementary schools in	Participants were recruited from complementary schools. However, it is	The geographical localities and schools where recruitment took place	Invitations sent to students & their parents of British minority ethnic and Eastern European migrant students.



Sime (2018)	Sime & Fox (2015a)	Sime & Fox (2015b)	Tanyas (2012)	Tereshchenko & Archer (2015)	Tereshchenko et al. (2019)	Thomas (2012)
Authors mention recruiting some additional participants in the second stage of the study to ensure a more diverse range of nationalities.	Authors mention recruiting some additional participants in the second stage of the study to ensure a more diverse range of nationalities.	Authors mention recruiting some additional participants in the second stage of the study to ensure a more diverse range of nationalities.	London. Clear inclusion criteria.	unclear how the young people who took part in the research were actually recruited.	seem appropriate for the research. The authors provide a description of locality and schools in relation to the researched topic, e.g., areas with high proportion of Eastern-European migrants. However, it is unclear if this criteria guided the recruitment strategy. Parental information sheet available in different languages to facilitate recruitment. Participants recruited were	However, unclear how participants were selected from the respondents.

	Sime (2018)	Sime & Fox (2015a)	Sime & Fox (2015b)	Tanyas (2012)	Tereshchenko & Archer (2015)	Tereshchenko et al. (2019)	Thomas (2012)
Was the <b>data collected</b> in a way that addressed the research issue?	Yes, a range of methods were used to explore participants' experiences. Consideration was given to using methods appropriate for children	Yes, a range of methods were used to explore participants' experiences. Consideration was given to using methods appropriate for children	Yes, a range of methods were used to explore participants' experiences. Consideration was given to using methods appropriate for children	Data is part of a larger project. Semi-structured interviews were used to collect data, which allowed for an in-depth exploration of their experiences. The author provides information	Yes. Multiple methods of data collection were used. Choice of methods was also considered in relation to appropriateness for the participant group.	appropriate in relation to the research topic, i.e., Eastern European students, their parents, and teachers with responsibility for and/or experience of working with Eastern European pupils Yes, use of semi-structured interviews that allowed for in-depth exploration of the topic & group discussions to enable exploration of themes of racialisation in groups with	Yes, a range of data collection methods were used. Data collection: focus groups, field observations, student diaries, photo elicitation, open-ended interviews.

	Sime (2018)	Sime & Fox (2015a)	Sime & Fox (2015b)	Tanyas (2012)	Tereshchenko & Archer (2015)	Tereshchenko et al. (2019)	Thomas (2012)
Has the <b>relationship</b> between the researcher and participants been adequately considered?	No	No	No	regarding the topics covered in the interview. No	No	similar experiences of gender and ethnicity There is mention of the ethnic background of the researcher who collected data in schools. There is also mention of some of the interviews being conducted in other languages by the researcher. However, there is no reflection on the researcher's perhaps shared identity with some of the participants.	Author briefly reflects on their own racial and ethnic identity, and their positioning in relation to participants and stakeholders

	Sime (2018)	Sime & Fox (2015a)	Sime & Fox (2015b)	Tanyas (2012)	Tereshchenko & Archer (2015)	Tereshchenko et al. (2019)	Thomas (2012)
Have <b>ethical</b> issues been taken into consideration?	No	Yes, study was informed by ethical guidelines for research with children, including: <ul style="list-style-type: none"> <li>• Consent</li> <li>• Children were home-visited twice to provide a more relaxed context</li> <li>• Use of visual methods, as a way of giving children some control over the research process and capturing</li> </ul>	Yes, including: <ul style="list-style-type: none"> <li>• Information sheet</li> <li>• accessibility, e.g., jargon-free language, translated into home languages</li> <li>• Withdrawal at any point</li> <li>• Anonymity: identifying information removed from transcripts; personal details anonymised</li> </ul> Interviews carried out in home languages, either by the researchers or with support	No	To some extent. No mention of ethical approval. Ethical issues are discussed in relation to the use of photography. Parental consent sought. Consent for including photographs in the study was not sought, therefore these were not included.	Consent forms from students and their parent/carer if they were under 16. There is no explicit discussion of ethical considerations.	Anonymity – names changed

	Sime (2018)	Sime & Fox (2015a)	Sime & Fox (2015b)	Tanyas (2012)	Tereshchenko & Archer (2015)	Tereshchenko et al. (2019)	Thomas (2012)
Was the <b>data analysis</b> sufficiently rigorous?	The authors specify that the data was analysed using a grid analysis approach, thematic coding and retrieving methods. There is a short summary of the steps.	the multi-modal nature of their lives <ul style="list-style-type: none"> <li>• Use of interpreters when needed</li> </ul> Use of pseudonyms The authors specify that the data was analysed thematically, using a thematic grid and thematic coding. Use of NVivo to systematically code all transcripts.	from interpreters The authors specify that the data was analysed using a grid analysis approach, thematic coding and retrieving methods. There is a short summary of the steps.	The data was analysed using a narrative analysis approach. The author provides information regarding the approach adopted. The article focuses on the thematic analysis of the interviews, the what, rather than the how.	Authors triangulated data between different sources. Data was thematically analysed using the NVivo software. However, there isn't much more detail about the data analysis process. It is unclear how many themes and subthemes were identified.	The authors state they analyses discourses and drew on Critical Race Theory in their analysis. However, there is no information about the actual data analysis process.	There is no information on data analysis. The authors talks about drawing on the narratives of young people. Unclear how these narratives were selected.
Is there a clear	Yes	Yes, authors	Yes, the	Yes	To some extent.	Yes, the	To some extent. In

	Sime (2018)	Sime & Fox (2015a)	Sime & Fox (2015b)	Tanyas (2012)	Tereshchenko & Archer (2015)	Tereshchenko et al. (2019)	Thomas (2012)
statement of the findings?		summarise their findings as highlighting the diversity of children's relationships as impacted by migration.	authors conclude that intra-ethnic networks are significant, mainly for emotional support and cultural identity, whereas inter-ethnic networks are the main facilitators of access to information and services		There is a clear statement of the findings in the abstract, but not in the main body. The main body addresses main findings from each complementary school.	authors conclude that Eastern-European migrant pupils experience racism.	the conclusion, the author makes a statement about how white supremacy operates.
How <b>valuable</b> is the research?	By involving children in the research, the study has highlighted their valuable and distinct views regarding migration. The research provided	The research provides valuable insight into children's family and peer relationships post-migration, highlighting both the	The study offers an insight into how migrant children's inter- and intra-ethnic networks relate to their access to services. Particularly	It provides valuable insight into the experiences of an under-researched population.	The research provides valuable research into first-generation migrant students' experiences in complementary and mainstream schools, their interlinked	Makes an important contribution to research on race and racism in educational contexts, in relation to 'white' Eastern European migrants	It provides some insight into the similar and different experiences of British ethnic minority and Eastern European immigrant students, with regards to racism, migration and ethnic and cultural history. Application of CRT to understand

Sime (2018)	Sime & Fox (2015a)	Sime & Fox (2015b)	Tanyas (2012)	Tereshchenko & Archer (2015)	Tereshchenko et al. (2019)	Thomas (2012)
insight into children's views on migration on their and their family's emotional security	strain placed on them, but also their sense of agency and resilience.	valuable insight into children's sense as active agents in creating social capital within their families.		relationship, and their impact on students' identities.		their experiences, particularly in relation to white supremacy.

**Table F4***Critical Appraisal of Surveys*

Appraisal Questions	Biggart et al. (2013)	Quinn & Wakefield (2009)
Did the study address a clearly focused question/issue?	Yes, the key aim was to assess and compare minority ethnic children's sense of belonging in school	Yes, to ascertain the views of migrant students regarding their school's inclusive provision
Is the research method (study design) appropriate for answering the research question?	Yes, the study adopted an epidemiological approach The results from the settled Northern Irish children were used as a baseline for comparison	To some extent, perhaps a qualitative study would have allowed for a more in-depth exploration of students' perceptions.
Is the method of selection of the subjects (employees, teams, divisions, organizations) clearly described?	To some extent. There is a clear description regarding school selection, through purposive sampling those with above average minority ethnic children (12 out of 20 schools agreed to take part). Community-based 'booster' surveys were organised. However, there is no information as to how the children were recruited from these schools or the community, i.e. was the survey completed by all pupils in those schools?	Purposive sampling based on culture, age, gender and level of spoken English
Could the way the sample was obtained introduce (selection) bias?	Not sure	To some extent, it is unclear how the 37 students were selected out of the 72 migrant students in school
Was the sample of subjects representative with regard to the population to which the findings will be referred?	The sample is not fully representative, as there was no accurate sampling frame of the target population in the area. However, the authors state that the sample provides a valid comparison for the children in the Southern Area of Northern Ireland.	Perhaps with regards to the population of migrant students in that particular school.
Was the sample size based on pre-study considerations of statistical power?	Not sure	No
Was a satisfactory response rate achieved?	Not initially for the Chinese/Asian and Traveller pupils, which is why booster surveys were organised	Not sure



	Biggart et al. (2013)	Quinn & Wakefield (2009)
Are the measurements (questionnaires) likely to be valid and reliable?	Yes, they are validated measures. However, no further tests are reported regarding the reliability and validity of the measurements for this sample.	Authors mention that the questionnaire was adapted to be more accessible for students with EAL; however, no examples are given. The authors do not mention conducting any tests to measure the internal validity and reliability of the questionnaire.
Was the statistical significance assessed?	Yes. Results were also converted into effect sizes (Cohen's d)	No
Are confidence intervals given for the main results?	No	No
Could there be confounding factors that haven't been accounted for?	Yes, e.g., gender, socio-economic status	Yes, other factors that might impact on children's sense of inclusion, e.g, socio-economic status, SEN needs
Can the results be applied to your organization?	Generalisation beyond the context requires caution.	Limitations to generalisability due to the small sample size & sampling method (i.e., students only from one school)

**Table F5**

The Mixed Methods Appraisal Tool (MMAT) Version 2018 applied to McMullen et al.

(2020)

Category of study designs	Methodological quality criteria	Responses
Screening questions	Are there clear research questions?	Yes, two research questions: 1. What are the challenges and opportunities regarding the mental health and wellbeing of newcomer children and young people? 2. What can be recommended to those working closely with them to effectively support and enhance their wellbeing and mental health?
	Do the collected data allow to address the research questions?	Yes, a range of data was collected from the pupils themselves and those working with them (i.e., school staff and youth workers)
Qualitative	Is the qualitative approach appropriate to answer the research question?	Yes, it allows for an in-depth, multi-perspective exploration of the wellbeing and mental health of newcomer pupils
	Are the qualitative data collection methods adequate to address the research question?	Yes, use of semi-structured interviews and focus groups, as well as open ended questionnaires, which allow for an in-depth exploration of participants' views
	Are the findings adequately derived from the data?	Yes, the data was analysis using thematic analysis, resulting in 4 overarching themes
	Is the interpretation of results sufficiently substantiated by data?	Yes, adequate quotes are provided to exemplify the themes
	Is there coherence between qualitative data sources, collection, analysis and interpretation?	Yes, the authors draw on various sources when discussing the findings
Quantitative descriptive	Is the sampling strategy relevant to address the research question?	To some extent. Purposive sampling was used in relation to the target population. Schools invited to participate had high percentages of newcomer pupils – unclear how 'high' was defined. Schools identified suitable pupils

Category of study designs	Methodological quality criteria	Responses
Mixed methods	Is the sample representative of the target population?	<p>based on the inclusion criteria, as well as staff.</p> <p>Youth workers were recruited by sending a questionnaire to around 1500 practitioners, and the managers of youth work services.</p> <p>Inclusion criteria for pupils was: being a newcomer and having sufficient English proficiency. It is unclear if the 39 pupils who participated were representative, e.g., 30 were females, is that representative of the ratio of female to males in the overall population of newcomer pupils.</p>
	Are the measurements appropriate?	<p>Yes, the Strengths and Difficulties Questionnaire was used, which is a brief behavioural screening questionnaire. This was completed by 39 pupils and 33 staff. Issues of validity and reliability of the questionnaire are not discussed.</p>
	<p>Is the risk of nonresponse bias low?</p> <p>Is the statistical analysis appropriate to answer the research question?</p>	<p>Can't tell</p> <p>To some extent, it provides descriptive information</p>
	Is there an adequate rationale for using a mixed methods design to address the research question?	<p>Yes, to gain a broad understanding of the issues and common experiences.</p> <p>Quantitative data used for triangulation</p> <p>Qualitative data was the main focus of the study</p>
	Are the different components of the study effectively integrated to answer the research question?	<p>To some extent. There is a greater focus on the qualitative data, and there is only one reference made to how the findings from the two methods link to each other</p>
	Are the outputs of the integration of qualitative and quantitative components adequately interpreted?	As above
	Are divergences and inconsistencies between quantitative and qualitative results adequately addressed?	N/A
Do the different components of the study adhere to the quality criteria of each tradition	To some extent.	

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Category of study designs	Methodological quality criteria	Responses
of the methods involved?		

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# Appendix G

## Literature Review Thematic Map



## Appendix H

### Application for Ethical Review Form

The Tavistock and Portman   
NHS Foundation Trust

#### **Tavistock and Portman Trust Research Ethics Committee (TREC)** **APPLICATION FOR ETHICAL REVIEW OF STUDENT RESEARCH PROJECTS**

This application should be submitted alongside copies of any supporting documentation which will be handed to participants, including a participant information sheet, consent form, self-completion survey or questionnaire.

Where a form is submitted and sections are incomplete, the form will not be considered by TREC and will be returned to the applicant for completion.

For further guidance please contact Paru Jeram ([academicquality@tavi-port.nhs.uk](mailto:academicquality@tavi-port.nhs.uk))

#### **FOR ALL APPLICANTS**

**If you already have ethical approval from another body (including HRA/IRAS) please submit the application form and outcome letters. You need only complete sections of the TREC form which are NOT covered in your existing approval**

Is your project considered as 'research' according to the HRA tool? ( <a href="http://www.hra-decisiontools.org.uk/research/index.html">http://www.hra-decisiontools.org.uk/research/index.html</a> )	Yes
Will your project involve participants who are under 18 or who are classed as vulnerable? (see section 7)	Yes
Will your project include data collection outside of the UK?	No

#### **SECTION A: PROJECT DETAILS**

<b>Project title</b>	An Interpretative Phenomenological Analysis exploration of primary school children's experiences of migration and adaptation to the United Kingdom		
<b>Proposed project start date</b>	March 2022	<b>Anticipated project end date</b>	May 2023
<b>Principle Investigator (normally your Research Supervisor):</b> Dale Bartle			
<b>Please note: TREC approval will only be given for the length of the project as stated above up to a maximum of 6 years. Projects exceeding these timeframes will need additional ethical approval</b>			
<b>Has NHS or other approval been sought for this research including through submission via Research Application System (IRAS) or to the Health Research Authority (HRA)?</b>	<b>YES (NRES approval)</b>	<input type="checkbox"/>	
	<b>YES (HRA approval)</b>	<input type="checkbox"/>	
	<b>Other</b>	<input type="checkbox"/>	
	<b>NO</b>	<input checked="" type="checkbox"/>	

If you already have ethical approval from another body (including HRA/IRAS) please submit the application form and outcome letters.

### SECTION B: APPLICANT DETAILS

Name of Researcher	Iulia Udrescu-Clarke
Programme of Study and Target Award	Professional Doctorate in Child, community and educational psychology (M4)
Email address	XXXX@tavi-port.nhs.uk
Contact telephone number	077XXXXXXXXX

### SECTION C: CONFLICTS OF INTEREST

**Will any of the researchers or their institutions receive any other benefits or incentives for taking part in this research over and above their normal salary package or the costs of undertaking the research?**

YES  NO

If YES, please detail below:

Is there any further possibility for conflict of interest? YES  NO

**Are you proposing to conduct this work in a location where you work or have a placement?**

YES  NO


If YES, please detail below outline how you will avoid issues arising around colleagues being involved in this project:

n/a


<b>Is your project being commissioned by and/or carried out on behalf of a body external to the Trust? (for example; commissioned by a local authority, school, care home, other NHS Trust or other organisation).</b>	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
<small>*Please note that 'external' is defined as an organisation which is external to the Tavistock and Portman NHS Foundation Trust (Trust)</small>	
If YES, please add details here:	
<b>Will you be required to get further ethical approval after receiving TREC approval?</b>	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
If YES, please supply details of the ethical approval bodies below AND include any letters of approval from the ethical approval bodies (letters received after receiving TREC approval should be submitted to complete your record):	
If your project is being undertaken with one or more clinical services or organisations external to the Trust, please provide details of these:	

If you still need to agree these arrangements or if you can only approach organisations after you have ethical approval, please identify the types of organisations (eg. schools or clinical services) you wish to approach:	
<b>Do you have approval from the organisations detailed above? (this includes R&amp;D approval where relevant)</b>	YES <input type="checkbox"/> NO <input type="checkbox"/> NA <input checked="" type="checkbox"/>
Please attach approval letters to this application. Any approval letters received after TREC approval has been granted MUST be submitted to be appended to your record	


### **SECTION D: SIGNATURES AND DECLARATIONS**

<b>APPLICANT DECLARATION</b>	
I confirm that:	
<ul style="list-style-type: none"> <li>• The information contained in this application is, to the best of my knowledge, correct and up to date.</li> <li>• I have attempted to identify all risks related to the research.</li> <li>• I acknowledge my obligations and commitment to upholding ethical principles and to keep my supervisor updated with the progress of my research</li> <li>• I am aware that for cases of proven misconduct, it may result in formal disciplinary proceedings and/or the cancellation of the proposed research.</li> <li>• I understand that if my project design, methodology or method of data collection changes I must seek an amendment to my ethical approvals as failure to do so, may result in a report of academic and/or research misconduct.</li> </ul>	
<b>Applicant (print name)</b>	Iulia Udrescu-Clarke
<b>Signed</b>	
<b>Date</b>	08.02.2022

### **FOR RESEARCH DEGREE STUDENT APPLICANTS ONLY**

<b>Name of Supervisor/Principal Investigator</b>	Dr Dale Bartle
<b>Supervisor –</b>	
<ul style="list-style-type: none"> <li>• Does the student have the necessary skills to carry out the research? <b>YES</b></li> <li>▪ Is the participant information sheet, consent form and any other documentation appropriate? <b>YES</b></li> <li>▪ Are the procedures for recruitment of participants and obtaining informed consent suitable and sufficient? <b>YES</b></li> <li>▪ Where required, does the researcher have current Disclosure and Barring Service (DBS) clearance? <b>YES</b></li> </ul>	
<b>Signed</b>	
<b>Date</b>	23.3.22



<b>COURSE LEAD/RESEARCH LEAD</b>	
Does the proposed research as detailed herein have your support to proceed? YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	
<b>Signed</b>	
<b>Date</b>	25.03.2022

### **SECTION E: DETAILS OF THE PROPOSED RESEARCH**

**1. Provide a brief description of the proposed research, including the requirements of participants. This must be in lay terms and free from technical or discipline specific terminology or jargon. If such terms are required, please ensure they are adequately explained (Do not exceed 500 words)**

This research seeks to explore first-generation migrant\* children's experiences of migration and adaptation to the UK. The study aims to understand how children make sense of the migration process and contact with a new culture, and the role school plays in their adaptation. The research question guiding this project is: "What are migrant children's experiences of migration to the UK and adaptation in British primary schools?"

I am seeking to interview 4-10 migrant children, aged between 7-11 years of age. I intend to recruit participants from primary schools in the inner-London borough where I am currently on placement as a Trainee Educational Psychologist.

Participants will be asked to attend two sessions. During the first session, the research will meet with the child and their parents to provide information about the study and gain consent. During the second session, participants will attend a semi-structured interview with the researcher (and an interpreter where needed), in which they will be asked to draw a picture (if they want to) and will be asked a series of questions. I will use verbal prompts and open questions to gain a rich understanding of their experiences.

The interviews will be audio-recorded and drawings will be collected by the researcher. The interviews will be transcribed and analysed using Interpretative Phenomenological Analysis (IPA).

*\*Migrant: in this research, the term 'migrant' is used to refer to those who have voluntarily moved to a new country. The researcher will use the term 'migrant' to refer to first-generation migrant children, i.e., children born abroad.*

**2. Provide a statement on the aims and significance of the proposed research, including potential impact to knowledge and understanding in the field (where appropriate, indicate the associated hypothesis which will be tested). This should be a clear justification of the proposed research, why it should proceed and a statement on any anticipated benefits to the community. (Do not exceed 700 words)**

The UK is a culturally diverse society, which has witnessed an increase in migration over the years. In 2019, there were 692,701 foreign-born children under the age of 15 in the UK (Eurostat, 2021). The diversity of the British society is also reflected in the school population. Therefore, it is increasingly common for school staff and other professionals, such as Educational Psychologists (EPs), to work with culturally and linguistically diverse children and young people. Thus, schools are in the unique position of welcoming these children and play a key role in influencing their post-migration experience (Sime, Fox & Pietka, 2011). Despite this, not enough is known about migrant children's experiences from their perspective, particularly those in primary schools.

A core aspect of migration is contact with a different culture. The process of cultural and psychological change that happens as a result of this contact is known as acculturation (Berry, 2005). In this process, individuals are confronted with two main issues: one relates to the maintenance and

development of one's own ethnic identity and cultural characteristics; the second is concerned with contact and participation in the larger society (Berry, 1974, 1984). It has been suggested that children's acculturation should be understood as "the developmental process towards adaptation and gaining competence within more than one cultural setting" (Sam & Oppedal, 2003, p.10). Schools play an important role in children's acculturation and adaptation, as they introduce the new culture to migrant children (Vedder & Horenczyk, 2006). Therefore, the research will explore children's experiences of change and growing up in more than one cultural setting and will consider the school's role in this process from the children's perspectives.

Available studies exploring migrant children and young people's experiences in the UK have predominantly focused on pupils in secondary schools (e.g., Cartmell & Bond, 2015; Cooke, 2008; Messiou & Azaola, 2018; Quinn & Wakefield, 2009; Ritchie & Gaulter, 2020; Tanyas, 2012) and those with a good enough level of English. This highlights the need for further research that includes the voices of primary school children and those who are not fluent in English. This study aims to provide an in-depth exploration of primary school migrant children's experiences of migration and adaptation and how they make sense of this significant life transition. Although most of the studies adopted qualitative designs, none analysed the data using IPA. Therefore, by using IPA, this research project will add to the existing body of literature by providing an in-depth exploration of individual children's experiences of migration, while also allowing for similarities and differences between participants to be explored.

The main aim of this research is to gain an insight into the experiences of migrant children, with the hope to increase professional awareness of their experiences and knowledge of how best to support them. By providing an opportunity for children to tell their stories, the study also aims to facilitate their voice to be heard. It is hoped that by drawing upon children's voices, this study will contribute to a better understanding of migrant children's experiences and how best they can be supported to adapt to life and school in the UK. Therefore, the findings will be relevant and valuable to a range of professionals working with children, including teaching staff and EPs working individually with the child or supporting the school at a systemic level to foster inclusive environments.

Berry, J. W. (1974). Psychological aspects of cultural pluralism: unity and identity reconsidered. *Topics in Culture Learning*, 17-22.

Berry, J. W. (1984). Cultural relations in plural societies: alternatives to segregation and their sociopsychological implications. In N. Miller, & M. B. Brewer (Eds.), *Groups in contact: The psychology of desegregation* (pp. 11-27). Academic Press.

Berry, J. W. (2005). Acculturation: Living successfully in two cultures. *International Journal of Intercultural Relations*, 29(6), 697-712.

Cartmell, H., & Bond, C. (2015). What does belonging mean for young people who are International New Arrivals? *Educational and Child Psychology*, 32(2), 90 - 102.

Cooke, M. (2008). "What we might become": The lives, aspirations, and education of young migrants in the London area. *Journal of Language, Identity & Education*, 7(1), 22-40.

Eurostat (2021). *Population on 1 January by age group, sex and country of birth*.

[https://ec.europa.eu/eurostat/databrowser/view/MIGR\\_POP3CTB\\_custom\\_1418906/default/table?lang=en](https://ec.europa.eu/eurostat/databrowser/view/MIGR_POP3CTB_custom_1418906/default/table?lang=en)

Messiou, K., & Azaola, M. (2018). A peer-mentoring scheme for immigrant students in English secondary schools: a support mechanism for promoting inclusion? *International Journal of Inclusive Education*, 22(2), 142-157.

Quinn, U., & Wakefield, P. (2009). Experiencing inclusion within a Northern Ireland secondary school: The perspectives of migrant students from four European countries. *Support for Learning*, 24(3), 111-117.

Ritchie, A., & Gaulter, A. (2020). Dancing towards belonging: the use of a dance intervention to influence migrant pupils' sense of belonging in school. *International Journal of Inclusive Education*, 24(4), 366-380.

Sam, D. L., & Oppedal, B. (2003). Acculturation as a developmental pathway. *Online Readings in Psychology and Culture*, 8(1).

Sime, D., Fox, R., & Pietka, E. (2011). *At Home Abroad: The life experiences of Eastern European migrant children in Scotland. Report for practitioners and policy makers*. University of Strathclyde.

Tanyas, B. (2012). Making sense of migration: Young Turks' experiences in the United Kingdom. *Journal of Youth Studies*, 15(6), 693-710.

Vedder, P.H., & Horenczyk, G. (2006). Acculturation and the school. In D. L. Sam, & J. W. Berry

(Eds.), *The Cambridge handbook of acculturation psychology* (pp. 419-438). Cambridge University Press.

**3. Provide an outline of the methodology for the proposed research, including proposed method of data collection, tasks assigned to participants of the research and the proposed method and duration of data analysis. If the proposed research makes use of pre-established and generally accepted techniques, please make this clear. (Do not exceed 500 words)**

The proposed research has a qualitative design, and it is underpinned by a relativist ontology and a constructivist epistemology.

Informed by the aim of exploring in depth children's experiences of migration and adaptation, semi-structured interviews will be used to collect data, as they enable participants to talk about their experiences at length (King & Horrocks, 2010). Semi-structured interviews were deemed more appropriate than other types of interviews, as they have some structure, but not are constraint by it, offering a flexible approach in which the order and wording of questions is open to change (Robson, 2011). The interviews will be audio-recorded.

An interview guide will be developed, including a set of questions and alternative subsequent items, suggested prompts, and a proposed sequence (Robson, 2011), based on interview guides from published papers on the topic and themes arising from the literature on child migration and adaptation. The researcher will also hold in mind the need to use a style of questioning that will empower the children to tell their experiences, for example by using open-ended questions (Westcott & Littleton, 2005). Drawings will also be incorporated in the interview process, with the aim of supporting children relax and express themselves in a different way. The drawings will not be used as data and will not be interpreted by the researcher, rather they will be used as a stimulus for discussion.

Due to the nature of the research topic and participants, it is anticipated that some children will require access to an interpreter. Support from interpreters will be required to translate written information about the study and consent forms, and to facilitate the data collection process. Using interpreters can be seen as an ethical responsibility to access the hidden voices (Murray and Wynne, 2001) of non-English speaking children living in an English-speaking country. However, it is important to also acknowledge that this raises several practical and methodological challenges. The researcher will brief the interpreters prior to the interview, in terms of the research purpose, interview process and ethical issues, as well as identifying the different roles in the interview and the preferred method of translation (Murray & Wynne, 2001).

The data collected will be transcribed and analysed using IPA, following the step-by-step analysis approach described by Smith and Osborn (2008). When an interpreter is used, only the English data will be transcribed and analysed. It is anticipated that data analysis will be conducted over a period of three months after the completion of data collection.

King, N., & Horrocks, C. (2010). *Interviews in qualitative research*. SAGE.

Murray, C. D., & Wynne, J. (2001). Researching community, work and family with an interpreter. *Community, Work and Family*, 4(2), 157-171.

Robson, C. (2011). *Real world research* (3rd ed.). John Wiley & Sons.

Smith, J. A., & Osborn, M. (2008). Interpretative phenomenological analysis. In J. A. Smith (Ed.), *Qualitative psychology: A practical guide to research methods* (pp. 53–80). Sage Publications.

Westcott, H. L., & Littleton, K. S. (2005). Exploring meaning in interviews with children. In S. Greene, & Hogan, D. (Eds.), *Researching children's experiences: Approaches and methods* (pp. 141-157). Sage publications Ltd.

## **SECTION F: PARTICIPANT DETAILS**

**4. Provide an explanation detailing how you will identify, approach and recruit the participants for the proposed research, including clarification on sample size and location. Please provide justification for**

**the exclusion/inclusion criteria for this study (i.e. who will be allowed to / not allowed to participate) and explain briefly, in lay terms, why these criteria are in place. (Do not exceed 500 words)**

Consistent with the IPA approach, the researcher aims to recruit between four to ten participants. Considering the importance of homogeneity in IPA (Smith et al., 2009), the participants will be recruited using purposive sampling, according to the following inclusion and exclusion criteria: participants will be first-generation migrant children, aged 7-11, currently attending a primary school in the UK. The children will have been in school for at least a term, but no longer than three years. The sample will not include asylum seeker and refugee children, or children with a known history of trauma. This decision was made for ethical reasons, as the interview might cause increased distress for these children. English fluency is not a requirement for taking part in the study, as interpreters will be used where appropriate.

The process of recruitment will start by sending a letter to the Head Teachers of primary schools in the inner London borough where the researcher is based, describing the background and purpose of the study. If the research is deemed applicable to their school population, staff will be asked to support identify suitable children and to share information about the study with their parents. Parents will be asked to fill in an expression of interest form, consenting to be contacted by the researcher. The researcher will then meet with the parents and the child, provide further information about the study and gain consent.

Contingency plan

If not enough participants are found through the above mentioned method of recruitment, I will also advertise the research in local charities, such as the Islington Centre for Refugees and Migrants, Haringey Migrant Support Centre and Hackney Migrant Centre. Parents will be asked to contact the researcher if interested in the research project. The researcher will then meet with the parents and the child, provide further information about the study and gain consent. Should I be using this method of recruitment, I will also clarify if there are any further ethical approval routes in these specific LAs.

Smith, J. A., Flowers, P., & Larkin, M. (2009). *Interpretative Phenomenological Analysis: Theory, method and research*. Sage.

**5. Please state the location(s) of the proposed research including the location of any interviews. Please provide a Risk Assessment if required. Consideration should be given to lone working, visiting private residences, conducting research outside working hours or any other non-standard arrangements.**

**If any data collection is to be done online, please identify the platforms to be used.**

The interviews will take place in a quiet room in the school which they child attends.

**6. Will the participants be from any of the following groups? (Tick as appropriate)**

- Students or Staff of the Trust or Partner delivering your programme.
- Adults (over the age of 18 years with mental capacity to give consent to participate in the research).
- Children or legal minors (anyone under the age of 16 years)<sup>1</sup>
- Adults who are unconscious, severely ill or have a terminal illness.
- Adults who may lose mental capacity to consent during the course of the research.
- Adults in emergency situations.
- Adults<sup>2</sup> with mental illness - particularly those detained under the Mental Health Act (1983 & 2007).
- Participants who may lack capacity to consent to participate in the research under the research requirements of the Mental Capacity Act (2005).
- Prisoners, where ethical approval may be required from the National Offender Management Service (NOMS).
- Young Offenders, where ethical approval may be required from the National Offender Management Service (NOMS).
- Healthy volunteers (in high risk intervention studies).
- Participants who may be considered to have a pre-existing and potentially dependent<sup>3</sup> relationship with the investigator (e.g. those in care homes, students, colleagues, service-users, patients).
- Other vulnerable groups (see Question 6).
- Adults who are in custody, custodial care, or for whom a court has assumed responsibility.
- Participants who are members of the Armed Forces.

<sup>1</sup>If the proposed research involves children or adults who meet the Police Act (1997) definition of vulnerability<sup>3</sup>, any researchers who will have contact with participants must have current Disclosure and Barring Service (DBS) clearance.

<sup>2</sup> 'Adults with a learning or physical disability, a physical or mental illness, or a reduction in physical or mental capacity, and living in a care home or home for people with learning difficulties or receiving care in their own home, or receiving hospital or social care services.' (Police Act, 1997)

<sup>3</sup> Proposed research involving participants with whom the investigator or researcher(s) shares a dependent or unequal relationships (e.g. teacher/student, clinical therapist/service-user) may compromise the ability to give informed consent which is free from any form of pressure (real or implied) arising from this relationship. TREC recommends that, wherever practicable, investigators choose participants with whom they have no dependent relationship. Following due scrutiny, if the investigator is confident that the research involving participants in dependent relationships is vital and defensible, TREC will require additional information setting out the case and detailing how risks inherent in the dependent relationship will be managed. TREC will also need to be reassured that refusal to participate will not result in any discrimination or penalty.

**7. Will the study involve participants who are vulnerable? YES  NO**

For the purposes of research, 'vulnerable' participants may be adults whose ability to protect their own interests are impaired or reduced in comparison to that of the broader population. Vulnerability may arise from:

- the participant's personal characteristics (e.g. mental or physical impairment)
- their social environment, context and/or disadvantage (e.g. socio-economic mobility, educational attainment, resources, substance dependence, displacement or homelessness).
- where prospective participants are at high risk of consenting under duress, or as a result of manipulation or coercion, they must also be considered as vulnerable
- children are automatically presumed to be vulnerable.

**7.1. If YES, what special arrangements are in place to protect vulnerable participants' interests?**

I have an enhanced DBS check and subscribe to the update service so that my DBS status can be checked at any time.

If **YES**, a Disclosure and Barring Service (DBS) check **within the last three years** is required.

Please provide details of the "clear disclosure":

Date of disclosure: 26.09.2019
Type of disclosure: Enhanced Certificate
Organisation that requested disclosure: North East Regional Employers Organisation
DBS certificate number: 001674184830

(NOTE: information concerning activities which require DBS checks can be found via <https://www.gov.uk/government/publications/dbs-check-eligible-positions-guidance>). Please **do not** include a copy of your DBS certificate with your application

**8. Do you propose to make any form of payment or incentive available to participants of the research? YES  NO**

If **YES**, please provide details taking into account that any payment or incentive should be representative of reasonable remuneration for participation and may not be of a value that could be coercive or exerting undue influence on potential participants' decision to take part in the research. Wherever possible, remuneration in a monetary form should be avoided and substituted with vouchers, coupons or equivalent. Any payment made to research participants may have benefit or HMRC implications and participants should be alerted to this in the participant information sheet as they may wish to choose to decline payment.

**9. What special arrangements are in place for eliciting informed consent from participants who may not**

**adequately understand verbal explanations or written information provided in English; where participants have special communication needs; where participants have limited literacy; or where children are involved in the research? (Do not exceed 200 words)**

Two versions of the information sheet and consent forms have been created, one for children under the age of 16 (participants) and one for adults (parents/carers). The child version forms will be written in an age appropriate, accessible way, supported by visuals. Both information sheets will outline the aims of the research, confidentiality and anonymity conditions, data protection considerations and their right of withdrawal. They will also provide information regarding how the data will be used and analysed, and outcomes of data analysis, including dissemination using verbatim quotes (Smith et al., 2009). This information will then be reiterated in a discussion with children and parents, and those who agree to participate in the research will be asked to sign a consent form. Where appropriate, participants will be offered information sheets and consent forms in the language of their choice.

#### **SECTION F: RISK ASSESSMENT AND RISK MANAGEMENT**

**10. Does the proposed research involve any of the following? (Tick as appropriate)**

- use of a questionnaire, self-completion survey or data-collection instrument (attach copy)
- use of emails or the internet as a means of data collection
- use of written or computerised tests
- interviews (attach interview questions)
- diaries (attach diary record form)
- participant observation
- participant observation (in a non-public place) without their knowledge / covert research
- audio-recording interviewees or events
- video-recording interviewees or events
- access to personal and/or sensitive data (i.e. student, patient, client or service-user data) without the participant's informed consent for use of these data for research purposes
- administration of any questions, tasks, investigations, procedures or stimuli which may be experienced by participants as physically or mentally painful, stressful or unpleasant during or after the research process
- performance of any acts which might diminish the self-esteem of participants or cause them to experience discomfiture, regret or any other adverse emotional or psychological reaction
- Themes around extremism or radicalisation
- investigation of participants involved in illegal or illicit activities (e.g. use of illegal drugs)
- procedures that involve the deception of participants
- administration of any substance or agent
- use of non-treatment of placebo control conditions
- participation in a clinical trial
- research undertaken at an off-campus location (risk assessment attached)
- research overseas (please ensure Section G is complete)

**11. Does the proposed research involve any specific or anticipated risks (e.g. physical, psychological, social, legal or economic) to participants that are greater than those encountered in everyday life?**

YES  NO

If YES, please describe below including details of precautionary measures.

**12. Where the procedures involve potential hazards and/or discomfort or distress for participants, please state what previous experience the investigator or researcher(s) have had in conducting this type of research.**

I am a trainee Educational Psychologist and I have experience working with this age group of children. My role often involves working with children and young people who have had difficult experiences and engaging in conversations that might cause discomfort. I have experience building rapport with children and helping them to feel safe and emotionally contained. I am aware that any questions about a child's experience have the potential to make them feel uncomfortable or upset; however, I do not anticipate that this is likely to be outside what would be encountered in my day-to-day role. Please see questions 15 and 16.

**13. Provide an explanation of any potential benefits to participants. Please ensure this is framed within the overall contribution of the proposed research to knowledge or practice. (Do not exceed 400 words)**

**NOTE:** Where the proposed research involves students, they should be assured that accepting the offer to participate or choosing to decline will have no impact on their assessments or learning experience. Similarly, it should be made clear to participants who are patients, service-users and/or receiving any form of treatment or medication that they are not invited to participate in the belief that participation in the research will result in some relief or improvement in their condition.

The study aims to understand how children make sense of the migration process and contact with a new culture, particularly in the school context. By providing an opportunity for children to tell their stories, the study also aims to facilitate their voice to be heard. Therefore, it is hoped that this will be a positive and empowering experience and that the children will feel that their experiences and voices matter.

By exploring migrant children's experiences from their perspective, the study will contribute to teachers and EPs' understanding of children's experiences of migration and adaptation and knowledge of how best to support migrant children, which will benefit the children taking part in the study but also other migrant children.

**14. Provide an outline of any measures you have in place in the event of adverse or unexpected outcomes and the potential impact this may have on participants involved in the proposed research. (Do not exceed 300 words)**

Drawings will be incorporated in the interview process, with the aim of supporting children relax and express themselves in a different way. The researcher will not include questions that could cause discomfort and participants will be informed that they have the right not to answer questions. However, despite cautionary measures to minimise and reduce risk, it is still possible that some participants might experience some distress during the interviews. Therefore, the researcher will pay attention to any signs of discomfort and if a child becomes particularly distressed, the interview will stop. The researcher will also ensure that there is a key trusted adult in school, such as a pastoral lead or SENCo, who can support the child if needed. The child will be informed prior to the interview of the key person they can speak to if needed. Their parent/carer will also be informed of their child's distress.

If an interview is terminated due to a participant's distress, the researcher will contact the key person the following day to monitor the participant's wellbeing. In the unlikely event that a child continues to be distressed they will be signposted to relevant services, such as Childline.

If a safeguarding concern is raised during the interview, the researcher will follow the Local Authority and school's safeguarding policies. This will include informing the designated safeguarding lead in the school. The child will be informed from the beginning of the limits to confidentiality in the case of a safeguarding concern.

**15. Provide an outline of your debriefing, support and feedback protocol for participants involved in the proposed research. This should include, for example, where participants may feel the need to discuss thoughts or feelings brought about following their participation in the research. This may involve referral to an external support or counseling service, where participation in the research has caused specific issues for participants.**

Participants will be debriefed after the interviews and will be reminded of the aim of the study, confidentiality and anonymity, and their right to withdraw their data before the analysis stage. They will have the opportunity to ask any questions and this will also be a chance to discuss any thoughts or feelings brought about by taking part in the research. The children will be reminded of the key person in school they can talk to if needed.

Participants will be informed that the research findings will be disseminated to key stakeholders, such as the school, local authority, and their parents/carers. Children will also be given the opportunity to be informed of the findings, through a child friendly letter.

**16. Please provide the names and nature of any external support or counselling organisations that will be suggested to participants if participation in the research has potential to raise specific issues for participants.**

In the unlikely event that a child continues to be distressed after taking part in the research, they will be signposted to relevant services, such as Childline.

**17. Where medical aftercare may be necessary, this should include details of the treatment available to participants. Debriefing may involve the disclosure of further information on the aims of the research, the participant's performance and/or the results of the research. (Do not exceed 500 words)**

n/a

#### **FOR RESEARCH UNDERTAKEN OUTSIDE THE UK**

**18. Does the proposed research involve travel outside of the UK?**  YES  
 NO

**If YES, please confirm:**

I have consulted the Foreign and Commonwealth Office website for guidance/travel advice? <http://www.fco.gov.uk/en/travel-and-living-abroad/>

I have completed a RISK Assessment covering all aspects of the project including consideration of the location of the data collection and risks to participants.

All overseas project data collection will need approval from the Deputy Director of Education and Training or their nominee. Normally this will be done based on the information provided in this form. All projects approved through the TREC process will be indemnified by the Trust against claims made by third parties.

If you have any queries regarding research outside the UK, please contact [academicquality@tavi-port.nhs.uk](mailto:academicquality@tavi-port.nhs.uk):

Students are required to arrange their own travel and medical insurance to cover project work outside of the UK. Please indicate what insurance cover you have or will have in place.

**19. Please evidence how compliance with all local research ethics and research governance requirements have been assessed for the country(ies) in which the research is taking place. Please also clarify how the requirements will be met:**



**SECTION G: PARTICIPANT CONSENT AND WITHDRAWAL**

**20. Have you attached a copy of your participant information sheet (this should be in *plain English*)? Where the research involves non-English speaking participants, please include translated materials.**

YES  NO

If **NO**, please indicate what alternative arrangements are in place below:

Yes - English

It is anticipated that due to the nature of the study, some of the participants will be non-English speaking. As the study is not restricted to children speaking a particular language, I cannot provide translated materials at this stage of the process. Once children taking part in the study have been identified, I will enquire about their preferred language and then translate the adult and child information sheets.

**21. Have you attached a copy of your participant consent form (this should be in *plain English*)? Where the research involves non-English speaking participants, please include translated materials.**

YES  NO

If **NO**, please indicate what alternative arrangements are in place below:

It is anticipated that due to the nature of the study, some of the participants will be non-English speaking. As the study is not restricted to children speaking a particular language, I cannot provide translated materials at this stage of the process. Once children taking part in the study have been identified, I will enquire about their preferred language and then translate the adult and child consent form.

**22. The following is a participant information sheet checklist covering the various points that should be included in this document.**

- Clear identification of the Trust as the sponsor for the research, the project title, the Researcher and Principal Investigator (your Research Supervisor) and other researchers along with relevant contact details.
- Details of what involvement in the proposed research will require (e.g., participation in interviews, completion of questionnaire, audio/video-recording of events), estimated time commitment and any risks involved.
- A statement confirming that the research has received formal approval from TREC or other ethics body.
- If the sample size is small, advice to participants that this may have implications for confidentiality / anonymity.
- A clear statement that where participants are in a dependent relationship with any of the researchers that participation in the research will have no impact on assessment / treatment / service-use or support.
- Assurance that involvement in the project is voluntary and that participants are free to withdraw consent at any time, and to withdraw any unprocessed data previously supplied.
- Advice as to arrangements to be made to protect confidentiality of data, including that confidentiality of information provided is subject to legal limitations.
- A statement that the data generated in the course of the research will be retained in accordance with the [Trusts 's Data Protection and handling Policies](https://tavistockandportman.nhs.uk/about-).: <https://tavistockandportman.nhs.uk/about->

us/governance/policies-and-procedures/

- Advice that if participants have any concerns about the conduct of the investigator, researcher(s) or any other aspect of this research project, they should contact Simon Carrington, Head of Academic Governance and Quality Assurance ([academicquality@tavi-port.nhs.uk](mailto:academicquality@tavi-port.nhs.uk))
- Confirmation on any limitations in confidentiality where disclosure of imminent harm to self and/or others may occur.

**23. The following is a consent form checklist covering the various points that should be included in this document.**

- Trust letterhead or logo.
- Title of the project (with research degree projects this need not necessarily be the title of the thesis) and names of investigators.
- Confirmation that the research project is part of a degree
- Confirmation that involvement in the project is voluntary and that participants are free to withdraw at any time, or to withdraw any unprocessed data previously supplied.
- Confirmation of particular requirements of participants, including for example whether interviews are to be audio-/video-recorded, whether anonymised quotes will be used in publications advice of legal limitations to data confidentiality.
- If the sample size is small, confirmation that this may have implications for anonymity any other relevant information.
- The proposed method of publication or dissemination of the research findings.
- Details of any external contractors or partner institutions involved in the research.
- Details of any funding bodies or research councils supporting the research.
- Confirmation on any limitations in confidentiality where disclosure of imminent harm to self and/or others may occur.

**SECTION H: CONFIDENTIALITY AND ANONYMITY**

**24. Below is a checklist covering key points relating to the confidentiality and anonymity of participants. Please indicate where relevant to the proposed research.**

- Participants will be completely anonymised and their identity will not be known by the investigator or researcher(s) (i.e. the participants are part of an anonymous randomised sample and return responses with no form of personal identification)?
- The responses are anonymised or are an anonymised sample (i.e. a permanent process of coding has been carried out whereby direct and indirect identifiers have been removed from data and replaced by a code, with no record retained of how the code relates to the identifiers).
- The samples and data are de-identified (i.e. direct and indirect identifiers have been removed and replaced by a code. The investigator or researchers are able to link the code to the original identifiers and isolate the participant to whom the sample or data relates).
- Participants have the option of being identified in a publication that will arise from the research.
- Participants will be pseudo-anonymised in a publication that will arise from the research. (I.e. the researcher will endeavour to remove or alter details that would identify the participant.)
- The proposed research will make use of personal sensitive data.
- Participants consent to be identified in the study and subsequent dissemination of research findings and/or publication.

**25. Participants must be made aware that the confidentiality of the information they provide is subject to legal limitations in data confidentiality (i.e. the data may be subject to a subpoena, a freedom of information request or mandated reporting by some professions). This only applies to named or de-identified data. If your participants are named or de-identified, please confirm that you will specifically state these limitations.**

YES  NO

If **NO**, please indicate why this is the case below:

**NOTE: WHERE THE PROPOSED RESEARCH INVOLVES A SMALL SAMPLE OR FOCUS GROUP, PARTICIPANTS SHOULD BE ADVISED THAT THERE WILL BE DISTINCT LIMITATIONS IN THE LEVEL OF ANONYMITY THEY CAN BE AFFORDED.**

### **SECTION I: DATA ACCESS, SECURITY AND MANAGEMENT**

**26. Will the Researcher/Principal Investigator be responsible for the security of all data collected in connection with the proposed research? YES  NO**

If **NO**, please indicate what alternative arrangements are in place below:

**27. In line with the 5<sup>th</sup> principle of the Data Protection Act (1998), which states that personal data shall not be kept for longer than is necessary for that purpose or those purposes for which it was collected; please state how long data will be retained for.**

1-2 years  3-5 years  6-10 years  10> years

**NOTE: In line with** Research Councils UK (RCUK) guidance, doctoral project data should normally be stored for 10 years and Masters level data for up to 2 years

**28. Below is a checklist which relates to the management, storage and secure destruction of data for the purposes of the proposed research. Please indicate where relevant to your proposed arrangements.**

- Research data, codes and all identifying information to be kept in separate locked filing cabinets.
- Research data will only be stored in the University of Essex OneDrive system and no other cloud storage location.
- Access to computer files to be available to research team by password only.
- Access to computer files to be available to individuals outside the research team by password only (See **23.1**).
- Research data will be encrypted and transferred electronically within the UK.
- Research data will be encrypted and transferred electronically outside of the UK.

**NOTE:** Transfer of research data via third party commercial file sharing services, such as Google Docs and YouSendIt are not necessarily secure or permanent. These systems may also be located overseas and not covered by UK law. If the system is located outside the European Economic Area (EEA) or territories deemed to have sufficient standards of data protection, transfer may also breach the Data Protection Act (1998).

Essex students also have access the 'Box' service for file transfer: <https://www.essex.ac.uk/student/it-services/box>

- Use of personal addresses, postcodes, faxes, e-mails or telephone numbers.
- Collection and storage of personal sensitive data (e.g. racial or ethnic origin, political or religious beliefs or physical or mental health or condition).
- Use of personal data in the form of audio or video recordings.
- Primary data gathered on encrypted mobile devices (i.e. laptops).

**NOTE:** This should be transferred to secure University of Essex OneDrive at the first opportunity.

All electronic data will undergo secure disposal.

**NOTE:** For hard drives and magnetic storage devices (HDD or SSD), deleting files does not permanently erase the data on most systems, but only deletes the reference to the file. Files can be restored when deleted in this way. Research files must be overwritten to ensure they are completely irretrievable. Software is available for the secure erasing of files from hard drives which meet recognised standards to securely scramble sensitive data. Examples of this software are BC Wipe, Wipe File, DeleteOnClick and Eraser for Windows platforms. Mac users can use the standard 'secure empty trash' option; an alternative is Permanent eraser software.

All hardcopy data will undergo secure disposal.

**NOTE:** For shredding research data stored in hardcopy (i.e. paper), adopting DIN 3 ensures files are cut into 2mm strips or confetti like cross-cut particles of 4x40mm. The UK government requires a minimum standard of DIN 4 for its material, which ensures cross cut particles of at least 2x15mm.

**29. Please provide details of individuals outside the research team who will be given password protected access to encrypted data for the proposed research.**

n/a

**30. Please provide details on the regions and territories where research data will be electronically transferred that are external to the UK:**

n/a

## **SECTION J: PUBLICATION AND DISSEMINATION OF RESEARCH FINDINGS**

**30. How will the results of the research be reported and disseminated? (Select all that apply)**

- Peer reviewed journal
- Non-peer reviewed journal
- Peer reviewed books
- Publication in media, social media or website (including Podcasts and online videos)
- Conference presentation
- Internal report
- Promotional report and materials
- Reports compiled for or on behalf of external organisations
- Dissertation/Thesis
- Other publication
- Written feedback to research participants
- Presentation to participants or relevant community groups
- Other (Please specify below)

## **SECTION K: OTHER ETHICAL ISSUES**

**31. Are there any other ethical issues that have not been addressed which you would wish to bring to the attention of Tavistock Research Ethics Committee (TREC)?**

n/a

**SECTION L: CHECKLIST FOR ATTACHED DOCUMENTS****32. Please check that the following documents are attached to your application.**

- Letters of approval from any external ethical approval bodies (where relevant)
- Recruitment advertisement
- Participant information sheets (including easy-read where relevant)
- Consent forms (including easy-read where relevant)
- Assent form for children (where relevant)
- Letters of approval from locations for data collection
- Questionnaire
- Interview Schedule or topic guide
- Risk Assessment (where applicable)
- Overseas travel approval (where applicable)

**34. Where it is not possible to attach the above materials, please provide an explanation below.****Fieldwork Risk Assessment Audit**

Name: Iulia Udrescu-Clarke	School: Tavistock & Portman NHS Foundation Trust
Student number: XXXXXX	Supervisor / Director of Studies: Dale Bartle
Thesis Title: An Interpretative Phenomenological Analysis (IPA) exploration of primary school children's experiences of migration and adaptation to the United Kingdom	
Fieldwork location: Primary schools in the Local Authority where the researcher is on placement	Type of Fieldwork: Face-to-Face Interviews
Proposed dates or periods of Fieldwork: April – December 2022	
Potential hazards or risks: <i>(rate high medium or low)</i>	
1. Safeguarding children - low	2. Participants and/or interpreter (where applicable) experiencing strong feelings during or after the interview - low
3. Lone working – participants and/or interpreter causing physical injuries to the researcher; participants making accusations against the researcher of inappropriate behaviours - low	4. Awareness of cultural norms - low

5. Slips, trips and falls - low	6. Fire safety - low
7. Covid-19 - low	8. Data from audio-recording being stolen - low
9. Degree of privacy – low	10. Working with interpreters – behaving in inappropriate ways towards the researcher and/or the participants - low
<p>Potential Consequences for each hazard: <i>(please continue on a separate sheet if necessary)</i></p> <ol style="list-style-type: none"> <li>1. Participants making a safeguarding disclosure during the interview.</li> <li>2. Participants and/or interpreter becoming distressed and being verbally or physically abusive towards the researcher and/or the interpreter.</li> <li>3. Researcher experiencing high levels of stress</li> <li>4. If the researcher shows a lack of awareness of cultural norms, the participants/interpreter might feel offended or emotionally hurt and might display hostility towards the researcher</li> <li>5. Physical injuries - participants, researcher and interpreter</li> <li>6. Physical injuries – participants, researcher and interpreter</li> <li>7. Contracting Covid-19 - participants, researcher and interpreter</li> <li>8. Breach of data protection</li> <li>9. Breach of confidentiality and participants feeling unsafe to share freely during the interview, worrying about others hearing personal information.</li> <li>10. The participants and/or researcher being verbally or physically abused. The interpreter not maintaining confidentiality.</li> </ol>	
<p>Controls in place for each hazard in order of likely risk: <i>(please continue on a separate sheet if necessary)</i></p> <ol style="list-style-type: none"> <li>1. The researcher will inform participants of the limits to confidentiality when dealing with safeguarding disclosures. The researcher will follow the school and Local Authority's safeguarding procedures.</li> <li>2. The researcher will not include questions that could cause discomfort and participants will be informed that they have the right not to answer questions. However, despite cautionary measures to minimise and reduce risk, it is still possible that some participants might experience some distress during the interviews. Therefore, the researcher will pay attention to any signs of discomfort and if a child becomes particularly distressed, the interview will stop. The researcher will also ensure that there is a key trusted adult in school, such as a pastoral lead or SENCo, who can support the child if needed. The researcher will use her psychological skills to contain any strong feelings and de-escalate situations. Prior to the interview, the researcher will share with the interpreter (where applicable) the aims of the study, and likely questions and topics to be addressed in the interview. After the interview, the researcher will debrief the participants and interpreter (where appropriate), and signpost to relevant services.</li> <li>3. The researcher will arrange interview times and venues in advance and let her supervisor know the details of where she will be when. The researcher has an Enhanced DBS Certificate and experience of working with children in a one-to-one context.</li> <li>4. The researcher will familiarise herself with different cultural norms through discussions with the interpreter prior to the interview.</li> <li>5. The researcher will inspect the room prior to the interview and ensure there are no trips, slips or falls hazards, e.g. cables, spills, broken chairs.</li> <li>6. The researcher will familiarise herself with the fire procedures of the setting where the interviews are taking place, and will escort the child to the designated safe place</li> </ol>	

if needed.

7. The researcher, participants and interpreters will adhere to governmental and school procedures at the time of interviews, e.g. take a lateral-flow test, wear a face mask, maintain social distance.
8. Save audio-encrypted data on a password-protected device (mobile and/or laptop) and transfer it as soon as possible to the Essex One Drive Cloud.
9. Conducting the interviews in a quiet, confidential space.
10. The researcher will endeavour to recruit interpreters who are accredited and preferably have experience of working with children. The researcher will not leave the child unsupervised with the interpreter. Prior to the interview, the researcher will clearly contract the role of the interpreter during the interview and will seek verbal confirmation that the interpreter will maintain confidentiality boundaries.

*By signing this document you are indicating that you have consulted the policy and have fully considered the risks.*

Signature of Student:  
Iulia Udrescu-Clarke



Date: 08/02/2022

I agree to the assessment of risk in relation to this project.

Signature of Supervisor of Studies:



Date: 23.3.22

## Appendix I

### Letter of Ethical Approval

The Tavistock and Portman   
NHS Foundation Trust

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

Tel: 020 8938 2699  
Fax: 020 7447 3837

Iulia Udrescu-Clarke  
**By Email**

31 May 2022

Dear Iulia,

**Re: Research Ethics Application**

**Title:** An Interpretative Phenomenological Analysis exploration of primary school children's experiences of migration and adaptation to the United Kingdom

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

The Assessor has requested a completed Risk Assessment form so please can you forward this to me as soon as possible. additionally, the following advisory comments were recommended:

*Overall, this is a sound and well thought through proposal. I would merely caution that despite the inclusion of criteria designed to exclude obviously 'vulnerable' children, the researcher needs to remain very alert to unanticipated signs of vulnerability and to respond accordingly.*

**Please note that any changes to the project design including changes to methodology/data collection etc, must be referred to TREC as failure to do so, may result in a report of academic and/or research misconduct.**

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

I am copying this communication to your supervisor.

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

Yours sincerely,



**Paru Jeram**  
Secretary to the Trust Research Degrees Subcommittee  
T: 020 938 2699  
E: [academicquality@tavi-port.nhs.uk](mailto:academicquality@tavi-port.nhs.uk)

cc. Course Lead, Supervisor, Course Administrator



## Appendix J

### Recruitment Email for Schools

#### **An exploration of primary school children's experiences of migration and adaptation to the United Kingdom**

Dear Headteacher / SENCo,

My name is Iulia Udrescu-Clarke and I am a third year Trainee Educational Psychology at the Tavistock and Portman NHS Foundation Trust. I am currently looking for migrant children (aged 7-11) who would like to take part in my doctoral research study.

The aim of this research is to explore children's experiences of migration and adaptation to the UK. I am interested in hearing children's views to understand how they make sense of the migration process and contact with a new culture, and the role school plays in their adaptation.

#### **Who can take part in this research?**

I am seeking to interview 4-10 migrant children, aged between 7-11, currently attending a primary school in the UK. In this research, the term 'migrant' is used to refer to those who have voluntarily moved to a new country. In relation to children, the term is used to refer to first-generation migrant children, i.e., children born abroad. The children will have been in school for at least a term, but no longer than three years. The sample will not include asylum seekers and refugees, or children with a known history of trauma. English fluency is not a requirement for taking part, as interpreters will be used where appropriate.

If this is something that you think is applicable to any pupils in your school, I would greatly appreciate if you could let me know. I will then contact you to discuss future steps.

If you have any questions or would like to discuss this further, please do not hesitate to contact me.

Thank you in advance for your support.

Kind regards,  
Iulia Udrescu-Clarke  
Trainee Educational Psychologist

## Appendix K

### Parent/Carer Information Sheet

The Tavistock and Portman   
NHS Foundation Trust

#### Information sheet for parents / carers

#### **An exploration of primary school children's experiences of migration and adaptation to the United Kingdom**

Dear Parent/Carer,

Your child is invited to take part in a research project. Before you decide whether or not you wish your child to take part, it is important for you to understand why the research is being done and what participation will involve. Please read the following information carefully.

#### **Who is doing this research?**

My name is Iulia Udrescu-Clarke and I am a third year Trainee Educational Psychology at the Tavistock and Portman NHS Foundation Trust. I am carrying out this research as part of my Professional Doctorate in Educational and Child Psychology. I am working under the supervision of Dale Bartle, Research Supervisor.

#### **What is the aim of the research?**

This research aims to explore first-generation migrant children's experiences of migration and adaptation to the UK. I am interested in hearing children's views to understand how they make sense of the migration process and contact with a new culture, and the role school plays in their adaptation.

#### **Who can take part in this research?**

I am seeking to interview 4-10 migrant children, aged between 7-11, currently attending a primary school in the UK. In this research, the term 'migrant' is used to refer to those who have voluntarily moved to a new country. In relation to children, the term is used to refer to first-generation migrant children, i.e., children born abroad. The children will have been in school for at least a term, but no longer than three years. The sample will not include asylum seekers and refugees, or children with a known history of trauma. This decision was made for ethical reasons, as the interview might cause them increased distress. English fluency is not a requirement for taking part, as interpreters will be used where appropriate.

#### **What does participation involve?**

If you are interested in your child taking part in this research, I will meet with you and your child in school. This will be a chance to find out more about the research, ask any questions and gain consent from you and your child. If you consent, I will ask you some questions to gain some background information about your child.

Then I will carry out an interview with your child in school. I will ask your child to draw a picture about their experience of moving countries and will ask some questions about their experience of moving and living in the UK. No identifying features will be included.

An interpreter will also be present if you or your child need access to one.

### **Will my child be recorded and how will the recorded media be used?**

The session with your child will be audio-recorded. This recording will be used only for analysis and write-up. No one outside the project will be given access to the recording.

I will also take a picture of your child's drawing. If you and your child consent, I will include the picture of the drawing in my write-up.

### **Does my child have to take part?**

Participation in this research is voluntary. It is up to you and your child to decide whether or not your child takes part. If you agree, you will be asked to sign a consent form.

### **What will happen if my child or I don't want to carry on with the research?**

You are free to withdraw from the research before the data analysis (one month after the interview), without giving a reason.

### **What are the possible benefits of taking part?**

There is not much research looking at the experiences of migrant children in primary schools and those who are not yet fluent in English. This research aims to be a positive opportunity for children to tell their stories. I hope that by listening to children's views, this research will add to our understanding of how best to support children adapt to life and school in the UK.

### **What are the possible risks of taking part?**

It is possible that some children might become upset when talking about their experiences. The researcher will not use questions that could cause discomfort. The questions will be open ended to allow the children to say as much or as little as they wish. The children have the right not to answer questions. Your child's wellbeing will always be prioritised and if there is any sign of distress, the interview will stop. There will be a key person in school who your child can speak to after the interview if needed. In the unlikely event that your child continues to be distressed, you may wish to seek support from organisations such as Childline ([0800 1111](tel:08001111); <https://www.childline.org.uk/get-support/>).

### **What will happen to the findings from the research?**

The findings including verbatim quotes will be written up as part of my thesis, which will be read by examiners and stored online at the University of Essex thesis repository. I may also publish the findings in a peer reviewed journal. I may also share the findings anonymously with the schools of the children taking part in the research and with the local Educational Psychology Service. You will have the option to read a summary of my findings.

### **Will information about the participants taking part in this study be kept confidential?**

Yes, all information collected during this research will be kept strictly confidential.

**Are there times when the data cannot be kept confidential?**

Confidentiality is subject to legal limitations or if a disclosure is made that suggests that any harm to self and / or others may occur. In this instance, the local safeguarding procedure will be followed. Given the small sample of this research, there may be implications for anonymity. This means that children may recognise some examples and experiences they have shared in interviews. However, to protect their identity, pseudonyms will be used.

**How will my data be stored?**

All data will be stored in accordance with the Tavistock and Portman NHS Foundation Trust data protection policy. In line with Research Councils UK guidance, doctoral project data will be stored for up to five years, and then securely destroyed.

**Will participation in this research affect any future involvement with the Educational Psychology Service?**

No, any future involvement with the Educational Psychology Service will not be affected by participation or withdrawal from this research.

**Who has given permission for this research?**

This research has been approved by the Tavistock and Portman Trust Research Ethics Committee (TREC).

**Contact details for further information**

If you are interested in your child taking part in this research or have any questions, please contact me on [email address]

**If you have any concerns about the research you can contact:**

- My supervisor, Dale Bartle, [email address]
- Head of Academic Governance and Quality Assurance, [email address]

**Thank you for reading this!**

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If you are interested in this research and would like your child to take part, please contact me on [email address] or [phone number]. Alternatively, please sign below and return this to the member of staff who gave you the information sheet.

Name:

Signature:

Date:

Email address:

I give my consent for the researcher to contact me via this email address and/or phone number

I give my consent for my email address and/or phone number to be used solely for the purpose of this research

## Appendix L

### Participant Information Sheet

The Tavistock and Portman   
NHS Foundation Trust

#### Information sheet for children

#### **An exploration of primary school children's experiences of migration and adaptation to the United Kingdom**



Hi,  
You are invited to take part in my research project.

#### **Who is doing this research?**

My name is Lulia Udrescu-Clarke. I am training to be an Educational Psychologist. I work with lots of children in different schools.

#### **What is this research project about?**

I would like to find out about migrant children's experiences of moving to the UK and going to a primary school here.

#### **Who can take part in this research?**

Only migrant children can take part in this project. Migrant means someone who has moved to a new country. I will be speaking to 4-10 children, who are in primary school.

#### **Why do you want to find out about children's experiences?**

I also moved to the UK from another country, and I know there are many new things to get used to. That's why I want to find out what moving was like for you and other children. I think it's important for grown-ups to listen to children's views. This will help me and schools know how to support other migrant children.



#### **What will happen if I take part?**

- I will meet with you and your parent(s) in school. This is for you to find out more about the research and ask me any questions.
- Then I would like to talk only to you about your experiences of moving to the UK and going to a school here, so I will ask you some questions about this. You can also draw a picture if you want to.

- Someone who speaks your language might also join us to help us speak to each other.
- Our chat will be recorded, so I can remember what you say. No one else will hear this.

### **What will happen after I take part?**

- I will type up what you and other children told me. This will be included in my thesis (written project), which will be read by examiners.
- I will ask you if it's okay to keep a copy of your picture and include it in my thesis.
- I may also publish my research in a journal, so that other people working with children can read it.
- If you would like to, you can hear about what I found.



### **Will anyone else know what I have said?**

No. Your name will not be included in my thesis, so they won't know it's you. The only time I will tell someone else in school what you have said, is if I think that you or someone else might be at risk of being hurt.

### **Do I have to take part?**

It is up to you if you want to take part or not. If you decide to take part and then change your mind, that's fine too, you can stop at any time and don't have to give a reason.



### **Who has given permission for this research?**

The Tavistock and Portman NHS Foundation Trust have given approval for this research.

Thank you for reading 😊



## Appendix M

### Sample of Translated Forms (Portuguese version)

The Tavistock and Portman   
NHS Foundation Trust

#### Ficha informativa para pais/responsáveis

### Uma exploração das experiências de migração e adaptação ao Reino Unido de crianças do ensino fundamental

Prezado Pai/Responsável,

Seu filho/a é convidado a participar de um projeto de pesquisa. Antes de decidir se deseja ou não que seu filho participe, é importante que você entenda por que a pesquisa está sendo realizada e o que a participação envolverá. Por favor, leia cuidadosamente as informações seguintes.

#### Quem está fazendo essa pesquisa?

Meu nome é Iulia Udrescu-Clarke e sou estagiária de psicologia educacional do terceiro ano no Tavistock and Portman NHS Foundation Trust. Estou desenvolvendo esta pesquisa como parte do meu Doutorado Profissional em Psicologia Educacional e Infantil. Estou trabalhando sob a orientação de Dale Bartle, supervisor da minha pesquisa.

#### Qual é o objetivo da pesquisa?

Esta pesquisa tem como objetivo explorar as experiências de emigração e adaptação ao Reino Unido de crianças emigrantes de primeira geração. Estou interessado em ouvir as opiniões das crianças para entender como elas entendem o processo de emigração e o contato com uma nova cultura e o papel que a escola desempenha em sua adaptação.

#### Quem pode participar desta pesquisa?

Estou tentando entrevistar de 4 a 10 crianças emigrantes, com idades entre 7 e 11 anos, que atualmente frequentam uma escola primária no Reino Unido. Nesta pesquisa, o termo 'emigrante' é usado para se referir àqueles que se mudaram voluntariamente para um novo país. Em relação aos filhos, o termo é utilizado para se referir à primeira geração de filhos de emigrantes de primeira geração, ou seja, filhos nascidos no exterior. As crianças devem ter frequentado uma escola por pelo menos um bimestre, mas não mais do que três anos. O critério para participação não incluirá requerentes de asilo e refugiados, ou crianças com histórico conhecido de trauma. Essa decisão foi tomada por razões éticas, pois a entrevista poderia causar-lhes maior sofrimento. Fluência em inglês não é um pré-requisito para participação, pois intérpretes serão usados quando necessário.

#### O que envolve a participação?

Se você estiver interessado em que seu filho/a participe desta pesquisa, me encontrarei com você e seu filho na escola. Esta será uma oportunidade de você saber mais sobre a pesquisa, fazer perguntas e que seu consentimento de seu filho

possam ser obtidos. Se você consentir, farei algumas perguntas para obter algumas informações básicas sobre seu filho.

Em seguida, eu entrevistarei o seu filho/a e pedirei a ele/a que faça um desenho sobre sua experiência de mudança de país. Também farei algumas perguntas sobre sua experiência de mudança para o Reino Unido e sobre sua experiência de vida aqui. Nenhuma informação sobre a identidade da criança será incluída. Um intérprete poderá estar presente se você ou seu filho precisarem de acesso a um.

### **Meu filho será gravado e como a mídia gravada será usada?**

A sessão com seu filho/a será gravada em áudio. Esta gravação será utilizada apenas para análise e redação. Ninguém fora do projeto de pesquisa terá acesso à gravação. Também vou tirar uma foto do desenho do seu filho/a. Se você e consenta criança consentirem, incluirei a foto do desenho no corpo da tese.

### **Meu filho precisa participar?**

A participação nesta pesquisa é voluntária. Cabe a você e ao seu filho/a decidir se ele/a participará ou não. Se concordarem, pedirei que você assine um termo de consentimento.

### **O que acontecerá se meu filho ou eu não quisermos continuar com a pesquisa?**

Você é livre para desistir da pesquisa antes da análise dos dados (um mês após a entrevista), sem justificar um motivo.

### **Quais são os possíveis benefícios de participar?**

Não há muita pesquisa sobre as experiências de crianças emigrantes em escolas primárias e aquelas que ainda não são fluentes em inglês. Esta pesquisa pretende ser uma oportunidade positiva para as crianças contarem suas histórias. Espero que, ao ouvir as opiniões das crianças, esta pesquisa contribua para nossa compreensão sobre a melhor forma de apoiar a adaptação das crianças à vida e à escola no Reino Unido.

### **Quais são os possíveis riscos de participar?**

É possível que algumas crianças fiquem chateadas ao falar sobre suas experiências. O pesquisador não fará perguntas que possam causar desconforto. As perguntas serão abertas para permitir que as crianças digam o quanto quiserem. As crianças terão o direito de não responder às perguntas. O bem-estar da criança será sempre priorizado e se houver algum sinal de sofrimento, a entrevista será interrompida. Haverá uma pessoa-chave na escola com quem seu filho/a poderá falar após a entrevista, se necessário. No caso improvável de seu filho/a continuar chateado, você pode procurar apoio de organizações como Childline ( [0800 1111](tel:08001111) ; <https://www.childline.org.uk/get-support/> ).

### **O que acontecerá com as descobertas da pesquisa?**

As descobertas serão escritas como parte da minha tese, e deverão incluir algumas citações exatas do que foi relatado pela criança. A tese será lida pelos examinadores e armazenada online no repositório de teses da Universidade de Essex. Também posso publicar as descobertas em um periódico revisado por pares. Também posso compartilhar os resultados anonimamente com as escolas das



crianças participantes da pesquisa e com o Serviço de Psicologia Educacional local. Você terá a opção de ler um resumo das minhas descobertas.

### **As informações sobre os participantes deste estudo serão mantidas em sigilo?**

Sim, todas as informações coletadas durante esta pesquisa serão mantidas estritamente confidenciais.

### **Há momentos em que os dados não podem ser mantidos em sigilo?**

A confidencialidade está sujeita a limitações legais ou se for feita uma divulgação que sugira que possa ocorrer algum dano à criança e/ou a outros. Neste caso, o procedimento de proteção local será seguido. Em virtude do número pequeno de participantes desta pesquisa, pode haver implicações para o total anonimato. Isso significa que as crianças podem reconhecer alguns exemplos e experiências que compartilharam nas entrevistas. No entanto, para proteger sua identidade, pseudônimos serão usados.

### **Como meus dados serão armazenados?**

Todos os dados serão armazenados de acordo com a política de proteção de dados do Tavistock and Portman NHS Foundation Trust. De acordo com a orientação do Research Councils UK, os dados do projeto de doutorado serão armazenados por até cinco anos e depois destruídos com segurança.

### **A participação nesta pesquisa afetará algum envolvimento futuro com o Serviço de Psicologia Educacional?**

Não, qualquer envolvimento futuro com o Serviço de Psicologia Educacional não será afetado pela participação ou desistência desta pesquisa.

### **Quem deu permissão para esta pesquisa?**

Esta pesquisa foi aprovada pelo Tavistock and Portman Trust Research Ethics Committee (TREC).

### **Detalhes de contato para mais informações**

Se você estiver interessado em que seu filho/a participe desta pesquisa ou tiver alguma dúvida, entre em contato comigo através do e-mail [email]

### **Se você tiver alguma dúvida sobre a pesquisa , pode entrar em contato com:**

- Meu supervisor, Dale Bartle, [email]
- Chefe de Governança Acadêmica e Garantia de Qualidade, [email]

### **Obrigada por ler esse documento!**

-----

Se você estiver interessado nesta pesquisa e quiser que seu filho/a participe, entre em contato comigo através do e-mail [email] ou [phone number]. Como alternativa, assine abaixo e devolva ao funcionário que deu-lhe a folha de informações.

Nome:

Assinatura:

Encontro:

Endereço de email:

Dou meu consentimento para que o pesquisador entre em contato comigo através deste endereço de e-mail e/ou número de telefone

Dou meu consentimento para que meu endereço de e-mail e/ou número de telefone sejam usados exclusivamente para os fins desta pesquisa

## Ficha informativa para crianças

The Tavistock and Portman   
NHS Foundation Trust

### Uma exploração das experiências de migração e adaptação ao Reino Unido de crianças do ensino fundamental

Oi,  
Você está convidado a participar do meu projeto de pesquisa.



#### Quem está fazendo essa pesquisa?

Meu nome é Iulia Udrescu-Clarke. Estou me formando como Psicóloga Educacional. Eu trabalho com muitas crianças em diferentes escolas.

#### Do que se trata este projeto de pesquisa?

Eu gostaria de saber mais sobre as experiências das crianças emigrantes ao se mudarem para o Reino Unido e frequentarem uma escola primária aqui.

#### Quem pode participar desta pesquisa?

Apenas crianças migrantes podem participar deste projeto. Emigrante significa alguém que se mudou para um novo país. Estarei conversando com 4-10 crianças, que estão na escola primária.

#### Por que você quer saber mais sobre as experiências das crianças?

Também me mudei de outro país para o Reino Unido e sei que há muitas coisas novas com as quais tive que me acostumar. É por isso que quero saber como foi a mudança para você e outras crianças. Acho importante que os adultos escutem a opinião das crianças. Isso ajudará a mim e às escolas a saber como apoiar outras crianças emigrantes.



#### O que acontecerá se eu participar?

- Vou encontrar-me com você e seus pais na sua escola. Isto é para que você possa saber mais sobre a pesquisa e também tenha oportunidade de fazer perguntas.
- Depois eu gostaria de conversar apenas com você sobre suas experiências de mudança para o Reino Unido e farei algumas

perguntas sobre sua experiência de estudar aqui. Você também poderá fazer um desenho, se quiser.

- Alguém que fale seu idioma também pode se juntar a nós para nos ajudar a falar uns com os outros.
- Nosso bate-papo será gravado, para que eu me lembre do que você disser. Ninguém mais vai ouvir isso.

### **O que vai acontecer depois que eu participar?**

- Vou digitar o que você e outras crianças me contaram. Isso será incluído na minha tese (parte escrita da minha pesquisa), que será lida pelos examinadores.
- Vou perguntar pra você se eu posso tirar uma cópia do seu desenho e incluí-lo em minha tese.
- Também posso publicar minha pesquisa em um jornal, para que outras pessoas que trabalham com crianças possam lê-la.
- Se você quiser, posso compartilhar os resultados da minha pesquisa com você.



### **Alguém mais saberá o que eu disse?**

Não. Seu nome não será incluído na minha tese, então eles não saberão que é você. A única vez que direi a outra pessoa na escola o que você disse é se eu achar que você ou outra pessoa pode estar em risco de se machucar.

### **Eu tenho que participar?**

Cabe a você decidir se quer participar ou não. Se você decidir participar e depois mudar de ideia, tudo bem também, você pode parar a qualquer momento e não precisa dar nenhum motivo.



### **Quem deu permissão para esta pesquisa?**

O Tavistock e o Portman NHS Foundation Trust aprovaram esta pesquisa.

Obrigada por ler 😊



## Formulário de consentimento

### Título da pesquisa: Uma exploração das experiências de migração e adaptação ao Reino Unido de crianças do ensino fundamental

Este projeto de investigação é faz parte de um programa de Doutorado Profissional em Psicologia Educacional e Infantil da investigadora.

**Por favor, leia as seguintes declarações**

**Inclua suas iniciais aqui se você concorda**

Li e compreendi o folheto informativo.	
Eu tive a oportunidade de fazer perguntas, se eu quisesse.	
Eu entendo que a participação nesta pesquisa é voluntária e meu filho/a pode desistir a qualquer momento sem dar um motivo.	
Eu concordo que a entrevista do meu filho/a seja gravada em áudio.	
Entendo que posso solicitar a retirada dos dados do meu filho até o momento da análise dos dados (até 1 mese após a entrevista).	
Eu concordo que o pesquisador tire uma foto do desenho do meu filho/a. Entendo que nenhuma outra gravação visual ou fotografias serão feitas.	
Entendo que os dados do meu filho/a serão anonimizados usando um pseudônimo.	
Eu entendo que todas as tentativas serão feitas para anonimizar os dados pessoais do meu filho/a para evitar que seus dados sejam identificados, mas há limitações para isso devido ao numero pequeno de participantes.	
Entendo que há limitações à confidencialidade relacionadas a deveres legais e ameaças de danos ao meu filho/filha ou a outros.	
Entendo que os resultados desta pesquisa serão redigidos em uma tese, o que significa que ela pode ser acessada por meio da biblioteca da universidade. As descobertas também podem ser escritas em um diário revisado por pares e/ou compartilhadas anonimamente com a escola de meu filho e o Serviço de Psicologia Educacional local.	
Entendo que as publicações escritas também podem incluir citações anônimas.	
Eu concordo que o pesquisador compartilhe um resumo das descobertas comigo por e-mail.	
Eu concordo que meu filho/a participe desta pesquisa.	

Seu nome:

Assinado:

Encontro:

Nome da pesquisadora: Iulia Udrescu-Clarke

Assinado:

Encontro:









**Obrigado pela ajuda!**

## Formulário de Assentimento do Participante

### Experiências de crianças do ensino fundamental sobre migração e adaptação ao Reino Unido

**Por favor, leia as declarações abaixo se você concorda com elas**

**Marque aqui se você concorda**

Li e compreendi o folheto informativo.		
Eu tive a oportunidade de fazer perguntas, se eu quisesse.		
Eu entendo que só participo se eu quiser e posso interromper minha participação na pesquisa a qualquer momento.		
Eu concordo que minha entrevista seja gravada em áudio.		
Eu concordo que a pesquisadora tire uma foto do meu desenho e inclua em seu projeto.		
Eu entendo que um nome diferente será usado para mim na redação desta pesquisa.		
Entendo que o único momento em que o que digo pode ser compartilhado é se eu ou outra pessoa corremos o risco de sermos feridos.		
Entendo que os resultados desta pesquisa serão escritos em uma tese e também podem estar em um diário e/ou compartilhados anonimamente com minha escola.		
Eu concordo em participar desta pesquisa.		

Seu nome:

Assinado:

Encontro:

Nome da pesquisadora: Iulia Udrescu-Clarke

Assinado:

Encontro:

**Obrigado pela ajuda!**

## Appendix N

### Consent Form for Parents/Carers

The Tavistock and Portman   
NHS Foundation Trust

## Consent form for parents / carers

### Research title: An exploration of primary school children's experiences of migration and adaptation to the United Kingdom

This research project is completed as part of the researcher's Professional Doctorate in Educational and Child Psychology.

#### Please read the following statements

Initial here  
if you  
agree

I have read and understood the information sheet.	
I have had the chance to ask questions if I wanted to.	
I understand that participation in this research is voluntary and my child is able to withdraw at any time without giving a reason.	
I agree for my child's interview to be audio-recorded.	
I understand that I can request to withdraw my child's data up to the point of data analysis (up to 1 month after the interview).	
I agree for the researcher to take a picture of my child's drawing. I understand that no other visual recording or photographs will be taken.	
I understand that my child's data will be anonymised using a pseudonym.	
I understand that all attempts will be made to anonymise my child's details to avoid links to the data, but there are limitations to this due to the small sample size.	
I understand that there are limitations to confidentiality relating to legal duties and threat of harm to self or others.	
I understand that the findings from this research will be written up in a thesis, which means it can be accessed through the university's library. The findings may also be written in a peer reviewed journal and/or shared anonymously with my child's school and the local Educational Psychology Service.	
I understand that written publications might also include anonymised quotes.	
I agree for the researcher to share a summary of the findings with me via email.	
I agree for my child to participate in this research.	

Your name:

Signed:

Date:

Researcher's name: Iulia Udrescu-Clarke

Signed:

Date:

**Thank you for your help!**

## Appendix O

## Participant Assent Form









The Tavistock and Portman   
NHS Foundation Trust

## Participant Assent Form

## Primary school children's experiences of migration and adaptation to the UK

Please read the statements below if you agree with them

Tick here if you agree

I have read and understood the information sheet.		
I have had the chance to ask questions if I wanted to.		
I understand that I only take part if I want to and I am allowed to stop taking part in the research at any time.		
I agree for my interview to be audio-recorded.		
I agree for the researcher to take a picture of my drawing and include it in her project.		
I understand that a different name will be used for me in the write up of this research.		
I understand that the only time when what I say might be shared is when myself or someone else might be at risk of being hurt.		
I understand that the findings from this research will be written up in a thesis and might also be in a journal and/or shared anonymously with my school.		
I agree to take part in this research.		

Your name:

Signed:

Date:

Researcher's name: Iulia Udrescu-Clarke

Signed:

Date:

**Thank you for your help!**

## Appendix P

### Background Information Questions

- Child's country of birth
- Child's age at the time of migration
- Time spent in the UK
- Previous schooling in home country
- Previous exposure to English
- Main language(s) spoken at home



## Appendix Q

### Interview Schedule

#### Example introduction

Thank you for meeting with me today and for agreeing to speak to me. I am Iulia, a Trainee Educational Psychologist, and I work with lots of children in different schools.

Today we're meeting because you have agreed to take part in my research study. This research is about migrant children's experiences of moving to the UK and going to a primary school here. Migrant means someone who has moved to a new country.

I also moved to the UK from another country, and I know there are many new things to get used to. That's why I want to find out what moving was like for you and other children. I think it's important for grown-ups to listen to children's views. This will help me and schools know how to support other migrant children.

I am really interested in hearing about your experiences of moving to the UK and living here. I would like to talk to you about your experiences of being a migrant and what that has been like for you at school.

*Introduce the interpreter if applicable. This is x and they speak English and x. They are here to help you and me speak to each other.*

Our conversation will be recorded. This will help me to listen carefully to what you are saying.

If you want me to stop or have a break just let me know.

Do you have any questions for me?

#### Example opening statement

Before I ask you some questions, I would like to think about your experience of moving to the UK and I would like to invite you to draw a picture if you want to.

1) Thank you for drawing, would you like to tell me about it?

Possible subsequent questions:

- What have you drawn?
- Who is in the drawing?
- What are they doing?

#### Interview schedule

#### Possible prompts & probes

- Can you tell me a bit more about that?
- What do you mean by ... ?
- Why?
- How?
- How did you feel?
- What did you do?

### Moving to the UK

- Can you tell me about your experience of moving to the UK?
- Can you tell me about the first time you heard you were moving?
- What did you think the UK would be like before you got there? Was it similar or different?
- Can you tell me about some of your first memories in the UK?
- What is the best/worst thing about living in the UK?
- *If applicable. Can you tell me how you found learning English? How does it compare to speaking x language? What has helped you?*
- Have you noticed any changes over time?

### School

Can you tell me what was it like when you started school in the UK? What did it feel like?

- Were you given any support? What has helpful/unhelpful about it?

Can you tell me about your school experiences so far/now? What does it feel like now?

How do you feel as a pupil from x / as a migrant pupil / as a pupil speaking x in your school?

Is there anything else you would like to tell me?

### **Ending**

- Summary of the discussion
- Do you have any questions for me?
- Remind participants what will happen next.
- Thank you for talking to me about your experiences.

## Appendix R

### Sample of Analysis Extracts

**Table R1**

*Extract from Ariccaraz's Analysis*

Exploratory Notes (descriptive, <i>linguistic</i> , <i>conceptual</i> )	Line No.	Transcript	Experiential Statements
<p>Did not think they needed to move, because his family and friends were in France. <i>Change in tone and intonation, questioning using the word 'what'. Use of the word 'need'. Suggesting that perhaps he was surprised/shocked by the news and didn't understand why they were moving or agree with the decision.</i></p> <p><i>Sighing and the use of the word 'weird' to reflect his reaction.</i></p> <p><i>Previous use of 'weird' above, perhaps indicating not understanding.</i></p> <p>Shared his thoughts with his parents.</p>	95	see, ah hm, can you remember the first time you	<p>Not understanding and questioning the decision to move</p> <p>Relationships with family and friends given as a reason to stay in France</p> <p>Experience of brief separation from his parents and staying with his grandmother</p>
	96	heard that you were moving?	
	97	A: ah I was like, "what? but we don't need to!". It's	
	98	better in France, because all of the family is there,	
	99	and all of my friends are there [sigh]. So it was weird	
	100	to hear it	
	101	R: yeah, so it was a bit weird to hear it	
	102	A: yeah	
	103	R: and you kind of thought, "oh why we're moving	
	104	cause all the family and friends are here". So who, did	
	105	you say that to someone or did you think that to	
106	yourself?		
107	A: I said it to the pare-, to my parents		
108	R: to your parents, ok, so you had a bit of a chat with		
109	them about it		
110	A: yeah		
111	R: yeah, ok. And what did they say back?		
112	A: they said, "but we already got the house. And ah		
113	so we, so we alrea- and so we're going in England		
114	and we're leaving you in your grandma's house until		
115	we come back to, to, to go in England"		
116	R: ok, so what do you mean? Did your parents go first		
Stayed with his grandma. <i>Use of</i>			

Exploratory Notes (descriptive, linguistic, conceptual)	Line No.	Transcript	Experiential Statements
'we're leaving you'	117	and then you joined them or?	
	118	A: yeah. No, my parents came first, then they came	
Parents travelled first and then returned to pick up the children.	119	back to pi- to make us come	
Use of the phrase 'make us	120	R: ah, ok, so they came first to get things sorted and	Lack of agency regarding his parents' decisions
	121	then they came back to pick up you and your	
	122	brother?	
	123	A: yeah	
come', changed from what seemed like 'pick us', perhaps to highlight that it was their decision	124	R: yeah, ok. So, you stayed with your grandma for a	
	125	bit?	
	126	A: yeah	
	127	R: yeah, ok. And can you remember what that felt	
	128	like?	
	129	A: ah, what that felt like? Staying in my grandma's	
	130	house? Oh it was good because all of the, nearly all	
	131	of the family was there	
	132	R: okay	Enjoyed time with extended family before moving
Enjoyed staying with his grandma because of seeing his family	133	A: so at least I could see my uncles	
	134	R: yeah	
	135	A: and after that, when we were, the day we had to	
	136	go, one of my uncles gave us a PS3	The day they left marked by receiving a gift from his uncle
	137	R: oh, as a goodbye present	
	138	A: yeah	
Received a present from his uncle the day he left, which he described as "the day we had to go"	139	R: oh, that's very nice. Did you like that?	
	140	A: yes	
	141	R: yeah, ok. And can you remember the day you left?	
	142	A: erm I was happy. I was really happy to see another	
	143	country	
	144	R: yeah	Felt happy to be visiting another country
	145	A: but I wasn't, I didn't realise that we were moving	
Feeling happy to see another	146	R: ok, what do you mean?	

Exploratory Notes (descriptive, <i>linguistic</i> , <i>conceptual</i> )	Line No.	Transcript	Experiential Statements
country  Did not realise they were moving to the UK, but thought they were going on holiday. Realisation made him feel sad.	147 148 149 150 151 152 153	A: like, I didn't realise, I thought it was only for holidays, but after I realised that it was actually not for holidays ... and I was a bit sad R: mhm, so you thought, "oh we're in a new country, we're on holiday" so you felt a bit happy, but then when you realised that actually you've moved that felt a bit sad	Did not realise they were moving to the UK
Felt sad because his family and friends were in France. <i>Use of the word 'all'</i> . <i>Sense of loss of relationships</i>	154 155 156 157 158 159 160 161 162 163 164 165 166 167	A: yeah. But I was still happy because it was the holidays R: ok, because you moved here during the holidays didn't you? A: yeah R: yeah. And can you tell me a little bit more why, why did you feel sad? A: ah it was because my family, all of my family and friends were in France R: ok, so you felt a bit sad that they were still there A: yeah R: yeah, cause you moved with your mum and dad and your bother A: and my brother yeah	Realisation they had moved associated with feeling sad and a sense of loss of relationships
Keeping in touch with family, not so much with friends	168 169 170 171 172 173 174 175 176	R: and your brother. And do you still keep in touch with some of your friends and family in France? You still talk to them? A: a bit, because I don't, I'm not sure if my mum has their mum's number R: ok, so maybe not so much with the friends A: yeah R: yeah. But with the family? A: yeah	Different transnational relationships with family and friends

Exploratory Notes (descriptive, <a href="#">linguistic</a> , <a href="#">conceptual</a> )	Line No.	Transcript	Experiential Statements	
Pre-migration view of the UK was linked to British symbols, e.g., red phone booths and double-deckers	177	R: yeah, you talk to them, okay. And what did you think England was gonna be like before you got here?	Pre- and post-migration views of the UK linked to features of the physical environment, including British symbols	
	178			
	179	A: I did, I just thought it was like with phones, erm hm		
	180	red cages with phones, with phone things [inside		
	181	them and the buses] and buses, with two stages		
	182	R: [oh yeah, the read phone booth]. yeah, cause they		
	183	are quite unique, aren't they?		
	184	A: yeah		
	185	R: have you been on one?		Enjoys the experience of travelling in a British double-decker bus
	186	A: yeah		
	187	R: do you like it?		
	188	A: yeah, I always go to the top		
	189	R: do you?! and look from the front seat, that's the		
	190	best spot, isn't it		
	191	A: yeah, but sometimes I can't go on the front seat		
	192	R: yeah, cause there might be someone else there.		
	193	Ok, so before you came here you were thinking kind		
194	of the red phone boxes			
195	A: yeah			
196	R: and the red buses as well. And then when you			
197	came here, was it similar or was it different to what			
198	you were thinking it was going to be like?			
199	A: it was a bit similar, but just with more cars and			
Similar to what he had imagined. Reference to features in the environment	200	more things	Food as a marker for learning about and experiencing cultural similarities and differences	
	201	R: ok		
	202	A: ah but what I learned that it was that I could eat		
203	McDonalds and I could eat a lot of things in			
204	McDonalds. But in France I couldn't because it was			
205	pork. Most of the hamburgers and cheeseburgers			
Found out that he could eat more things at McDonalds. <a href="#">Use of 'I</a>	206	were with porks		

Exploratory Notes (descriptive, linguistic, conceptual)	Line No.	Transcript	Experiential Statements
<p>learned', perhaps an example of learning about a new culture. Perhaps linked to religious identity. Introduced differences between France and the UK</p>	207	R: oh, okay, so then you couldn't have them there,	<p>Aspects of intersectionality in relation to his identity across contexts</p>
	208	but in England	
	209	A: yeah, I could	
	210	R: cause it's not with pork. Yeah, ok. So do you like	
	211	going to McDonalds?	
	212	A: yeah	
	213	R: yeah, what's your favourite thing to get?	
	214	A: ah ... a McChicken	
	215	R: mhm	
	216	A: but I prefer KFC	
	217	R: oh, okay, KFC, yeah	
	218	A: but it's just that there is a burger that's not there,	
	<p>Spoke about a burger. Something that is really good, but is missing in England. Interesting that this followed immediately after his example of something that he can do in the UK, but not France – balancing it out?</p>	219	
220		it's not in England	
221		R: oh, so that's something that's only in France	
222		A: yeah	
223		R: what's in that burger?	
224		A: it's like a s-, it's a similar burger that it's there in	
225		England, but not with the same sauce	
226		R: oh, it's got a different sauce, yeah. Can you	
227		remember what that sauce is? You made me curious	
228		now	
<p>Discussion about food, by drawing on something concrete, is this way of making sense of similarities and differences between the cultures?</p>	229	A: I don't know what the sauce is called	
	230	R: but yeah sometimes you know you get some food	
	231	in one country, but you don't get it in the other one	
	232	A: yeah it's and there's also things that aren't there in	
	233	McDonalds, but that are in France, like potatoes and	
	234	a sauce ah I know the name, I think it's something like	
	235	ah may- mayonnaise, but it's not, it's called, in	
	236	French it's called 'pommes frit'	

Exploratory Notes (descriptive, <i>linguistic</i> , <i>conceptual</i> )	Line No.	Transcript	Experiential Statements
More examples of food items not found in the UK.	237	R: pommes frit, ok. Is that for the chips?	
	238	A: yeah	
	239	R: and you know what A, it's funny you say that,	
	240	because in my country we also have mayonnaise in	
	241	McDonalds and when I go to McDonalds here I	
	242	always think, "they don't have mayonnaise here!", so I	
	243	noticed that as well. mhm ok mhm so that, you were	
Speaking English described as the best thing about living in the UK. Status of the English language. <i>Discussions with his dad about language – what was the reason?</i>	244	thinking about McDonalds and how you can have that	Speaking English as one of the best things about living in the UK
	245	here and a few other things about food. Ah what do	
	246	you think is the best thing about living in the UK, in	
	247	England?	
	248	A: ah, it's that I speak English, and my dad said it was	
249	the inter, international language. Like, and a lot of		
250	people in the world speak English, that's what my dad		
Friends described as really good. <i>He didn't answer my follow-up questions, carried on giving more examples of 'best things about living in England'.</i>	251	told me	Social aspects of living in the UK perceived as positive
	252	R: ok, yeah, so you think the best bit about being here	
	253	is that you speak English. Why do you think that's the	
	254	best thing?	
	255	A: I also think that my friends are really good	
	256	R: mhm, your friends here?	
	257	A: yeah, and that ah there is not a lot of things, like, I	
Reference to his neighbourhood, he does not live in an area with 'mean people'.	258	don't live somewhere with, with people that are like a	School as one of the best things about living in England
	259	bit mean, sometimes like some people can be mean	
	260	R: ok, yeah, do you want to tell me a bit more about	
	261	that?	
	262	A: ah and also [exhale] the best about living in	
School described as really good,	263	England is that the school is really good. You can	Experiencing differences in school in relation to food
	264	have milk at lunch or even at breakfast club	
	265	R: oh okay, so you like having milk in school	
	266	A: and also, like they don't give a lot of food, but they	



Exploratory Notes (descriptive, linguistic, conceptual)	Line No.	Transcript	Experiential Statements
making reference to food. Comparison with school lunch in France. Repeated use of “really good”.	267 268 269 270 271 272 273 274 275	still give enough. Because in France sometimes they gave enough, but sometimes they didn't give enough. And sometimes the food wasn't good enough R: ok, was that the school lunch in France? Yeah, but you said you get enough here at this school A: yeah R: yeah, and do you like the lunches here? Have you got a favourite meal? A: yeah, the chicken, the BBQ chicken	
Friends described as “really kind”. Sad that one of his friends left school. Repeated experience of his friends moving. I wonder what this means in the context of recently established friendships in a new school. Sense of loss?	276 277 278 279 280 281 282 283 284 285 286	R: uh, that sounds tasty. And do you want to tell me a bit more about your friends, you said you like your friends here A: yeah, they are really kind. But I'm sad that one of them had to leave because he lived far away. This happened in Year 5 and also last year, in Year 4 R: so some of your friends moved away? A: yeah R: oh, that's sad, sorry A: because they were, they lived far away R: ok, so they couldn't come here anymore	Sense of loss over friendship in the UK
Keeping in touch with a friend on video games.	287 288 289	A: yeah. But I kept in touch with one of them on a video game R: ah, nice. So do you talk to each other or play?	Positive perceptions of his friends
Spoke positively about his friends, describing them as kind, funny and “not mean”. His friends play with him, especially video games.	290 291 292 293 294 295 296	A: yeah, we talk and play to each other sometimes when he's online and this is really good. But my other friends that are still there, like they are kind and not mean ah they, they are funny, they play with me and ah I play, I play video games with them most of the time, I mean with most of them, because some of them don't have video games	

Exploratory Notes (descriptive, <i>linguistic</i> , <i>conceptual</i> )	Line No.	Transcript	Experiential Statements
	297	R: yeah, so you like them cause they are kind, and	
	298	funny, and you can play video games with them. And	
	299	are these friends from school or from outside of	
	300	school?	
	301	A: from school	
	302	R: from school. But you see them outside of school as	
	303	well or?	
	304	A: only when we go out of school or when we come	
	305	to school	
	306	R: ok, yeah. And what sort of things do you like to do	
	307	with them in school?	Values playing with his friends
	308	A: play hide-and-seeK with them or playing football	
Playing hide-and-seeK and football	309	R: ok. Do you like football?	
	310	A: yeah	Supports both English and French football teams
	311	R: do you support an English team or a French team?	
Support an English and a French team. <i>Sense of both/and</i>	312	A: in the English teams, I support Arsenal, but in the	
	313	French teams I support PSG	
	314	R: oh, well very strong teams both of them. Did you	
	315	watch the world cup a few weeks ago? You know it	
	316	was the football and France got all the way to the	
	317	final I think	
	318	A: yeah, I watched it	
	319	R: you watched it, good	
	320	A: but they lost	
	321	R: they lost, yeah, sorry. They did well though	
	322	A: yeah	
	323	R: mhm ok, so you like playing football with them as	
	324	well. And you said school is good as well, I'll ask you	
	325	a few more questions about school in a minute. So	
	326	those are some of the best things about being in	

Exploratory Notes (descriptive, <i>linguistic</i> , <i>conceptual</i> )	Line No.	Transcript	Experiential Statements
Does not think there are worst things about living in the UK. Repeated use of “Everything is good”.	327	England. What about some of the worst things about	Reported overall positive experiences of living in the UK
	328	living here?	
	329	A: erm I don't think there is really worst things. Like,	
	330	everything is good	
	331	R: yeah	
	332	A: like as I seen, everything is good	
	333	R: ok, fantastic. So everything is good and you, there	
	334	aren't really any bad things about living in England	
	335	A: yeah	
	336	R: you enjoy it, that's nice to hear. Ahh and I know we	
Initially didn't understand. Use of the word 'anything' to emphasise lack of understanding. Use of technology to facilitate communication through translation.	337	were talking a bit earlier with your dad as well about	Initial total lack of understanding the language
	338	kind of learning English, can you tell me a bit about	
	339	how you found learning English?	
	340	A: ah, at the beginning, I didn't really understand	
	341	anything, so my teachers, my teachers were using a	
	342	translator on their phones and then my head teacher,	
	343	that's changed schools, gave me a translator	
	344	R: like a person?	
Was provided with a 1:1 to translate. Seems to have a high view of his school.	345	A: yeah	Perception that the language support offered was unique to his school
	346	R: ok, and how was that?	
	347	A: this was really good because it would never	
	348	happen, I don't think it would happen in another	
	349	school	
	350	R: yeah so you really appre- kind of you really	
	351	enjoyed having that person	
	352	A: yeah	
Language support, explicit teaching.	353	R: so what did they do with you, did they kind of?	Language support included use of technology, translators and explicit teaching
	354	A: they teached me phonics, but then they, but then	
	355	they don't (do) that, a bit, it was a bit similar to	
	356	French. But also in the phonics we also learned some	

Exploratory Notes (descriptive, <i>linguistic</i> , <i>conceptual</i> )	Line No.	Transcript	Experiential Statements
Support in the classroom Did not understand English in the classroom	357	words, so it helped me, because I didn't know	Not knowing what to do in the classroom linked to not understanding English
	358	anything special	
	359	R: yeah, so they, the person kind of taught you the	
	360	English phonics and some words. And did they also	The support offered facilitated his understanding
	361	sit with you in class and translate or how did you work	
	362	with them?	
	363	A: like they did sit with me and translated, so I could	Perception that support is linked to level of language proficiency
364	work, and they told me, sometimes they told me, ah		
Support was stopped when he was "already good"	365	to do that because I didn't know, when they said it in	Awareness of similarities and differences between languages
	366	English I didn't understand	
	367	R: ok, so they kind of explained things for you so you	
	368	knew what they were talking about	
	369	A: yeah	
Differences between the French and English languages, such as accent and words	370	R: and how long did you have them for? Can you	Similarities between languages
	371	remember?	
	372	A: until I moved to the next class, because I was	
	373	already good. I was already good, I mean at least	
	374	good	R: oh that's ok, but you've noticed that some of the
	375	R: very good, so you learned really quickly, yeah. And	
	376	how do you find speaking English compared to	
	377	speaking French?	
	378	A: ah, there is a lot of difference. Like when I speak	
	379	English, I say different words with different accent	
	380	and when I speak French it's a different accent and	
	381	different words	
	382	R: yeah. So it's got different words, different accents	
	383	A: yeah, but there are some words that are in both	
	384	languages, ah ... like ... ah I don't have any examples	
	385	right now	
	386	R: oh that's ok, but you've noticed that some of the	

Exploratory Notes (descriptive, <a href="#">linguistic</a> , <a href="#">conceptual</a> )	Line No.	Transcript	Experiential Statements
	387	words are the same	
	388	A: yeah	
	389	R: ok, and you said at home you speak French and	
	390	you like speaking French	
	391	A: yeah	
	392	R: do you ever speak French in school as well?	
	393	A: yeah, with someone, with only one person that	
Speaks French in school with one person. Shared-language peer left and then returned. <a href="#">Again someone leaving/moving away</a>	394	speaks French in school, in my class	Shared-language peer left the school and then returned
	395	R: ok	
	396	A: and that person left the school and came back	It's good that he can speak French in school with one person
	397	R: oh! Ok, so they were here, they left, and then	
	398	they've come back	
	399	A: yeah	
	400	R: and is that person one of your friends?	
	401	A: yeah	
	402	R: yeah, ok. And how do you find having someone	
	403	else who speaks French in school?	
Shared-language peer translated for him	404	A: it's good and in the- when I was in Year 3, that	
	405	person translated a bit for me	Support from shared-language peer
	406	R: ok, so they also kind of helped a bit	
	407	A: yeah	
	408	R: yeah, cause had they been here longer or?	
409	A: no, the same time in the school, but not in		
	410	England. That person was born in France but stayed	
	411	in England more	
	412	R: oh ok, so they knew English from before	

Table R2

Extract from David's Analysis

Exploratory Notes (descriptive, <i>linguistic</i> , <i>conceptual</i> )	Line No.	Transcript	Experiential Statements
Learning English was not that hard because he already knew some English from school in Spain. <i>Said with more certainty / fluency of expression</i>	134	R: okay, let's see. Can you tell me a little bit about what it has	Learning English was not too hard due to his prior knowledge
	135	been like learning English?	
	136	D: it wasn't that hard, because in Spain I already knew some	
	137	English	
	138	R: ok, so did you do it at school in Spain?	
	139	D: yeah	
	140	R: yeah, ok. So you knew a bit of English, yeah. So that's kind of	
	141	helped knowing from before. Mm and what else has helped with	
	142	learning English?	
	143	D: ah reading books, watching YouTube videos [low key laughter]	
Learning English by reading books and watching YouTube videos	144	R: yeah	Learning English by himself through books and videos
	145	D: yeah	
	146	R: ok. Have you got a favourite book or youtuber?	
	147	D: not really	
	148	R: not really. You know what, I also learned Spanish from	
	149	watching TV. When I was your age probably or younger, I used to	
	150	watch loads of, you know 'telenovelas'?	
	151	D: yeah	
	152	R: yes, I used to watch those so I learned Spanish from there	
	153	[laughs]. So sometimes yeah, you learn from TV, or books or from	
154	school. Okay, and how do you find speaking English compared to		
155	speaking Spanish?		
156	D: a bit harder	Speaking English is a bit harder than Spanish, as he can get stuck	
157	R: mhm		
158	D: because sometimes I get stuck		
Speaking English is a bit harder than speaking Spanish because he sometimes	159	R: yeah	

Exploratory Notes (descriptive, <i>linguistic</i> , <i>conceptual</i> )	Line No.	Transcript	Experiential Statements
gets stuck	160	D: ah yeah	
	161	R: yeah, and getting stuck is quite hard and I think you know	
	162	that's quite normal, it happens to everyone, getting stuck	
	163	sometimes, especially when you're still learning. But I'm really	
	164	impressed that you speak such good English and you've only	
	165	been here in the UK for how long, 2 years?	
	166	D: yeah	
	167	R: yeah, that's really good, you've learned really fast, you should	
	168	be proud of yourself, yeah, cause it's quite hard learning a new	
	169	language. Erm okay and erm I guess this might sound a bit like a	
	170	strange question and you can think about whatever you want in	
	171	relation to it, but have you noticed any changes since you came	
	172	here?	
	173	D: ah ... not really	
Has not really noticed any changes since moving	174	R: not really, okay. And if we think a bit about school, can you tell	Has not noticed any changes since moving
	175	me a bit what it was like when you started school here in the UK?	
	176	D: ah ... it wasn't that hard because they had like these phones to	
	177	translate	
	178	R: okay, so you had your phone to translate?	The experience of starting school was associated with language accessibility
Starting school was not "that hard", because of access to phones to translate. <i>Linking school experiences to language</i>	179	D: yeah	
	180	R: yeah, okay. And did you use that in school or how did you use	
	181	it?	
	182	D: in school here	
	183	R: yeah. During lessons or?	
	184	D: during lessons	Use of technology to translate during lessons
	185	R: okay. So you used your phone to kind of help with the	
Used the phone to translate during lessons	186	language erm and what else, what else kind of can you remember	
	187	or tell me about what it was like starting here?	
	188	D: it was fun, not hard because what we are learning I already	
	189	knew from my Spanish school	Starting school was

Exploratory Notes (descriptive, <i>linguistic</i> , <i>conceptual</i> )	Line No.	Transcript	Experiential Statements
Starting school was fun. It wasn't hard because he already knew what they were learning from his Spanish school.	190 191 192	R: ah okay, yeah, so you already knew some of the things. In any particular subjects or just in general? D: in general. Actually in computing	seen as fun Perceptions of school difficulty linked to his previous knowledge
New subjects, i.e., computing	193 194 195 196 197 198 199 200 201 202 203 204 205 206	R: in computing? D: yeah, we didn't do computing in my Spanish school R: okay, so was that new here? D: yeah R: yeah. And how do you find computing? D: ah ... like medium R: medium, ok, so still learning it, but you're, you're getting it D: yeah R: yeah, okay. And you said it was fun and not that hard because you already knew things. And how does it compare to school in Spain? Because you went to school in Spain for a few years, didn't you before you came? D: yeah. Well it was like, I felt different because ... for example, the playground was as big as this school	Encountering new subjects in school
He felt different in the school in Spain. Much bigger playground at the school in Spain.	207 208 209 210	R: okay, oh wow haha D: yeah, so, I thought like, this is a small school. Plus ah, in every grade there were three different classes, for example Year 1A, Year 1B and Year 1C. yeah, so, yeah	He felt different in school in Spain
He thought the school in England was a small school. <i>Comparisons of the physical environments of the schools. What does it mean for him that this is a "small school"? Downsizing, has his life shrunk?</i>	211 212 213 214 215 216	R: okay, so much bigger, like three classes per year and also the playground you said it was quite big, yeah, so that's quite different D: yeah, and there were actually three playgrounds R: wow you had three playgrounds? D: yeah R: were they the same or?	Comparison of the physical environments of the schools, with the perception that the school in the UK is small
There were three playgrounds for different year groups. <i>Is bigger better? Wanting to express that school in Spain/life in Spain</i>	217 218 219	D: different R: okay D: there was one for the little ones, then one for Year 1, 2 and 3	



Exploratory Notes (descriptive, linguistic, conceptual)	Line No.	Transcript	Experiential Statements
was better?	220	and then one for Year 4, 5 and 6	
	221	R: okay, so everyone kind of had their own	
	222	D: yeah	
	223	R: yeah, okay. So when you came here you thought oh this is	
	224	quite small and the playground is small	
	225	D: yeah	
	226	R: yeah. And what else did you kind of think?	Could not remember
	227	D: ah ... I don't remember	what else he thought
	228	R: not sure, that's okay. What did it feel like when you first started	when he first started
	229	here?	school
Could not remember anything else that he was thinking when he first started school	230	D: ah ... as I said, fun and yeah no hard, because I already knew	
	231	it	
	232	R: okay, yeah, so that's kind of how it first was when you started,	
Starting school felt fun and not hard because of his previous knowledge	233	and can you tell me a bit what it's been like since then or how	Starting school was
	234	school is now?	seen as fun
	235	D: ah, it hasn't changed really	
	236	R: okay. And, hmm, when you started, or even now, were you	Perceptions of school
	237	given any support from the school?	difficulty linked to his
School hasn't really changed.	238	D: ah yeah	previous knowledge
	239	R: what sort of things?	
	240	D: well the translators and ...	Perception that his
	241	R: so was that, did you have like a person with you or just the	school experiences
	242	phone?	haven't changed over
	243	D: no, the phone	time
Support from school in terms of translating on the phone and nothing else. This was seen as helpful	244	R: on the phone	
	245	D: yeah	
	246	R: okay	
	247	D: yeah, that's it	School support in the
	248	R: okay, so kind of having that on the phone. And how was that,	form of using technology
	249	was that helpful, or not?	to translate, which was

Exploratory Notes (descriptive, <i>linguistic</i> , <i>conceptual</i> )	Line No.	Transcript	Experiential Statements
Unsure about things that were unhelpful	250 251 252 253 254 255	D: yeah, it was helpful R: it was helpful. And was there anything else that the school or anyone else did that was helpful? D: ah ... no R: no. anything that wasn't helpful? D: hmm, I'm not sure	seen as helpful
Social aspects of school described as good. " <i>Barely any problems</i> "	256 257 258 259 260 261	R: not quite sure, that's okay. Sorry I just need to keep doing this, so it doesn't turn off, it's still going, ok, good. And thinking kind of about school experiences, can you tell me a bit about kind of yeah, what is it like with other children, or with your teachers? D: it's good R: yeah	Social aspects of school described as good
Social aspects of school described as good. " <i>Barely any problems</i> "	262 263 264 265	D: yeah, there's barely any problems yeah R: okay, yeah. What makes it good? D: ah ... that I'm friends with almost everyone in my class, so yeah	There are minimal problems socially
Has developed friendships with his classmates	266 267 268 269	R: yeah, so having friends in your class, mhm D: ah ... yeah, that's it R: okay, erm ... okay, and what does it feel like as a child who has moved over from Spain to be in this school?	He has made friends with most of his classmates, which is seen as positive
Being at school in the UK feels a bit boring, because of his previous knowledge. <i>Fillers</i> . <i>Work not appropriately differentiated/Not challenged enough academically?</i> Had to read in English which he didn't understand very well	270 271 272 273 274 275 276 277 278	D: ah ... ah, a bit boring, because ah ah I knew what they were learning so I finish too quickly, so I had to read in English and I didn't understand very well R: okay D: so yeah R: yeah, ok, so you kind of knew what they were doing, so then you finished it and then you were given extra work to do but that was in English, so it was a bit hard to understand D: yeah	Finds school in the UK a bit boring, because of his previous knowledge
	279	R: yeah. And how do you find the work now in terms of English, is	Being given work that

Exploratory Notes (descriptive, <i>linguistic</i> , <i>conceptual</i> )	Line No.	Transcript	Experiential Statements
Work seen as “not hard”	280	it still a bit hard or is it getting any easier?	he did not understand, due to the language barrier
	281	D: no, not hard	
	282	R: okay, yeah. And what do you think could have made it better,	
	283	or what could make it even better?	
	284	D: ah, I don't know, it's good	Does not see schoolwork as hard
285	R: yeah, so you're kind of enjoying it overall		
School described as good, couldn't think of anything that could make it better	286	D: yeah	Perception that school is good
	287	R: yeah, okay. And is there anything else that you would like to	
	288	tell me or anything else that you would like to talk about in terms	
	289	of your experience moving here?	
290	D: no		

Table R3

Extract from Sarah's Analysis

Exploratory Notes (descriptive, linguistic, conceptual)	Line No.	Transcript	Experiential Statements
Wondering if every person in the UK is Black. Curious about racial differences	181	R: mhm. Should we have a look at it together? (31:28) do you	Wondering about racial differences in the UK
	182	wanna tell me a bit about it?	
	183	D: speaking in Mandarin	
	184	S: I wonder is every people at here is Black?	
	185	R: mhm	
	186	Dad: speaking in Mandarin	
	187	R: so that's what you were thinking and what were you thinking	
Assumption made based on her English teacher in China who was Black and was from the UK	188	about that? Why were you thinking if everyone here was Black?	Drawing on her experiences of English people to try and make sense of what people in the UK might be like
	189	D: speaking in Mandarin	
	190	S: because in my English club there was a teacher who was	
	191	Black and he is from English	
	192	R: okay. So you had a teacher at your English club who was	
	193	Black and he was English. Was that in China? Ah okay. So you	
	194	wondered then if everyone here was also Black. Yeah? And how	
Feeling happy	195	were you feeling when you were thinking that?	Feeling happy when thinking about people in the UK
	196	D: speaking in Mandarin	
	197	S: happy	
	198	R: happy	
	199	D: Happy	
	200	R: happy. You were happy. So if this was what you were	
	201	thinking before you came, then what did you think when you	
202	arrived here?		
When she arrived she thought differently, as she encountered	203	D: speaking in Mandarin	Her experiences of racial differences post-migration
	204	S: no	
	205	D: no. speaking in Mandarin	
	206	S: because in my class there are two students they are White	

Exploratory Notes (descriptive, linguistic, conceptual)	Line No.	Transcript	Experiential Statements	
White children. Noticing racial differences	207	R: mhm	were different to her assumptions pre-migration	
	208	Dad: Speaking in Mandarin. She try to explain that it is different		
	209	from, it is different from what she has		
	210	R: from the picture		
	211	D: yeah from the picture that in her class is White girls, boys,		
	212	Black girls, boys and ah limited ah very few hm pupils that are in		
	213	yellow colour		
	214	R: ok, yeah. So you were thinking before that maybe everyone		
	215	was Black, but when you came here you saw that there were		
	216	people, that there were people of different races		
	217	D: speakin in Mandarin		
	218	R: okay. And can I ask you a few more questions now, is that		
	219	ok? Yeah? Can you remember the first time you heard that you		
	220	were moving to the UK?		
	221	Dad: speaking in Mandarin		
	222	S: hmm ...		
	223	R: yeah, what can you remember about it can you tell me, the		
	Needed a few prompts, taking time to think	224		first time you heard that you were moving
		225		D: speaking in mandarin
		226		S: hmm ...
		227		D: speaking in Mandarin
		228		S: hmm ...
		229		D: speaking in Mandarin
230		S: speaking in Mandarin		
She found out that she was moving to the UK after she finished her English club	231	D: speaking in Mandarin. It is after I finished my English club in	Finding out from her dad that she was moving after her English club	
	232	China		
	233	R: okay		
	234	D: speaking in Mandarin		
	235	R: yeah, and what happened? How did you find out?		
	236	S: my dad tell me		

Exploratory Notes (descriptive, linguistic, conceptual)	Line No.	Transcript	Experiential Statements
Her parents told her          Worried that she might not understand when people talk at school in the UK	237	R: your dad told you	
	238	D: I told you that, not your mum?	
	239	S: (not) my mum	
	240	R: and what did you think when you heard that?	
	241	S: Hmm...	
	242	D: speaking in Mandarin	
	243	[someone entered the room]	
	244	S: speaking in Mandarin	
	245	D: speaking in Mandarin	
	246	S: speaking in Mandarin	
	247	D: I'm afraid I can't understand what they are talking about in UK	
	248	R: okay. So, Sarah are you saying that you can't really	
	249	understand what people are talking about here in school or me?	
	250	D: speaking in Mandarin	
251	S: in school		
252	D: in school		
253	R: in school. And is that what you were thinking then or what you		
254	are thinking now? Or both?		
255	S: I was thinking before		
Thinking this before she arrived	256	R: you were thinking before. Mhm. So before you were thinking	
	257	that you might not understand what they are saying okay. And	
	258	how about now, since you've come here, what do you think now	
	259	when you're in school?	
	260	D: speaking in Mandarin	
	261	S: I can understand what they say	
She can understand what others say	262	D: you can understand	Post-migration perception that she can understand others
	263	R: did you say you can or you can't?	
	264	S: I (can). I can understand what they say	
	265	R: so it's a bit hard to understand what they say	
	266	D: speaking in Mandarin	

Exploratory Notes (descriptive, linguistic, conceptual)	Line No.	Transcript	Experiential Statements
She can understand more since joining school	267	S: speaking in Mandarin	Perception that her understanding is better since starting school
	268	D: she said, "I can understand what they say, it is not very hard	
	269	for me", just like, just as she thought before she came to UK. I'm	
	270	not sure what she's talking about. Speaking in Mandarin	
	271	S: speaking in Mandarin	
	272	D: oh yeah. She's trying to say that after joining the school she	
	273	can understand more and more	
	274	R: okay	
	275	D: that's what she really want to say	
	276	R: okay, so just to make sure I understood. So before you came	
	277	you thought maybe I won't really understand, but not you've	
	278	come here and you think that you can understand more and	
	279	more?	
	280	S: yeah	
281	R: yeah, okay. And what do you think has helped to understand		
282	more?		
283	D: speaking in Mandarin		
284	S: speaking in Mandarin		
285	D: she think studying English.		
Studying English at home has helped understand more in school	286	D: Speaking in Mandarin	Studying English at home has helped with her understanding in school
	287	S: home	
	288	D: home? She think studying English at home helps her to	
	289	understand more and more at school	
	290	R: okay. So doing a bit of English at home has helped	
	291	understand more at school, yeah? And what about in school, is	
	292	there anything that has helped in school?	
	293	D: speaking in Mandarin	
	294	S: hmm ...	
	295	D: speaking in Mandarin	
	296	R: not sure? That's okay. Hmm. If we go back a few steps, can	

Exploratory Notes (descriptive, linguistic, conceptual)	Line No.	Transcript	Experiential Statements
Could not think of anything else that helped in school	297	you tell me about some of your first memories of when you came	Could not remember any of her first memories in the UK
	298	to the UK? Some of the first things that you remember.	
	299	D: speaking in Mandarin	
	300	R: maybe some things that you did when you first arrived here	
	301	D: speaking in Mandarin	
	302	S: hmm ... hmm ...	
	303	D: speaking in Mandarin	
	304	R: you can take some time to think	
	305	D: there's no right and wrong	
	306	R: yeah there is no right and wrong, whatever you think	
Could not remember any of her first memories in the UK	307	S: hmm, I not remember	
	308	R: cannot remember, that's okay. Mm, what about the best thing	
	309	about living here, what do you think is the best thing about living	
	310	in the UK, in England?	
	311	D: speaking in Mandarin	
She has lots of friends in school and outside of school	312	S: I have lots of friend	The best thing about living in the UK are her friends
	313	D: you have lots of friends ok	
	314	R: mhm you have loads of friends in school or outside of school?	
	315	S: in school and not in school	
	316	R: mhm. Can you tell me a little bit about your friends, what do	
	317	you like to do together?	
Likes playing and drawing with her friends	318	S: hmm play	
	319	R: mhm	
	320	D: speaking in Mandarin	
	321	S: drawing together	
	322	R: mhm ... yeah so you like playing and drawing together. And	
	323	how did you become friends with them?	Enjoys playing and drawing with her friends
	324	D: speaking in Mandarin	
	325	S: I ask them	
	326	R: mhm you asked them	



Exploratory Notes (descriptive, linguistic, conceptual)	Line No.	Transcript	Experiential Statements
She asked them if they wanted to be friends	327	D: oh yeah she ask them can we be friends and play together?	Friendships developed by her asking them to be friends
	328	R: yeah	
	329	D: after that she maybe she's more open at playing with them	
	330	R: yeah	
	331	D: more friendly I guess	
	332	R: very good, so you've asked them if they wanted to be your	
	333	friends and now they are your friends. Mhm. So the best thing	
	334	about living here you said is your friends yeah. Is there anything	
	335	else that you think is good about living here?	
	336	D: speaking in Mandarin	
Couldn't think of anything else that is good about living in the UK	337	S: hmm ... hmm ...	The worst thing about living in the UK is that she misses some food from China that she can't have in the UK
	338	R: not sure, that's okay. What about the worst thing about living	
	339	in England?	
	340	D: speaking in Mandarin	
	341	S: hmm ... something that I like but you haven't	
Something that she likes but is not in the UK	342	D: speaking in Mandarin	She does not enjoy when she is picked by her teachers
	343	S: speaking in Mandarin	
	344	D: speaking in Mandarin	
	345	S: speaking in Mandarin	
	346	D: speaking in Mandarin	
	347	S: speaking in Mandarin	
	348	D: okay and hm I there's a, there's a ahh I have lot, she's	
Misses some food from China. Traditional dish made by her grandmother	349	missing something. She said "I really miss something in China,	
	350	because there is I can only eat this in China but I can't find them	
	351	UK". It is a kind of dish in our hometown and usually my wife's	
	352	parents usually cooks that for her so she really miss that dish	
	353	R: yeah, okay so something that's not so good about here living	
	354	here is that you miss some of the food that you have in China	
	355	yeah. Is there anything else that maybe is not so good here	
	356	about living here?	

Exploratory Notes (descriptive, linguistic, conceptual)	Line No.	Transcript	Experiential Statements
Being picked by the teacher before she has finished her work and her not knowing what to do	357	D: speaking in Mandarin	before finishing her work and she does not know what to do
	358	S: hmm ... sometimes in the school I didn't finishing (x) but then	
	359	the teacher pick me I didn't know what to do	
	360	R: mhm, in school here? Yeah? So sometimes you said you	
	361	didn't finish but your teacher asked you and you didn't know	
	362	what to do. Yeah? Okay. So that's sometimes you said that's not	
	363	very good when that happens and hmm what do you do then,	
	364	when that happens? When your teacher asks you and you're not	
	365	quite sure what to do?	
	366	S: hmm ...	
	367	R: not sure, okay. Ah, mhm. So that's something about school	
	368	and also you've told me that you have your friends in school.	
	369	Can you tell me a little bit more about how you find school here,	
370	what's it like coming to school here?	School described as beautiful, fun and big	
371	D: speaking in Mandarin		
372	S: hmm ... beautiful		
373	D: beautiful		
374	R: mhm it's beautiful		
375	D: speaking in Mandarin		
376	S: hmm ... fun		Playtime and PE are seen as fun
377	R: mhm, so it's beautiful and fun		
378	S: hmm ... big		
379	R: and big, yeah. Can you tell me a time when school was fun?		
380	S: hmm ... at playtime		
381	R: mhm at playtime, yeah. So you have fun at playtime, okay.	She enjoys maths and art, which are more visual based lessons	
382	S: and PE time		
383	R: and PE time. Do you like PE? Yeah. What other lessons do		
384	you enjoy here?		
385	D: speaking in Mandarin		
386	S: hmm ... math, art, math and art		
Playtime is fun	385	D: speaking in Mandarin	She enjoys maths and art, which are more visual based lessons
	386	S: hmm ... math, art, math and art	

Exploratory Notes (descriptive, linguistic, conceptual)	Line No.	Transcript	Experiential Statements
PE is fun	387 388 389	R: maths and art. I can see you're very good at art, you did a beautiful drawing. And are there any lessons that you find a bit hard at school?	She finds language based lessons difficult, such as classroom reading and English
Enjoys maths and art. Visual	390	S: hmm ... classroom reading and English	
Finds classroom reading and English hard. Language based	391	R: and English, yeah, okay. And that is ah I can see why that is a bit tricky cause you're still learning, and you've made loads of progress haven't you, your English has got better and better, that's what your dad said	
	392		
	393		
	394		
	395	D: speaking in Mandarin	
	396	R: yeah, and how is school here compared to school in China?	
	397	D: speaking in Mandarin	
	398	S: hmm ... hmm ... hmm ...	
	399	D: speaking in Mandarin	
	400	S: speaking in Mandarin	
	401	D: speaking in Mandarin	
	402	D: okay, she says that the homework is different	Comparison of work between schools in the two countries, with reference to different pedagogical approaches
403	R: okay, different homework. In what way? How is it different?		
404	D: speaking in Mandarin		
405	S: hmm ... in China I have lots, lots of book and in English		
406	teachers (x) stick it in and do it on it		
407	R: okay so in China you had loads of books but here did you say		
408	the teacher sticks it in and then you do it?		
409	S: mhm		
410	R: yeah? And is it easier or harder or how is it?		
411	D: speaking in Mandarin		
412	S: some is hard some is not		

Table R4

Extract from Deedee's Analysis

Exploratory Notes (descriptive, linguistic, conceptual)	Line No.	Transcript	Experiential Statements
<p>Repeated use of the phrase, "I remember". Remembers being told by her parents that they were moving. She felt very, very sad and angry at them. Explicit about being angry at her parents</p>	86	R: that was the first one, yeah ... and what was it like to	Remembers being told by her parents that they were moving
	87	move here for you?	
	88	Deedee: well when my, I remember my mum saying, when	Felt sad and angry about the move
	89	my parents, when my parents told me that we were	
	90	moving, I was very, very sad and angry at them	
	91	R: mhm. Yes, so you were feeling quite sad and angry	
	92	when you first heard it	Going back to Australia on holiday and going to the zoo
	93	Deedee: mhm	
	94	R: can you tell me a bit more about that?	
	95	Deedee: ah ... well, when I just went back to Australia for	
96	holiday, we went to the Australian zoo and we saw		
97	Australian animals, we couldn't see kangaroos cause of,		
<p>Going back to Australia on holiday. Went to the zoo and saw Australian animals. 'going back'. Repeated use of 'Australian'. Change of topic</p>	98	cause the kangaroo place was ah there was no kangaroos	Felt sad and angry at her parents because she didn't want to move
	99	in there, but we could see koalas	
	100	R: aw, lovely. So that's went you went back to visit	
	101	Deedee: yeah	
	102	R: yeah. But you said the first time your parents told you,	
	103	you were moving, you felt	
	104	Deedee: sad	
	105	R: sad yeah	
	106	Deedee: and a little angry at them cause I didn't want to	
	107	move	
	<p>When her parents told her they were moving, she felt a little angry at them because she didn't want to move. This is because she had lived in Australia "for a long time" and she</p>	108	
109		Deedee: ah, because ... I've lived there for a long time and	
110		I have a lot of friends there	
111		R: mhm	

Exploratory Notes (descriptive, linguistic, conceptual)	Line No.	Transcript	Experiential Statements
had many friends there. Long time – even though it doesn't seem like a long time to adults, 3 years was the whole of her life	112 113 114 115	Deedee: like I go to ballet with my friends, I go to ... and also I go, I go to daycare with those friends, to lots of places. And I've, my mum has known their mums before I was even born	She didn't want to move because of losing her friends
Shared activities with her friends, such as ballet and daycare Pre-existing relationships between her mum and her friends' mums. Why does this matter to her? Is this something her mum shared with her?	116 117 118 119 120 121 122	R: okay. Yeah, so you had your friends there in Australia Deedee: yeah. And also the local swimming pool [interruption] Deedee: and the local swimming pool ah, it was, it was, everybody loved me, because at the local swimming pool, the teachers, when me and my dad was there, they would put a mirror down and I would go under the water and look myself in the mirror	Sense of connection with her friends linked to shared activities and relationships between their parents
The local swimming pool where she went regularly with her dad. is this something that she misses? Sense of familiarity, being known in the community, shared experience with her dad. Swimming as a baby – sense of mastery/achievement?	123 124 125 126 127 128 129	R: oh wow Deedee: so I could basically swim when I was a baby R: that's amazing Deedee: [giggling] because I always went since it's so hot in Australia	Sense of loss of routine, familiarity and being known in the community in relation to the local swimming pool
Going to the pool regularly because of the hot weather	130 131 132	R: yeah. Okay, so yeah, so when you kind of first heard that you were moving you felt quite sad and angry at your parents, cause you had your friends there, and you were doing fun things like swimming	The swimming pool had been a regular part of her life since she was a baby, due to the hot weather
'went back'. Visiting New Zealand. Seeing her cousins who live in New Zealand. Multicultural / multinational / transnational relationships	133 134 135 136 137 138 139	Deedee: and also when I went back to Australia before, before I went to Australia, from London I went to London then to ah New Zealand. So at New Zealand I stayed there for a little bit, because some of my cousins live there R: okay so you visited some cousins in New Zealand Deedee: yeah, Q & T R: okay	Australia as the place she goes "back" to
	140 141	Deedee: I think T might be my favourite cousin R: why is she your favourite?	Being part of a multinational family Maintaining transnational relationships with extended family

Exploratory Notes (descriptive, <i>linguistic</i> , <i>conceptual</i> )	Line No.	Transcript	Experiential Statements
Cousin who lives in America	142 143 144 145 146 147 148 149	Deedee: cause, I think she might be second youngest. Well, she's one of my favourites. I have her and I have my other cousin who lives in America and her name's M R: so you've got some cousins in New Zealand and some in America Deedee: yeah R: and what about here in the UK, do you have any other family here?	Feels sad about not having extended family in the UK
Does not have any extended family in the UK	150 151 152	Deedee: no, it's just us R: just you, okay. And how do you find that, having your family in other countries?	Comparing her family experiences to those of her peers who have family locally
Sad not having extended family in the UK. Comparison with children in the UK who have family in London. Other children can't meet her family unless they go abroad	153 154 155 156 157 158 159	Deedee: it's kind of sad because a lot of kids in my class, they have, they have a lot of kid, a lot of family in London, so they can't really meet my family since they are all in other countries, unless I go to another country and they go to that country too and there's well, family over there R: yeah, so that's a bit hard Deedee: yeah	Maintaining transnational family relationships by visiting or through technology
Keeping in touch with family by visiting them or through technology	160 161 162 163 164 165 (...)	R: and how, how do you keep in touch with your family who lives in other countries? Deedee: I either go and visit them or maybe send messages on my parents' phones or ah call them R: okay. Yeah, so visit or kind of message them or call them (...)	The best thing about living in England are her friends
The best thing about living in England are her friends. They live close – <i>reference to proximity of location</i> . She has better friends now	213 214 215 216 217	R: of course you can, there you go. And what do you think is the best thing about living in England, living in London? Deedee: erm I think cause my, cause my friends, they live really close to me and in Australia they were close to me too, but I have way better friends now, because I, you	Comparison of friendships in the

Exploratory Notes (descriptive, <i>linguistic</i> , <i>conceptual</i> )	Line No.	Transcript	Experiential Statements
Shared activities with previous friends. Comparison of friendships in the two countries	218 219 220 221 222	know what I, I have one really good friend, P, and I had a lot of friends in Australia, but mainly T. She didn't go to ballet with me, but other girls did R: okay, so you said you got really good friends here. Deedee: mhm, I do	two countries Reference to proximity of location of her friends
Friends in and out of school. Mention of locality, ie whether friends live close or not Friends from nursery in England	223 224 225 226 227 228 229 230 231 232 233 234	R: Do you want to tell me a little bit more about your friends? Deedee: ah, so I have P, Z and V. Those are my main friends. And then I have, they are not in this school, but they are in two other different schools, A and A. They don't live close to me, but they are also very good friends. I was friends with, I was really good friends with them when, when I was in X R: when you were? Deedee: in X, that was a school I was in before I was in X R: okay, so like the nursery Deedee: yeah, I didn't go to this nursery	Friends from Australia thought about in relation to shared activities She has friends from her current and previous schools in London
Two of her friends were friends before she became their friend. Again connection between living close and being friends. <i>What does this mean for her who no longer lives close to her Australian friends? Is this how she makes sense of those friendships perhaps ending?</i> Shared experience of starting school	235 236 237 238 239 240 241 242 243 244 245 246 247	R: okay, that makes sense. and how have you made friends with all these children, what has helped? Deedee: So, Z and V they were friends before, before I was, before, they were friends before I was friends with them, so they were like friends before they even started school together, they were friends, cause I think they might live close together. Me and P, when I first started school, my first day, P started on that first day too. And we, and so when we started, I went in with my mum and P was playing with in a doll house with her dad, and I asked if I can play and she said "yes" and then we, our parents began to be friends and we began to be friends from that first day R: okay, aw, so you became friends from the first day and	Reference to proximity of location of her friends Reference to proximity of location of her friends Shared experience of starting school with one of her friends facilitated their friendships Her parents developing friendships with her friends' parents

Exploratory Notes (descriptive, linguistic, conceptual)	Line No.	Transcript	Experiential Statements
with one of her friends. Parents became friends and they became friends from the first day of school. Use of the word 'began', marking the start of the friendship. She no longer asks others to be her friends, because she already has a lot of friends	248 249 250 251 252 253 254 255 256 257 258 259 260	you were very brave and asked her if you can play with her Deedee: yeah, I normally don't ask, I don't really ask people if I can play with them anymore, cause I have a lot of friends R: yeah, okay so you feel like you've got enough friends Deedee: mhm R: okay, so you said one of the best things about living in England is that you have loads of friends and they are really good friends Deedee: yeah, yeah R: is there anything else that you enjoy about living here? Deedee: hm ... the school	Perception that she has a lot of friends, therefore not trying to make more friends          School is another enjoyable aspect of living in the UK
Another thing she enjoys about living here is the school	261 262 263	Deedee: cause it's way bigger than the school I had in, in ah ... in Australia. And, and also it's, I have basically everybody here is, everybody here in my class, everybody	Comparison of the physical environments of the schools in the two countries
The school is bigger than the one in Australia. Reference to the physical environment. Everyone is kind to her. Has friends in different year groups. Seems to really value social aspects	264 265 266 267 268 269 270 271 272 273 274 275 276	in class and is kind to me and I have a lot of friends in different year groups and stuff like that R: mhm. Yeah, so it sounds like school is really good and you've got friends in your class and outside of your class as well Deedee: yeah R: so you enjoy this school here Deedee: my picture is done R: you finished, thank you, lovely. I'll take a picture of this afterwards and if you want to keep it you can keep it or I can keep it Deedee: okay R: yeah? But we can come back to this later and now we	Sense of belonging in the school community, such as having friends in other year groups and her classmates being kind towards her
Doesn't know if she enjoys anything	277	can just carry on with our chat. Is that okay?	



Exploratory Notes (descriptive, linguistic, conceptual)	Line No.	Transcript	Experiential Statements
else	278	Deedee: yeah	
	279	R: okay, so your friends, your school. Anything else that	
Worst thing about living in England is the high number of cars and pollution, impacting the environment. Seems to think this is better in Australia. <i>Seems like a grown-up thing to say</i>	280	you enjoy about living here?	
	281	Deedee: ah ... I don't really know	
	282	R: no. what about things that you don't enjoy about living	The worst thing about living in England is the high numbers of cars and pollution, which is perceived to be better in Australia
	283	here, what would you say is the worst thing?	
	284	Deedee: probably ... cause erm here I guess they have	
	285	way more cars and they have way more pollution and they	
	286	are hurting the environment, but in Australia they kind of	
	287	like stopping that, so that's what I don't really like about	
	288	London	
	289	R: okay, that there are many cars and pollution, okay. No,	
290	that makes sense		
291	Deedee: yeah, mhm		
Using a mix of English versions linked to her parents' heritage. Also using words that her friend uses. Her friend also has Australian heritage. <i>Has this fostered the friendship? "kind of Australian". how does she make sense of identity based on country of birth?</i>	292	R: erm and I know we were talking a bit earlier about	
	293	speaking English and how ... well you speak English here	English language use influenced by her parents' multiple heritages and her friend
	294	in school and at home, but how your parents, because they	
	295	are from different countries, might have, you know use	
	296	different words	
	297	Deedee: yeah, I just have a mix up of different words. So I	Friendship with same nationality peer
	298	say 'icy pole' is American I think and, and then 'sidewalk' is	
	299	American too, but I say, and I say 'mate', same as my	
	Mixed heritage. She was born in Australia, her mum in America and her dad in New Zealand. <i>Reflecting on her own identity</i>	300	friend P, she says that, because she was born in Aus, she
301		was born in London, but both of her parents were born,	
302		both of her parents were born in Australia, so she's kind of	
303		Australian	
	304	R: ah, okay, I see	
	305	Deedee: but I was born in Australia, my mum was born in	Reflecting on her own identity, with reference to multinational heritage
	306	America, my dad was born in New Zealand	
The weather is colder than in	307	R: okay, yeah, so you use words from kind of like the	



Exploratory Notes (descriptive, linguistic, conceptual)	Line No.	Transcript	Experiential Statements
She remembers starting nursery in England. She remembers her first day, going with her dad to look at the school. Met one of her friends. “just straight away got connected together” – instant connection. Core memory? Something that was told and re-told by others?	338 339 340 341 342 343 344 345	Deedee: mhm R: and I know you said it felt a bit scary when you started here Deedee: yeah R: yeah, and I think loads of children feel a bit scared when they first start school and that’s quite common. Can you remember what it was like when you started at the nursery here in London?	Memory of her first day at nursery in the UK, marked by meeting one of her friends
Meeting her other friend. Use of the word ‘connected’ again. Making sense of how they became friends, through the other friend they had in common.	346 347 348 349 350 351 352	Deedee: I do. I remember the first time that dad, my dad took me to look at the school. I basically right then saw, saw A, she literally just came up and said, “Hi”, cause she’s a really brave girl and we, we basically just straight away got connected together R: okay, yeah, so you remember meeting your friend A when you went to visit	Sense of an instant connection between her and her friend
She remembers playing in the pretend kitchen with them. Similar to her memory of meeting her other friend in Reception and playing with her at the doll’s house Remembers another friend who she used to play with, but no longer sees Memories of meeting her friends	353 354 355 356 357 358 359 360 361 362 363 364	Deedee: yeah, and then, A, she was friends with A there and, so, so I got connected to her too since she was friends with A and then when A ran up, A came running after her because I bet they were like playing. And I remember, I remember playing in the kit, the pretend kitchen with them. And I also used to have old friend who I don’t really meet very much anymore or I don’t meet at all very much and her name was G and she’s five I think. And I don’t really see her very more, but I play with her, I was playing, she was one of the friends that I saw and I was playing with her erm I was playing with her when, in the kitchen once, I remember	Friendship with another friend was facilitated by a common friend, feeling connected  Memories of playing with her friends in nursery  Sense of loss of one of her friends in the UK

Table R5

Extract from WolfSlam's Analysis

Exploratory Notes (descriptive, linguistic, conceptual)	Line No.	Transcript	Experiential Statements
He was wondering what the school would be like Mixed feelings, feeling worried and excited	239 240 241 242 243 244 245 246	R: and what else were you thinking when you were on the Eurostar? W: I thought erm what would the school gonna be like? I wonder what it was. I felt a bit excited and a bit worried. It's a bit of both R: a bit of both yeah. Do you want to tell me a bit more about that. You know, what made you feel excited? What made you feel worried?	Pre-migration thoughts about the unknown, about what school would be like
He felt excited to have new friends, new cultures, to discover new things. <i>Sense of excitement and adventure about the unknown</i> Wondered about wildlife. Saw foxes. Comparison with his hometown. Was <i>amazed</i> .	247 248 249 250 251 252 253 254 255 256 257	W: what made me feel excited was erm having new friends, having ... having ... new cultures, discovering. I wondered if it would have more wildlife than in X and it would and it did. And in X you couldn't see foxes, and when I got to the first apartments, on the other side was another house and on the top, foxes lived on the top of the roof R: no way, on the roof?!	Experienced mixed feelings of excitement and worry thinking about the unknown of life in the UK
First time he saw a fox. <i>New experiences</i>	254 255 256 257 258 259 260 261 262 263	W: yeah, on the roof, and people gave them food. And I discovered that, and I was amazed about it! R: yeah W: amazed! I never saw a fox in my life R: really? W: and squirrels, same thing R: and then you saw them on the top of the house? W: yeah, I saw them in trees. I saw foxes, I saw, and I think it was yesterday, I saw a fox in the middle of the road and I	Felt a sense of excitement about discovering and exploring the unknown, including new friendships, cultures and the outdoors Comparison of wildlife between countries Sense of amazement linked to new experiences, such as seeing a fox
Felt happy to see wild animals.	264	felt happy, I felt happy because that fox wasn't in a cage,	Comparison of wildlife between

Exploratory Notes (descriptive, linguistic, conceptual)	Line No.	Transcript	Experiential Statements
Comparison with his home town.	265	like most animals in X. And also I never, in X I saw one	countries
Discovering new things, different birds.	266	magpie and here I see loads. I discover new things, I	Sense of excitement linked to discovering new animals
He felt excited because he loves discovering. <i>Changes in intonation and tone – excitement/amazement to uncertainty</i>	267	discovered robin. I love discovering. So that, I was excited.	
He felt worried about what life was going to be like, what they will be doing. <i>Fear of the unknown</i> . Discovering things that might make him 'frightened'. Worried about his name being "disqualified", not being "allowed" to have that name – <i>who would disqualify it and not allow it?</i> <i>Fear of rejection/not fitting in/or having to change to fit in? identity under threat.</i>	268	And worried, I was worried about what, what was life	
	269	gonna be in there? What, what are we doing? Is there	
	270	other things? Is there new things that I'm gonna discover	
	271	that are gonna make me frightened? Or ... or my own	
	272	name would be disqualified, because you're not allowed to	
	273	have that name, but it	
	274	R: what do you mean, about your name?	
	275	W: well, like you're not allowed to have a certain name	
	276	R: okay. And what did you find out when you came here?	
	277	W: I found out that you're allowed to have any name	
	278	R: okay	
	279	W: you're even allowed to have cheeseburger name	
	280	R: [laughing] what do you mean?	
	281	W: chip baby chip. That can be a name and it wouldn't be	
	282	disqualified, it wouldn't be rid of and it would be allowed	
	283	R: okay. Yeah, so you kind of had mixed feelings maybe,	
	284	so a bit excited and a bit worried about certain things as	
285	well, but you said you enjoyed discovering new things and		
286	you discovered loads of new animals		
287	W: yes		
288	R: and there are so many foxes in London		
289	W: oh yeah ... there are many! More than many,		
290	thousands! More than thousands, TRILLIONS! More than		
291	... what's after		
292	R: [laughing] probably. Can you remember what else you		
293	were thinking or what else you were feeling when you were		
294	travelling?		

Exploratory Notes (descriptive, linguistic, conceptual)	Line No.	Transcript	Experiential Statements
Mixed feelings, feeling happy and sad. Sad because he left his best friend – <i>sense of loss</i> . Struggled to remember why he felt happy – <i>perhaps this feeling wasn't as prominent?</i> Happy to be reunited with his dad who had gone a few days ahead to prepare things. Memory of arriving to his house in London and seeing the mini jungle his dad had prepared	295	W: I was feeling ... what was I feeling? I was ... happy.	Mixed feelings of sadness and happiness when travelling
	296	Happy, but also sad. Sad because I left my best friends,	
	297	but happy because ... I felt, what did I feel happy about? I	Sadness linked to relational loss
	298	know I felt happy, but what was it about? Oh yes! Because	
	299	I'm going to find daddy and he's gonna and also I was	Felt happy thinking that he will be reunited with his dad and see what he had prepared for them
	300	thinking about, I was thinking about what he was preparing	
	301	for us. And when I got to London, well when I got to my	
	302	house, he made a little, like a mini jungle in the kit-, in the	
	303	living room	Memory of arriving to his new house decorated for him by his dad
	304	R: uh, he made a little jungle. What did it look like?	
	305	W: well he put a tree and lots of pots with, he put trees	
	306	everywhere and lots of pots of plants and flowers	
	307	everywhere	
	308	R: okay	
	309	W: but he didn't think about the animals though	
	310	R: no, what do you mean?	
	311	W: well he could have put my, oh yeah he didn't have my	Mixed feelings about his friend from France, despite liking him,
	312	cuddle toys, because he could have put my cuddle toy,	
	313	there's, in my cuddle toy, rabbit, (x) tiger	
	314	R: Oh I see, so he kind of made the jungle with plants but	
315	didn't add any animals to it		
316	W: no, because he didn't have animals		
317	R: yeah, okay. Okay, so that's when you kind of first		
318	arrived to the house		
319	W: yes		
320	R: yeah. And what did you think when you first got there?		
He thought it was quite cool	321	W: I thought it was quite cool. But I also think lot of my	
	322	friend	
Thinking about his friend	323	R: hm, you're missing your friend	
	324	W: yeah	

Exploratory Notes (descriptive, linguistic, conceptual)	Line No.	Transcript	Experiential Statements
He really likes his friend, but he is also happy that he is not in England. He wants to keep his friendships separate. Thinking that they might be jealous of each other. “different friends from different countries” – not wanting to integrate different aspects of his life, different selves	325 326 327 328 329 330 331 332 333 334 335 336	R: yeah, do you want to tell me a bit more about that? W: well ... I really like my friend, but I'm also a bit happy he's not here, because I don't want him to f-, to know my other friends R: right W: I want to have different friends from different countries. Like he's from ... from a country that he's not from France, but it doesn't make any difference. And it was like, I don't want him to know my other friends, because I think he might be a bit jealous, or they might be a bit jealous ... but I still want him to be, to be with me, like he could come here in some weekends, but ... yeah. And also, I'm still a bit sad that I left France, because all my family, nearly all my family, I think all of them, lived in France, apart from my dad and my mum, because they moved here with me. But	he is happy he is not in England  Does not want to integrate aspects from his life in the two countries, wanting to keep his friendships separate, as his friends might be jealous
Still wants to spend time with him	337 338	bit sad that I left France, because all my family, nearly all my family, I think all of them, lived in France, apart from my	Despite not wanting his friend from France to meet his other friends, he still wants their friendship to continue
Sad to have moved because the rest of his family is still in France. Relational loss Monologue, going from one thing to the next, almost offloading the main aspects of his experience before he forgets to mention one of them, ie friends, family school, language. Likely not the first time he's thought about these things.	339 340 341 342 343 344 345 346 347 348	and my dad he went to France so it was still ... and when I first got to school, it was quite hard, because I couldn't very, I couldn't speak very well, so it was, quite embarrassing, but my friends helped me. And J ... he helped me, he helped me, one of my friends, he helped me (decide), well he helped me talk English, but he, but he didn't know French, so it was quite hard. And M helped him, he traducted every word for, for me and Mi too, but Mi was, he stayed, he left after a month that I was in so ... he	Feeling sad linked to a sense of relational loss of his extended family
Starting school was “quite hard”, because he couldn't speak very well. Felt embarrassed. His friends helped him speak English. Help from English friend and French-speaking friends who translated. One of his French speaking	349 (...) (...) 398 399 400 401	gave chocolate to everyone so (...) (...) R: yeah. Can you tell me a little bit more about that, what did they do or what was that like for you? W: they helped me, like M helped me, because he t-, he, if someone told, asked me erm they asked me “what's	Starting school was hard due to his language skills, which he felt embarrassed about  Both shared-language peers and English-speaking friend helped him navigate the linguistic demands  Shared-language peers facilitate

Exploratory Notes (descriptive, linguistic, conceptual)	Line No.	Transcript	Experiential Statements
friends left.	402	wrong” or something, I didn’t understand, and he tradicted	his communication with other
	403	and it was ... he helped me that way. Mi helped me the	peers by translating
His French speaking friends helped by translating for him. Gave examples.	404	same way, he tradicted. J taught me, like, and M and Mi	
They also helped his English friend communicate with him. His English	405	also helped him understand what I was saying, but also he,	Sense of loss of one of his
friend taught him English words. He now	406	he, when he said like, “try to say ‘hello’”, well ... M tradicted	French speaking friends from the
knows how to speak because of them - attributing his language learning to his friends	407	and so he’s helping me yeah that’s how they helped me	UK
	408	and then, now I know how to speak because of them	
	409	R: right, good, so they kind of helped you by translating,	
	410	the friends who spoke French, and then the friend who	Shared-language peers helped
	411	didn’t speak French, he was still trying to help you by	him navigate the linguistic
	412	teaching English?	demands and facilitated his
Learning English was “quite difficult”, but	413	W: yeah	interactions with others, by
also “a bit easy” because of his previous knowledge of English	414	R: yeah, okay, and like you said, now you speak amazing	translating
	415	English. How did you find that, how did you find learning	
	416	English when you came here?	His English friend taught him
Still doesn’t understand some words – has learned a lot, but learning is ongoing	417	W: I found it quite difficult and at the same time a bit easy	English words
	418	because I learnt a bit of English in France. But I still erm	
	419	but I still ... can’t. wait what? Sorry	He attributes his language
His friends helped him with his language more than his parents. Helped him everyday	420	R: that’s okay, start again	learning to his friends
	421	W: and so I found it quite a bit easy, but I still ... I still don’t	
	422	really understand some words ... but most of the words I	Learning English was quite
	423	understand. And also, erm they helped me more than erm	difficult, but supported by some of
	424	well they helped me more than my parents. Everyday they	his previous knowledge
Speaks French to his parents and some of his friends	425	helped me	
	426	R: what do you mean they helped you more than your	Despite the progress he has
	427	parents?	made, learning the language is
	428	W: like my parents, they talk to me in French so, but they,	ongoing
	429	they also some of my friends do, but they ... they helped	
	430	me more because everyday, few times a day, they to- tell	Perception that his language
	431	me how to, they tell me how to speak so and my parents	learning was supported more by



Exploratory Notes (descriptive, <i>linguistic</i> , <i>conceptual</i> )	Line No.	Transcript	Experiential Statements
Adamant that he does not want his parents to help him, he wants his friends to help him – <i>friends helping as a way of bonding?</i> Parents telling him what to say is annoying	432 433 434 435 436 437	told me like once in the day, not three or four times, but it was quite and now I like and now I can speak but I still, still [banging on the table with his fist] I don't want my parents to help me, I want my friends to help me. I still don't want them to help me R: okay. Why not?	his friends than his parents, due to the frequency of support  Continues to speak French with his parents and some of his friends
Friends teaching him by telling him what words to say or explaining the meaning of what others have said	438 439 440 441 442	W: because, because what? Oh yeah, because I don't want erm them to keep on telling me like that, "come on, say it, say it", cause it's getting annoying. So my friends they tell me and it's really cool R: mhm, so how do your friends say it if they want to teach you a word, what do they say?	Adamant that he does not want his parents to teach him English, as he finds it annoying Wanting his friends to help with language learning, by teaching him words or explaining the meaning of what others have said
Hard to articulate what it was like when he first started school. He told his French speaking friends what it felt like when he started school. Sharing with them was a "big relief", because they could relate to his experience, due to their shared experience of moving from another country. <i>Shared experience facilitates connection and understanding. "big relief" – being able to share, feeling heard and understood</i> Support from peers with similar experience, explaining to him "how it works", which made him feel happy. <i>Learning how school here "works".</i> He now explores more of his school – <i>as he's more familiar, maybe grown in confidence to explore?</i> Starting school felt weird. He didn't	443 444 445 446 (...) 572 573 574 575 576 577 578 579 580 581 582 583 584 585	W: they say, "say this or say that" and I say it and if I pronounce or, or I ask them, "what does that mean?" and they tell me what the meaning of it is (...) R: yeah. So you've told me a bit kind of about when you first started, but do you mind telling me a bit more what was it like when you first started school? W: erm it was quite... erm it was quite, well ... it was, I don't really ... know, it was ... I felt like it would be ... like if, I told some of my friends, like Mi and M that could speak French what I felt like. And it's and that was a big relief because now they knew what it was like and coming from and they came from another country. They came from other countries, so they knew what it felt like, so they came to school before me so they, so they explained and I was quite happy, they explained me how it works. And at first, I thought the school, I only, my class was only on the basement, but now I explore the other levels and	Difficult to articulate his experience of starting school  Being able to share with peers with similar experiences was a relief, giving a sense of feeling heard and understood and facilitating connection  Support from peers with similar experiences to learn how school works

Exploratory Notes (descriptive, linguistic, conceptual)	Line No.	Transcript	Experiential Statements
know how to talk and English seemed weird and strange	586	everything ... and ...	School familiarity associated with increased exploration of the school environment
	587	R: yeah, so it sounds like you had your friends who also	
	588	had maybe a similar experience to you, moving from	
	589	another country and you were able to talk to them and they	Starting school felt weird due to the unfamiliarity of the linguistic environment
	590	could understand what it felt like	
	591	W: yes	
	592	R: yeah. Do you mind telling me a little bit as well about	
	593	what it felt like?	
	594	W: it felt like ... well a bit weird	
	595	R: yeah, in what kind of way?	
	596	W: in the way like erm they didn't really, like it was weird in	
	597	the way that I, I'm in the ... I'm, I'm here and I don't know	
	598	how to talk and their language seems weird, their language	
599	seems weird and strange		

Table R6

Extract from Sonic's Analysis

Exploratory notes (descriptive, <i>linguistic</i> , <i>conceptual</i> )	Line No.	Transcript	Experiential Statements
Assumed that everyone in the world and in England spoke Spanish. All the movies he had watched were in Spanish. <i>All he knew was Spanish. Encountering another language</i>	113	R: what did you think when you knew you were in England?	Assumption that all people speak Spanish
	114	I: Speaking in Spanish	
	115	S: Speaking in Spanish	
	116	I: before I thought ... I saw that in all the countries they	
	117	spoke in one language because I watched a movie 'Gru	
	118	and Minions' and they were looking for a villain and they	
	119	were in England, and they were speaking in Spanish	
	120	R: okay, so you thought everyone was speaking Spanish,	
	121	but then you came here and you saw they speak English,	
	122	they speak a different language here. And what did you	
	123	think when you realised that?	
	124	I: Speaking in Spanish	
	He realised that each country has their own language, as he heard some children speak in another language. <i>Learning, perhaps some of what he thought of the world changed, as he learned that there are multiple languages, that each country has a different language. Contact with other cultures/languages</i>	125	
126		I: I realised that every country has their own language,	
127		because I saw, I saw ... I saw girls speaking in another	
128		language, so I realised everyone has their own language	
129		R: okay, yeah and there are many languages	
130		S: Speaking in Spanish	
131		I: Can I ask you something?	
132		R: of course	
133		S: Speaking in Spanish	
134		I: do you have a friend?	
Asking me a question. Change of topic, seemingly unrelated. He likes to imagine he travels in time. <i>Using his imagination</i>	135	R: me, yes I do have a friend. What kind of friend?	Using his imagination to pretend that he travels in time
	136	I: Speaking in Spanish	
	137	S: Speaking in Spanish	
	138	I: I saw that if you travel in time it is very dangerous	

Exploratory notes (descriptive, linguistic, conceptual)	Line No.	Transcript	Experiential Statements	
– why is he talking about time travelling at this point, how does this relate to travelling to the UK?	139	S: Speaking in Spanish		
	140	I: I like to imagine that I'm travelling in time, but I don't want		
	141	to travel in time because it's very dangerous. So what I do		
	142	is that I imagine that I have a time machine with covers and		
	143	pillows		
	144	S: Speaking in Spanish		
	145	I: Speaking in Spanish		
	146	S: Speaking in Spanish		
	147	I: I play music on my phone so that I can imagine that we		
	148	are travelling in time and someone is helping us		
	149	R: okay, so you like to imagine that you travel in time		
	Plays the time travelling game with his sister	150	S: Speaking in Spanish	
		151	I: it is the most fun game that I play with my sister	
		152	R: okay, imagining you're travelling in time	
153		I: Speaking in Spanish		
154		R: S, can you remember the first time you heard that you		
155		were moving to the UK, can you remember your parents		
No one told him anything about moving to the UK	156	maybe telling you about it?		
	157	I: Speaking in Spanish		
	158	S: Speaking in Spanish	He wasn't told anything about moving to the UK	
159	I: no one told me anything			
He can't remember if he knew they were going to another country	160	S: Speaking in Spanish		
	161	I: I don't remember if I knew or not that we were coming	Not remembering whether he knew that him and his family were going to another country	
	162	here, I don't remember that part		
	163	R: okay, so you don't remember. But when did you realise		
	164	that you were moving here, when did you find out?		
165	I: Speaking in Spanish			
He realised they had moved when they arrived	166	S: Speaking in Spanish	He realised they had moved when they arrived in the UK	
	167	I: When we arrived here		
	168	R: okay		

Exploratory notes (descriptive, linguistic, conceptual)	Line No.	Transcript	Experiential Statements
country, the flag or the name. He can't remember very well/much else Unfamiliarity/unknown	169	S: Speaking in Spanish	Complete unfamiliarity with the UK prior to arriving
	170	I: I don't remember well, but I think that ... I didn't know the	
	171	flags of the country and ... and ... I think I remember a bit,	
	172	but I think ... I didn't know the name of this country and I	
	173	don't remember anything else	
	174	R: okay, that's okay, so you didn't know about it before. But	
	175	what do you think about it now, what do you think is the	
Being here is a lot of fun because he can watch a lot of movies and YouTubers who speak English	176	best thing about being here?	Living in the UK is fun because he can watch new movies and YouTubers who speak English
	177	I: Speaking in Spanish	
	178	S: Speaking in Spanish	
	179	I: it is a lot of fun hmm because you can get new movies	
	180	that I never knew before and other erm other YouTubers	
	181	that speak in English saying other things about here	
	182	R: okay, so like watching the movies and the YouTubers	
	183	and you think it's fun. And what else, can you tell me what	
	184	else you like about living here?	
	185	I: Speaking in Spanish	
Took some time to think Living here is fun because of his friends. He can make new friends who speak both Spanish and English, who can help him with his English. This means that he can then make new friends at secondary. Bilingual peers, facilitating his language learning now, which is perceived to enable him make friends in	186	S: Speaking in Spanish	Living in the UK is fun because he can make new friends
	187	I: I can't use my telephone anymore to watch movies	
	188	S: Speaking in Spanish	
	189	I: I don't have a phone	Friendships with bilingual peers who facilitate his language learning, which is perceived to
	190	R: no, okay. But is there anything else that you enjoy about	
	191	living here?	
	192	I: Speaking in Spanish	
	193	S: hmm ... hmm ... Speaking in Spanish	
	194	I: yes, it's fun because I can meet friends, new friends, who	
	195	speak Spanish and English. They can help me with English	
196	and when the school finish I can find or meet new friends		
197	R: okay, so you've got friends here who speak both		
198	Spanish and English. And how did you find having to learn		

Exploratory notes (descriptive, <i>linguistic</i> , <i>conceptual</i> )	Line No.	Transcript	Experiential Statements		
<i>the future</i>	199	English?	enable him to make new friends in the future		
Learning English is fun. Reference to famous football player who can speak several languages, including English. <i>Role model/seeing speaking multiple languages as a skill/strength?</i>	200	I: Speaking in Spanish. Sorry, say that again, what was			
	201	your question?			
	202	R: how did he find having to learn English?			
	203	I: Speaking in Spanish			
	204	S: Speaking in Spanish			
	205	I: it is fun. My brother knows a player, a football player who			
	206	knows, who speaks five languages and also English,			
	207	Ronaldo, but he has his accent, so he speaks a bit funny			
	208	S: [Speaking in Spanish]			
	209	R: okay, yeah. So Ronaldo, he's a famous football player,			
	210	isn't he. He speaks so many languages and you're learning			
	211	another language as well. Ah what do you think, sorry.			
212	What is it like speaking English compared to speaking				
213	Spanish?				
214	I: Speaking in Spanish				
Speaking English is good because he can help his parents by translating.	215	R: the question was how does it compare speaking English	Learning English is perceived as fun, with reference to famous people who can speak multiple languages		
	216	to speaking Spanish?			
<i>Reality or fantasy? Maybe something he wishes to do in the future</i>	217	I: Speaking in Spanish			
	218	S: Speaking in Spanish			
	219	I: Yes, yes, I learn English and also so I can translate for			
	220	my parents, because they call me everywhere so I can tell			
	221	them what the people in the shops are saying, so I can say			
	222	"mum, this is 8\$" how much it costs and because, because,			
	223	because of that she tells me to speak English			
	224	R: okay, yeah, so you're helping your parents by translating			
	Can also help other children who come to England without speaking English, thus becoming friends. <i>Paying it forward, was this his experience, of</i>	225		for them. How do you find that, what do you think of that,	Learning English linked to a desire to help his parents by translating
		226		translating for your parents?	
	227	I: Speaking in Spanish			
	228	S: Speaking in Spanish			
Helping other children who move					

Exploratory notes (descriptive, <i>linguistic</i> , <i>conceptual</i> )	Line No.	Transcript	Experiential Statements
<i>becoming friends with those who help him</i>	229 230 231	I: yes and the same I can do if a child comes to this country and he doesn't know English and I can help him and we can be friends	to the UK without speaking English
Hypothetically speaking, translating for a friend who doesn't speak English	232 233 234 235 236	R: okay, that's very kind of you, helping other children learn English and you said that's a way of making friends with them as well, by teaching them some English I: Speaking in Spanish S: Speaking in Spanish	Helping children who are new to England seen as a way of making friends
Watches his programmes in Spanish. He can't understand if they are in English. Motivated to learn English to understand movies/cartoons	237 238 239 240 241 242 243 244 245 246 247 248	I: yes, because, because if they try to buy something and they can't because they don't speak English, then I can tell my friend to write in a note in English what I say R: okay, very good. And what has helped you learn English? I: Speaking in Spanish S: Speaking in Spanish I: Speaking in Spanish S: Speaking in Spanish I: I like my characters and I watch my programmes in Spanish, but S: [interrupting] Speaking in Spanish	Motivated to learn English, so that he can understand movies
Enjoys watching movies in Spanish, but would like to be able to do so in English	249 250 251 252 253 254 255 256 257 258	I: but if they speak in English I can't understand, this is why I would like to learn the language, because if the movie is in English I can't understand R: okay. And did he say something about it being, about emotional? I: Speaking in Spanish S: Speaking in Spanish I: it is exciting actually if I see something interesting in the movie in Spanish, but I would like to see the same things in English	Reflection on his language skills, acknowledging difficulties understanding English

Exploratory notes (descriptive, <i>linguistic</i> , <i>conceptual</i> )	Line No.	Transcript	Experiential Statements
Interpreter didn't get to ask the question before she was interrupted	259 260 261 262 263 264 265 266 267	R: in English okay, so you'd like to learn a bit more English so you can watch them in English as well, is that right I: Speaking in Spanish S: [nodding] R: yes, very good. [speaking to the interpreter] Can I just check with you, I know initially we said 10:20, are you okay to stay a bit longer since we started a bit later, is that okay? Thank you. Okay, S, this might be a bit of a weird question, but have you noticed any changes over time since you	Shared some English words that he knows  Has learned some English by playing video games
Knows the names of some colours in English. Said them in English	268 269	came here? I: Speaking in Spanish- [didn't ask the question]	
Has learned some English by playing games like Roadblocks	270 271 272 273 274 275 276 277 278 283 284 285 286 287 288 289 290 291 292	S: [interrupting] Speaking in Spanish. Black, orange, blue, purple and red I: yeah I know a few colours in English S: Speaking in Spanish I: yes I learn, I learn a bit more English when I play with Roblox with my game, it's a horror game, but it's not a horror game, it's very fun R: okay, and you've learned a few colours, very good (...) [break time for 20 minutes] R: are you ready to continue? I'm going to ask you a few questions about school now. Okay? I: Speaking in Spanish S: okay R: can you tell me what was it like when you first started school here? I: Speaking in Spanish S: Speaking in Spanish I: I felt excited, but at the same time I was missing my other	



Exploratory notes (descriptive, <i>linguistic</i> , <i>conceptual</i> )	Line No.	Transcript	Experiential Statements
He felt excited when he started school, but was also missing his previous friends. He still has his memories with them/remembers them	293 294 295 296 297 298 299 300 301	friends, from where I used to live S: Speaking in Spanish I: but I have my memories R: you have your memories with your friends I: Speaking in Spanish R: so when you started, you were excited to start in a new school, but also missing your friends a bit I: Speaking in Spanish S: si [yes]	Mixed feelings when starting school, of excitement and missing his previous friends  Missing his previous friends, but holding on to his memories of them
Did not tell school he was missing his friends - Thinking I was talking about school helping with him missing his friends.	302 303 304 305 306	R: and when you started, where you given any help from the school, did they help with anything? I: Speaking in Spanish S: Speaking in Spanish I: I didn't tell them	He is happy at school because he is learning new things
He is happy here because he is learning new things	307 308 309 310	S: Speaking in Spanish I: but I'm happy because I'm learning new things here R: and you enjoy learning new things. So you're saying you're happy that you are learning new things here. What are some of your favourite things that you've learned?	Learning English phrases by asking his friend
He didn't know how to ask to go to the toilet in English. He asked his friend, who told him and now he knows. <i>Used "toilet please" in English as he was explaining. Example of something practical &amp; basic that he needed to know</i>	311 312 313 314 315 316	I: Speaking in Spanish S: Speaking in Spanish I: I didn't know how to ask to go to the toilet in English so I asked my friend and he told me and now I can tell miss X the right question to go to the toilet	Sense of progress with learning some English phrases, facilitating more independence
He remembers how to say it now, so no longer needs to ask his friend	317 318 319 320 321	R: okay, so you've learned how to say you need to go to the toilet. And your friend has helped you I: Speaking in Spanish S: Speaking in Spanish I: I remember now so I don't need to ask him anymore	

Table R7

Extract from Diamond-Lemon's Analysis

Exploratory notes (descriptive, linguistic, conceptual)	Line No.	Transcript	Experiential Statements
<p><b>Excitement in her voice.</b> Initially only her brother was moving, but she asked to go as well. They told her she was too young, but she insisted and they agreed</p>	<p>133 134 135 136 137 138 139</p>	<p>And what did you think of that when you first heard of moving to England? D: oh I, first they say, oh just G, who is my brother and I say, "no, no, no, I want to go too" and they, "no, you're so young for this" and I say, "please, please, please" and they, "okay, we thinking about" and after they said "yes" so, so yes it's like this and yes</p>	<p>She asked and insisted that she also goes to the UK with her brother</p>
<p>Nervous and happy Reference to American English. Difficult. Learned a bit of English in Brazil, so she can speak a bit. But it is different to talking with English speaking people. Language use comparisons. Nervous about having to speak English, but reminded herself that she can speak a bit to make herself understood</p>	<p>140 141 142 143 144 145 146 147 148 149 150 151 152 153 154 155 156 157 158</p>	<p>R: okay, so you kind of wanted to go when you heard as well D: yes. And I be like, oh my God, I be nervous, but I be so happy because in Brazil, all the days I have school and, not, I have school on Monday, Tuesday, Wednesday, Thursday and Friday, not on Sunday and Saturday. And then all the days we have one hour of English, but not Britain English, American English, so it's quite difficult, but it's like the same, so I learn a bit of English in Brazil, so I know how to speak a little bit. It's not the same you talking with people who talk English, because in Brazil all my friends talk Portuguese, so in my erm class of English I talk English with the teacher, but only like, only the teacher talk English because we talk with the teacher in Portuguese. So I have erm English in Brazil, but not the same to you like live with peoples who speak English, so I be nervous, but, when I think like this, "Oh, but I know how to speak a little bit, so" I think I can say little words and the people can understand so R: well, your English is really good D: [giggling]</p>	<p>Mixed feelings about moving, nervous and happy</p> <p>Despite some previous knowledge of English, it felt difficult and different having to speak English with everyone</p> <p>Comparing language use between countries, particularly in social contexts</p> <p>Felt nervous about having to speak English, but reminded herself that she knows some English</p>

Exploratory notes (descriptive, linguistic, conceptual)	Line No.	Transcript	Experiential Statements
<p>Speaking English – “a little crazy”, especially at the beginning. Comparison of language use, it is very different – speaking Portuguese to everyone. Practising English with her brother, to learn more English. Thinking this will help her speak better with her friends. Worried that she might get it wrong Getting better in English, can communicate better with her friends - Sense of progress, improvement -&gt; impacting on interactions with peers</p>	159	R: it's amazing that we can have this conversation and	Speaking English felt crazy, especially at the beginning
	160	you've been here for what, 6 months?	
	161	D: yes, I think yes	
	162	R: yeah, exactly. And how did you find it? So you said you	Comparison of language use in the two countries, with an awareness of difference
	163	obviously knew a bit of English from Brazil, but it was	
	164	different cause you only used it in school to talk to the	
	165	teacher, but not to your friends. How did you find coming	Practising English with her brother, with the hope of improvement
	166	here and having to speak English and learn English?	
	167	D: I find a little crazy, because in Brazil I just speak	
	168	Portuguese with all the peoples and for example here, in my	A sense of progress with English language, reflected in her interactions with peers
	169	house, me and my brother try to only speak English to each	
	170	other to me and he learn more English, so ... I, I be like oh	
	171	my God this is so different of Brazil, because here I need to	Worried about getting things wrong in English
	172	speak English with all the peoples and in Brazil I just speak	
	173	Portuguese with all the peoples, so it's like so different, so I	
	174	be like oh my God, this, I think, maybe sometimes I'm gonna	
	175	do so wrong, and all the times I'm gonna do wrong, but I'm	
	176	trying to do, so if I speak with my brother I think I can speak	
177	better with my friends, so all the times I speak with my		
178	brother in English. And after I'm getting better in English so I		
179	can speak with my friends now more better, but in the, when		
180	I start I feel this is crazy [laughing]		
181	R: hm, yeah, so it feels really different to kind of before when		
182	you spoke Portuguese all the time and at the beginning you		
183	said it felt almost like 'crazy' speaking English with everyone		
184	D: [laughing] yes		
185	R: but you're practising with your brother		
186	D: yes		
187	R: yeah. And is there anything else that has helped with		
188	learning English or speaking English?		

Exploratory notes (descriptive, <i>linguistic</i> , <i>conceptual</i> )	Line No.	Transcript	Experiential Statements		
<p>Uses Duolingo – <i>use of technology</i> Doing the things she likes, but in English, e.g., listening to music, watching videos, reading books. Saw that these strategies worked for her cousin who learned English. Her English is getting better by doing these things – <i>sense of improvement</i>. <i>Learning through videos/music/books – increased motivation to learn</i></p>	189	D: erm I do Duolingo, you know, I do this and ... when I start	Use of technology to learn English		
	190	I like listen musics in English, I do things who I like in			
	191	English, because my cousin, one cousin mine, learn English,	Learning English through things that she enjoys, such as music, videos and books		
	192	learn how to speak English, doing things she like but in			
	193	English so she learn so fast, so I try to do this too and then I			
	194	start watching videos in English, I start listen musics in			
	195	English, reading books, but books I don't have too much	Perceived sense of improvement of her English skills		
	196	books in English, so just at school, cause here only books in			
	197	English. And then I start doing that and then my English is			
	198	going more better too			
(...)	(...)	384	R: yeah, okay. Erm and you told me a bit about what school	Uncertainty over what school she will be attending	
385	was like when you first started. Do you want to tell me a bit	386	more, what was it like when you first started school?		
387	D: when I start this school, erm ... I don't know what school	388	I'm going to go when I start, so I be like, I want to know, but		Mixed feelings of happiness and sadness about going to school
389	when I know I come to X I be like happy, but in the same	390	time I be like sad because I don't know, what, what's gonna		
391	be here, if the boys and the girls gonna talk with me, but I be	392	more sad if the girls gonna talk with me, cause the boys	Sadness associated with the unknowns of school, particularly inclusion from peers	
393	okay, but I like to talk more with girls and the boys too, but	394	yes. And my friends is more girls than boys, so I was like, oh		
395	I don't know but, I be happy, but in the same time sad, so it's	396	like this		
397	R: yeah, so you were a bit happy cause you knew what	398	school you were going to when you found out that it's gonna		Predominantly same-gender friendships
399	be this one, but also a bit sad and maybe a bit worried that	400	you didn't know if the other boys and girls are gonna talk to		
401	you, especially the girls. I guess you didn't know, like you	402	said earlier about making friends. Yeah. And what, how has	Positive perception of her	

Exploratory notes (descriptive, <i>linguistic</i> , <i>conceptual</i> )	Line No.	Transcript	Experiential Statements
Positive perception of the school – school is good to her, she likes it. This is because she has friends and she does a lot of things. Learning. Reflecting on different subjects. In English lessons she doesn't know what to do. Articulating her thought process – <i>meta-cognitive skills</i> .	403 404 405 406 407 408 409 410 411	school been since then, since you first started or how is school now? D: this school is good, I like this school and this school is good to me because I have friends and I do a lot of things here. And when we have the, the activities to do like maths, topic, geography, history or English, I be like, in English is my, is when I do like this, "oh no, I don't know how to do", but when I know the activity how to do and then I stop and think, "oh my God, how can I do it", and then I like made,	school, linked to having friends and doing activities  Reflecting on learning in different subjects  Drawing on meta-cognitive skills when she doesn't know what to do in English lessons
Comparison with learning in Brazil. Comparison of the school year in the two countries, impacting on her learning. Difficult. Unfamiliar with some of the maths curriculum, but learning, trying. Happy at this school	412 413 414 415 416 417 418 419	made the thing in my mind and after I just write. And maths, maths, I learn maths, like because in Brazil I didn't finish the Year 5, because in Brazil is different the, because in Brazil the class start in February and stop in December and here start in September and stop in July, so it's quite difficult, so when I come, I come in October, so I didn't erm finish my Year 5 in Brazil and the, here I start in Year 6, so here they do some things who I don't know, but I learn and I'm trying	Finding it difficult to access some of the learning content, due to unfamiliarity with some of the curriculum, linked to differences in the school year between countries
Transition to secondary school	420 421 422	to do better in maths, but yes, it's quite, yeah, I'm being happy at this school and this school is so, so cool and when I go to secondary, I go to X, and then in this school, 24 of	She is happy at this school  Preparing for the transition to secondary school by planning to
Advocating for herself Perception that she needs additional help in lessons, linked to her language skills. Even though she can speak English, it is difficult in lessons to write and understand. – <i>distinction between social and academic English/BICS &amp; CALP</i>	423 424 425 426 427 428 429 430 431	April I think, erm we, we meet the teachers and the, the headteacher of this school and we talk about, we talk more about with me, with the teachers and the peoples of this school and I'm gonna say like, I need, sometimes more help, because I know how to speak English, but in the lessons is more difficult, because I don't know how to write so good English and then is like difficult to me and to understand the lessons, I understand, but sometimes I do some mistakes, because not like in Brazil who I do understand so good	advocate for herself by asking for additional support from staff  Perception that she needs additional support in lessons, linked to her language skills, as she has difficulties writing and understanding, and makes
Even though she understands,	432	because my language, so yes I'm gonna say like this to, to	mistakes

Exploratory notes (descriptive, linguistic, conceptual)	Line No.	Transcript	Experiential Statements
<p>sometimes she makes mistakes. Comparison to school in Brazil, where she her understanding is very good because it's her language. Will ask staff in secondary school to help her Friends in secondary school – has already made friends with someone who goes there</p>	<p>433 434 435 436 437 438 439 440 441 442 443 444 445 446 447 448 449 450</p>	<p>the peoples in the secondary school, to they help more me, cause sometimes I need help. About the friends, is fine because, yes, and I have, I, I meet one girl who she is in this school where I go in secondary and we are friends, so I have one friend of my secondary school, but she is in Year 7 and when I go to Year 7 there, she go to Year 8, so we are one, one year of difference, but it's fine, because we're gonna meet at this school all the time, so it's fine, but yes R: yeah, so you've got, you've got a friend already that you know who's gonna be at your secondary school erm and you were saying about, I guess learning here, but also when you go to secondary school, that there are some things that maybe are new here, that you haven't yet done, but you're learning them erm but how sometimes, even though you can understand quite a lot and you can speak well, sometimes you still need a bit more help to understand everything and to make sure you write what you need to write. Is that, is that right?</p>	<p>Comparison to learning in her primary language, meaning she had no difficulties understanding  Has made friends with someone who already attends her future secondary school  Completes differentiated work compared to her peers, so that she can access it</p>
<p>Differentiated work, comparison with her peers.</p>	<p>451 452 453</p>	<p>D: yes. Sometimes like here, the, my classmates do a history of a video and I do too, but like in different things. They like do only writing of parts, like "oh, the, what about the shop", and they write a history of the shop, but me I like</p>	<p>Perception that she needs help with her learning, which she will share with her secondary school</p>
<p>Differentiated work so that she can access it – she wants to share this with her secondary school Perception that she needs help Help from her class teacher who speaks Portuguese</p>	<p>454 455 456 457 458 459 460 461 462</p>	<p>(x) in sentence and after I be, I like do all together and after I made my history, so sometimes I do some things different of my classmates, so this is like more easy to me, but not equal of my classmates, so I need to say this to, to my secondary, to they know, but if they say, "oh you do the same of the classmates" I can do, but sometimes I think I'm gonna need help, because here some, [Class Teacher] explain to me in Portuguese, and she like help me too much,</p>	<p>Support from her class teacher who speaks Portuguese</p>

Exploratory notes (descriptive, linguistic, conceptual)	Line No.	Transcript	Experiential Statements
Differentiated work	463	because she speak Portuguese so, and she like, when the,	
	464	they do like now we do a history of another video, and then I	
	465	do too equal what they are doing, but I do like more small,	
	466	and (same more) I think she help me and yes, I do like the	
	467	same, but other type	
	468	R: okay, yeah, so the same work, but making it a bit different	
	469	so you can, so you can do it because of the language	
	470	difference	
	471	D: yes, yes	
	472	R: okay. And you said that your teacher has helped you	
	473	because she speaks Portuguese erm and what sort of other	
Expressing how using both languages has helped her	474	things have helped in school?	Sense of progress with her
	475	D: erm sometimes X is in this school, because sometimes	English, facilitated by the
	476	on Friday, [Class Teacher] is not here so X do the, so X	English speaking teacher
Teacher who speaks English – perception that because she tries to understand him, this has helped her and she is better in English – sense of progress	477	teach us on Friday and sometimes on Wednesday too, so X	
	478	is help me too, because he speak English so I have, I, he	Support from another member
	479	speak English with all the class, so I try to understand	of staff with her learning
	480	English too, and then this can help me to be better in	
	481	English and this has helped me. And X he help me too on	Support from her class teacher
	482	maths, on English, so this is, yeah, this is cool. And [Class	who speaks Portuguese
Help from other member of staff with learning	483	Teacher], and [Class Teacher] is good to me because she	
	484	speak Portuguese and all the time she come with me and	
Help from class teacher who speaks Portuguese and checks on her	485	say if I'm okay or I need help, so it's like, yes	
	486	R: yeah, so she checks with you if you need anything else or	
	487	D: yes	
	488	R: yeah, yeah. And you said that two other, X and the other	Difficulty understanding the
	489	teacher as well, they also help sometimes as well. Erm and	lessons sometimes without the
	490	is there anything that didn't help or anything that made it	teacher explaining in
	491	harder?	Portuguese
	492	D: erm ... I think no. sometimes, just the lessons, cause	

Exploratory notes (descriptive, linguistic, conceptual)	Line No.	Transcript	Experiential Statements
<p>Sometimes she doesn't understand the lessons. Asks the class teacher who explains things to her. If she doesn't ask it's hard for her to understand</p> <p>Tries to say something, but doesn't know how to say it in English, which is hard</p>	<p>493 494 495 496 497 498 499 500 501</p>	<p>sometimes I don't understand, so I'm trying to think, but I don't understand, but after I ask [Class Teacher] and she explain to me so after is fine, but this, when I don't ask to [Class Teacher] is like be hard to me to understand and the things, but just like in English is hard in the lessons of. Because in English sometimes I try to say something, but I don't know how to say so I try to say, but I can't say, so it's like hard, cause I want to say, but I don't know how, so it's like hard this too</p>	<p>Difficulties expressing herself in English, despite knowing what she wants to say</p>
<p>Has made herself a Portuguese-English dictionary.</p>	<p>502 503 504 505 506 507 508 509 510 511 512</p>	<p>R: yeah, so it's quite hard cause you, you know what you want to say and you know the things, but it's just hard knowing the English words for it</p> <p>D: yes!</p> <p>R: yeah, and that makes sense. And I think again that's quite normal and it's quite common for children who are learning a new language, that it can be hard to know the words even though you know everything erm and sometimes you can maybe even try doing it in Portuguese and then you can translate it afterwards erm do you use anything like that, in school or maybe at home?</p>	<p>Has created a bilingual dictionary which is useful</p>
<p>Uses this dictionary when she doesn't know how to say something</p>	<p>513 514 515 516 517 518 519</p>	<p>D: yes. I make like a book, it's like a dictionary and then I write the word in English and I translate it to Portuguese, so I have like a book. And then have all the words, example: I don't know how to say erm 'shoot', so then I come at home I write 'shoot' in the translate and then I write the, the word in English and after I translate to Portuguese, so all the times I bring this book with me, so when I have something I don't</p>	
<p>One dictionary in school and one at home</p>	<p>520 521 522</p>	<p>know how to say, I open, if I have the word on my book, I just read and say, so it's this help me to know, yes and I do this and in, at the school, [Class Teacher], I have another</p>	



Exploratory notes (descriptive, linguistic, conceptual)	Line No.	Transcript	Experiential Statements
<p>Feels happy as a child from Brazil in this school, because she is from another country and her friends ask her about it – <i>sense of pride in having a different cultural background</i></p> <p>Sharing about her culture with her friends – <i>sense of competence that she can tell them, as she has lived in Brazil</i></p> <p>Also difficult – new language, new friends</p> <p><i>Mixed feelings</i></p> <p>Enjoys sharing things from her culture with her friends</p>	523	book, and I have one at home and one at school, so this	<p>Feels happy as a child from Brazil in the school, taking pride in having a different cultural background and a sense of competence at sharing this with her friends</p>
	524	help me	
	525	R: okay, yeah, so you've got your own dictionary that you've	
	526	made erm in school and at home as well and you look at	
	527	that, very good, I like that idea	<p>Despite feeling happy at school, it is also difficult having to adapt to a new language and new friends</p>
	528	D: yes [giggling]	
	529	R: erm and D, what does it feel like to be a child who has	
	530	moved here from Brazil in this school?	
	531	D: erm I be like happy, because I'm from other countries and	<p>Enjoys sharing aspects from her culture with her friends</p>
	532	sometimes my friends say, "uh, in Brazil what do you do?"	
	533	and I know how to, how to say to them because I live in	
	534	Brazil, so is happy, but in the same time it's difficult to, I be	
	535	at this school and other language, and other friends, but I	<p>Enjoys living in England because it is an opportunity to strengthen her relationship with her grandparents</p>
	536	like, but in the same time it's difficult, but I like too much	
537	because [laughing] example: yesterday, me I teaching my		
538	friends how, one dance of Brazil, so it's like, it's like cool, but		
539	at the same time it's difficult		
540	R: aw, yeah, so you're teaching some of your friends about		
541	Brazil, that's really cool		
542	D: yes [giggling]		
543	R: and I guess you learn from them about England as well	<p>Enjoys living in England because it is an opportunity to strengthen her relationship with her grandparents</p>	
544	D: yes		
545	R: but you're saying it's a bit of both, it's cool and you're		
546	happy, but it's also quite difficult		
547	D: yes	<p>Enjoys living in England because it is an opportunity to strengthen her relationship with her grandparents</p>	
548	R: yeah, yeah it's a bit of both. And I think it can be quite		
549	hard kind of, you know, when you have both as well, yeah		
550	and learning what that means. Erm let me see if there was		
551	anything, oh yes. Erm what would you say is the best thing		
552	about living in England?		
<p>Best things about living in England is living with her grandparents – rekindling of transnational relationships. But she</p>	550	and learning what that means. Erm let me see if there was	<p>Enjoys living in England because it is an opportunity to strengthen her relationship with her grandparents</p>
	551	anything, oh yes. Erm what would you say is the best thing	
	552	about living in England?	

Exploratory notes (descriptive, linguistic, conceptual)	Line No.	Transcript	Experiential Statements
misses her parents. Best thing about living in England is that she learned how to play football She also likes this school	553 554 555 556 557 558 559 560	D: erm ... I think two things. Because I live with my grandparents, because when I was in Brazil, my grandparents live here, so I miss them so much and I like to live with my grandparents, but I miss my parents, so it's like I like this, to live with my grandparents. Erm I like because I learn to play football and in Brazil, I, I, the thing I most want to do is learn to play football so now I learn. And then erm this school I like too	Despite enjoying living with her grandparents, she misses her parents  She likes living in England because she learned how to play football
Living here is difficult, but she likes living here. Sometimes she wants to go back to Brazil, sometimes she wants to stay here. Likes to live here, likes to live in Brazil. <i>In between</i> . Parents key to her experience – if they were here, she would be calmer and would want to stay here. Different country, different languages – it's cool, she likes it	561 562 563 564 565 566 567 568 569 570 571 572 573 574	R: okay, yeah. So living with, you like living with your grandparents, cause they were here when you were in Brazil, you like that you've learned football and you like the school as well, yeah. D: yes R: so those are some of the best things. Erm what about the worst thing about living here, what would you say that is? D: erm ... living here is difficult, but, yes I like to live here, but, sometimes I want to go back to Brazil, but sometimes I want to stay here, so ... yeah, it's like, I like to live here, but I like to live in Brazil too. If my parents were here, I think I'd be more calm and if my parents live here, I want to stay here, because here is so cool. In Brazil too, but here is a different country, different language, so it's like, yes I like	She likes her school, which is an enjoyable aspect of living in England  Tension of living in the UK: she enjoys living here and wants to stay, while also finding it difficult, likes living in Brazil and wants to return  Her parents are key to how she feels about living in the UK
Comparison of safety between countries. It's safer in the UK, implications for her independence and day to day life, eg going to the shop or school on her own.	575 576 577 578 579 580 581 582	R: hm, yeah, so it's a bit mixed, isn't it. You like it here, you liked it there, but if your parents were here you probably would like it better here D: yes R: yeah, but it's a bit mixed yeah D: like here is more safe, in Brazil is not too much erm here, example, here I can go to the supermarket next to my house to buy something to my grandmother, but in Brazil I can't do	She likes experiencing a different country and language  Comparison of safety between countries, with the perception that the UK is safer, facilitating her independence  Attachment to Brazil, linked to

Exploratory notes (descriptive, linguistic, conceptual)	Line No.	Transcript	Experiential Statements
She likes Brazil, the school, speaking Portuguese	583 584 585	this because it's not safe, so here I like, because it's safe, so I come to school alone. In Brazil, oh my God, if I did this, it's so, so, so danger, I can't do this alone, so all the times I	her school and speaking Portuguese
She likes it here too and it is safer, so if her parents were here, she would prefer her	586 587 588	come with my mother's friends or I come with the school bus. In like one time in the year I come with my parents, because my parents work, so yes, it's difficult to they come	Torn between the two countries and deciding where to live, as she likes both
But she likes Brazil too Difficult to decide where to live, because she likes both	589 590 591 592 593 594 595 596 597 598 599	with me to the school, so yes. But I like Brazil too much, the school of Brazil I like too much, the things I like because I speak Portuguese erm but here I like too so, I prefer the (x), but here, if my parents here, here is like more safe and I like when I safe, so I think I prefer here. But I like Brazil too, when I come in Brazil in December, I need to think so good about it because I need to decide if I want to stay here or in Brazil, so I'm gonna need more, more, I need help, because it's difficult to I think, cause I like here and Brazil R: yeah, and that's a big decision to make, isn't it D: [nervous laughing] yes	Her parents are key to her decision about where to live

## Appendix S

## Participants' Personal Experiential Themes Tables

Table S1

*Ariccaraz's PETs*

Personal Experiential Theme	Sub-themes	Experiential Statements	Key Quotes
<b>PROCESSING THE MOVE</b>		Not understanding and questioning the decision to move	"ah I was like, "what? but we don't need to!". It's better in France, because all of the family is there, and all of my friends are there [sigh]. So it was weird to hear it" (97-100)
		Relationships with family and friends given as a reason to stay in France	"It's better in France, because all of the family is there, and all of my friends are there" (97-99)
		Lack of agency regarding his parents' decisions	"they said, "but we already got the house". And ah so we, so we alrea- and so we're going in England and we're leaving you in your grandma's house until we come back to, to, to go in England (...) No, my parents came first, then they came back to pi- to make us come" (112-119)
		The day they left marked by receiving a gift from his uncle	"A: and after that, when we were, the day we had to go, one of my uncles gave us a PS3 R: oh, as a goodbye present A: yeah" (135-138)
		Overwhelmed by the amount of boxes, which made him realise they had moved Using playfulness to deal with unfamiliarity	"ah ... I didn't, I didn't really realise it (before) and then when we went in our house there was lots of boxes (...) a lot" (52-56) R: "so what did you do when you saw all those boxes?"

Personal Experiential Theme	Sub-themes	Experiential Statements	Key Quotes
<b>FOCUSING ON THE PHYSICAL &amp; CONCRETE TO MAKE SENSE OF HIS EXPERIENCES</b>	Did not realise they were moving to the UK	Experience of brief separation from his parents and staying with his grandmother	<p>A: ah I hid in the boxes  R: [laughing] did you? Were you playing hide-and-seek?  A: ah, yeah (...) with my brother" (60-68)  "but I wasn't, I didn't realise that we were moving (...) like, I didn't realise, I thought it was only for holidays, but after I realised that it was actually not for holidays ... and I was a bit sad" (145-149)  "so we're going in England and we're leaving you in your grandma's house until we come back to, to, to go in England (...) No, my parents came first, then they came back to pi- to make us come" (113-119)</p>
	Arrival in the UK marked by noticing the physical environment and time differences	Trying to make sense of things in the physical environment	<p>"And when I arrived in England, but I didn't arrive to the station, I saw buildings and some shopping centres and also buses and that's how I knew I was in England" (36-39); "and the hour, the hour from my dad's phone changed (...) no, but it change it, it put one hour less" (44-47)</p>
	Has noticed changes and differences in the physical environments	<p>"I thought something that was weird. I saw a station called Victoria Coach, I thought it was a tube station, but it wasn't" (75-77)  "ah like, now I have a console, and before I played on my brother's console (...) and the playground is different from the other playground. Because in this playground I have a football pitch, but in the other one there was no football pitch" (417-423)</p>	
	Focused on the mode of transport for travelling to the UK	<p>"ah I drawn the Eurostar, the train I took to come (there) (...) ah it, it was good. it was ah ... it was one of the first times I went in a train to go to in</p>	

Personal Experiential Theme	Sub-themes	Experiential Statements	Key Quotes
		Active engagement during travelling by taking in his surroundings	another country" (16-22) "erm that's me, [looking out] of the window (...) erm I could see mountains and when I was under water, I think, it was all black inside there, I couldn't see anything." (31-36)
		Struggling to make sense of things that are not what he thought they were	"I saw a station called Victoria Coach, I thought it was a tube station, but it wasn't (...) I don't know, I still don't know (...) yeah, but I don't know why it was like in the corner, it was like that there, it was closed" (75-87)
<b>ENCOUNTERS WITH A NEW CULTURE</b>	<b>Pre- and post-migration perceptions of the UK</b>	Pre- and post-migration views of the UK linked to features of the physical environment, including British symbols	"R: and what did you think England was gonna be like before you got here? A: I did, I just thought it was like with phones, erm hm red cages with phones, with phone things [inside them and the buses] and buses, with two stages" (179-181); "R: and then when you came here, was it similar or was it different to what you were thinking it was going to be like? A: it was a bit similar, but just with more cars and more things" (199-200)
		Enjoys the experience of travelling in a British double-decker bus	"A: (...) and buses, with two stages (...) R: have you been on one? A: yeah R: do you like it?
		Felt happy to be visiting another country	A: yeah, I always go to the top" (181-188) "erm I was happy. I was really happy to see another country" (142-143)
		Reported overall positive experiences of living in the UK	"erm I don't think there is really worst things. Like, everything is good (...) like as I seen, everything is good" (329-332)
		Supports both English and French	"R: ok. Do you like football?"

Personal Experiential Theme	Sub-themes	Experiential Statements	Key Quotes
	<b>Intersectionality of culture and other aspects of his identity</b>	<p>football teams</p> <p>Aspects of intersectionality in relation to his identity across contexts</p>	<p>A: yeah R: do you support an English team or a French team? A: in the English teams, I support Arsenal, but in the French teams I support PSG" (309-313) "I could eat McDonalds and I could eat a lot of things in McDonalds. But in France I couldn't because it was pork. Most of the hamburgers and cheeseburgers were with porks R: oh, okay, so then you couldn't have them there, but in England A: yeah, I could" (202-209)</p>
<b>Food as a point of reference for cultural similarities and differences</b>	Perceptions of intersectional aspects of his identity in the new culture	Perceptions of intersectional aspects of his identity in the new culture	<p>"ah they told me ah because I wanted to go to the toilet so they could, ah my friends told me ah, "are you a boy or a girl?", I didn't understand and at the time I don't think there was a logo on the toilet" (491-494)</p>
<b>Food as a point of reference for cultural similarities and differences</b>	Food as a marker for learning about and experiencing cultural similarities and differences	Food as a marker for learning about and experiencing cultural similarities and differences	<p>"ah but what I learned that it was that I could eat McDonalds and I could eat a lot of things in McDonalds. But in France I couldn't because it was pork. Most of the hamburgers and cheeseburgers were with porks" (202-206)</p>
	Drawing on something concrete, such as food, to make sense of interacting with another culture	Drawing on something concrete, such as food, to make sense of interacting with another culture	<p>"but it's just that there is a burger that's not there, but that's in France, in KFC, and it's really good, but it's not in England (...) yeah it's and there's also things that aren't there in McDonalds, but that are in France" (218-233)</p>
	Experiencing differences in school in relation to food	Experiencing differences in school in relation to food	<p>"and also, like they don't give a lot of food, but they still give enough. Because in France sometimes they gave enough, but sometimes they didn't give enough. And sometimes the food wasn't good</p>

Personal Experiential Theme	Sub-themes	Experiential Statements	Key Quotes
<b>IMPORTANCE OF RELATIONSHIPS</b>	<b>Relationships pre- and post- migration</b>	Enjoyed time with extended family before moving	enough" (266-269) "Staying in my grandma's house? Oh it was good because all of the, nearly all of the family was there (...) so at least I could see my uncles" (129-133)
		Different transnational relationships with family and friends	"R: And do you still keep in touch with some of your friends and family in France? You still talk to them? A: a bit, because I don't, I'm not sure if my mum has their mum's number R: ok, so maybe not so much with the friends A: yeah R: yeah. But with the family? A: yeah" (168-176)
		Positive perceptions of his friends	"But my other friends that are still there, like they are kind and not mean ah they, they are funny, they play with me " (291-293)
		Values playing with his friends	"my other friends (...) they are kind (...) they play with me and ah I play, I play video games with them most of the time, I mean with most of them, because some of them don't have video games" (294-296); "play hide-and-see with them or playing football" (308)
		Has noticed changes in friendships since moving	"R: have you kind of noticed any changes since you moved to the UK? A: my friends" (415-417)
		Joined in with his peers even when he didn't understand them	"my classmates wanted to be friends with me, but I didn't really understand, so sometimes I didn't understand what they said (...) but I still managed



Personal Experiential Theme	Sub-themes	Experiential Statements	Key Quotes
<b>Relational loss</b>	Realisation they had moved associated with feeling sad and a sense of loss of relationships	to understand a bit (...) ah, they came to me, I didn't know what they said, but (...) but they let, I went to them, I didn't really know what they were saying, but I knew that they wanted to be friends with me" (536-552)	
	Sense of loss over friendship in the UK	"R: And can you tell me a little bit more why, why did you feel sad? A: ah it was because my family, all of my family and friends were in France" (159-162)	
	Shared-language peer left the school and then returned	"But I'm sad that one of them had to leave because he lived far away. This happened in Year 5 and also last year, in Year 4" (279-281) "A: yeah, with someone, with only one person that speaks French in school, in my class (...) and that person left the school and came back (...) R: and is that person one of your friends? A: yeah" (393-401)	
	Loss of relationship in the context of the school	"but I had a teacher last term, but he had to leave because I think the school didn't have enough money" (580-582)	
<b>Social aspects facilitating adaptation</b>	Social aspects of living in the UK perceived as positive	"I also think that my friends are really good (...) and that ah there is not a lot of things, like, I don't live somewhere with, with people that are like a bit mean" (255-259)	
	Sense of inclusion from his peers which facilitated him not feeling lonely	"ah ... I wasn't lonely because my, my classmates wanted to be friends with me (...) but I knew that they wanted to be friends with me" (536-552)	
<b>BECOMING BILINGUAL</b>	Speaking English as one of the best things about living in the UK	"R: Ah what do you think is the best thing about living in the UK, in England? A: ah, it's that I speak English" (245-248)	

Personal Experiential Theme	Sub-themes	Experiential Statements	Key Quotes
<b>SCHOOL EXPERIENCES SHAPED BY LANGUAGE AND SOCIAL FACTORS</b>	<b>Learning in an unfamiliar linguistic environment</b>	Parental views of placing high value on speaking English	"my dad said it was the inter, international language. like, and a lot of people in the world speak English, that's what my dad told me" (248-251)
		Awareness of similarities and differences between languages	"ah, there is a lot of difference. Like when I speak English, I say different words with different accent and when I speak French it's a different accent and different words (...) but there are some words that are in both languages, ah ... like ... ah I don't have any examples right now" (378-385)
		It's good that he can speak French in school with one person	"A: yeah, with someone, with only one person that speaks French in school, in my class (...) R: and how do you find having someone else who speaks French in School? A: it's good" (393-404)
		Desire to find someone who spoke French to facilitate his understanding	"ah I was thinking, "oh I don't understand anybody. Does anybody speak French?" and I realised that somebody speak, spoke French, but that person didn't join at the beginning, but I realised it after" (524-527)
		Initial total lack of understanding the language Perceived progress in his knowledge	"ah, at the beginning, I didn't really understand anything" (340-341) "so now I have to ask some stuff to the teacher, my friends, but I know a lot of things now " (503-504)
		Not knowing what to do in the classroom linked to not understanding English	"like they did sit with me and translated, so I could work, and they told me, sometimes they told me, ah to do that because I didn't know, when they said it in English I didn't understand" (363-366)
		Experience of starting school linked to not understanding	"R: can you tell me a bit about what it was like when you first started school here?"

Personal Experiential Theme	Sub-themes	Experiential Statements	Key Quotes
	<b>Language support in school</b>	Difficulty of schoolwork understood in relation to his language skills	A: "I didn't understand anything" (487-489) "the work is easier for me (...) because even the work was easier when I was in year 3, I found it harder because I didn't really understand the language" (559-563)
	<b>Language support in school</b>	Making sense of and expressing mixed views on the difficulty of various school subjects	"it's not really hard, but sometimes it is hard, like maths is not the hardest one for me and I like maths, maths is my favourite subject (...) English is not hard, but not easy and the other subject are not hard but not easy too (...) like they are not hard, it's not hard for me, but it's not easy for me. Wait, actually, handwriting is easy for me (...) because like I, you just have to write some sentences or some words" (470-483)
	<b>Language support in school</b>	Language support included use of technology, translators and explicit teaching	"my teachers were using a translator on their phones and then my head teacher, that's changed schools, gave me a translator (...) they taught me phonics, but then they, but then they don't (do) that, a bit, it was a bit similar to French. But also in the phonics we also learned some words, so it helped me, because I didn't know anything special (...) like they did sit with me and translated, so I could work, and they told me, sometimes they told me, ah to do that" (341-365)
	<b>Language support in school</b>	Support from shared-language peer	"it's good and in the- when I was in Year 3, that person translated a bit for me" (404-405)
	<b>Language support in school</b>	Support from teachers and friends seen as helpful	"my teachers and some of my friends (...) they taught me, they translated it, and this was very helpful" (508-511)
	<b>Language support in school</b>	The support offered facilitated his	"A: like they did sit with me and translated, so I

Personal Experiential Theme	Sub-themes	Experiential Statements	Key Quotes
<b>Teachers, rules and enjoyable aspects of school</b>	understanding		could work, and they told me, sometimes they told me, ah to do that because I didn't know, when they said it in English I didn't understand R: ok, so they kind of explained things for you so you knew what they were talking about A: yeah" (363-369)
	Perception that support is linked to level of language proficiency		"R: how long did you have them for? (...) A: until I moved to the next class, because I was already good. I was already good, I mean at least good" (370-374)
	Perception that the language support offered was unique to his school		"A: (...) gave me a translator R: like a person? A: yeah R: ok, and how was that? A: this was really good because it would never happen, I don't think it would happen in another school " (343-349)
	Unable to draw on visual support in the school environment to aid his understanding, as this was lacking		"I didn't understand and at the time I don't think there was a logo on the toilet, the outside toilets I'm not sure there was a logo, but I didn't see a logo, but now there is " (493-496)
	School as one of the best things about living in England		"ah and also [exhale] the best about living in England is that the school is really good. You can have milk at lunch or even at breakfast club" (262-264)
	Positive experiences of school, linked to the social aspects, such as friends and teachers		"I feel good to be in this school, because I feel like it's the best school I could go in to, because it's a really good school (...) ah because my friends are good, my teachers are good" (572-580)
	Perceived differences between		"Like my teachers they changed. My teachers in

Personal Experiential Theme	Sub-themes	Experiential Statements	Key Quotes
		teachers and school rules between countries	France weren't that strict but some teachers were really strict and in England they are really strict but also really kind (...) ah people, they can be strict like you're not allowed to go to the toilet because you just came back from break time. You get you can get sent to Mr - to the head teacher's office if you do something bad and also something and also, you're not allowed to talk in class except if the teachers tell you to" (433-444)

Table S2

*David's PETs*

Personal Experiential Theme	Sub-themes	Experiential Statements	Key Quotes
<b>DIFFICULT TO REMEMBER AND TALK ABOUT UNCOMFORTABLE FEELINGS AND EXPERIENCES, AND TO PROCESS CHANGES</b>		Found it hard to talk in detail about difficult feelings and experiences	<p>"D: ah well ah I felt bored and sad  R: mhm  D: ah ...  R: yeah, so you said you felt bored and ...  D: sad  R: sad. Okay ... do you want to tell me a little bit more about that?  D: ah, yes. I guess I didn't had any friends ... ah ... yeah, that's it" (9-15)</p>
		He found it difficult to remember details about moving to the UK	<p>"R: can you remember like the first time you found out that you were moving here?  D: ah, not really  (...)  R: no, okay. So when did you realise that you were moving here?  D: like ah ... ah ... in ... ah I don't remember" (48-55)</p>
		Difficult to talk about the things that he does not enjoy about living in the UK	<p>"R: And what about the things that you don't enjoy as much about being here, or living here?  D: ah ... ah ... mm ...  R: is it quite hard to think about it or to talk about it?  D: yeah  R: yeah, okay. I understand that and like I said if you, if you don't want to talk to me about it that's okay, but if you want to talk about it but it's just a</p>

Personal Experiential Theme	Sub-themes	Experiential Statements	Key Quotes
		<p>Could not remember what else he thought when he first started school</p> <p>Perception that his school experiences haven't changed over time</p> <p>Has not noticed any changes since moving</p>	<p>bit hard and you're trying to think about how to say it then you can take some time and, and yeah D: okay R: okay D: hmm ... I'm not sure" (112-123) "R: So when you came here you thought oh this is quite small and the playground is small D: yeah R: yeah. And what else did you kind of think? D: ah ... I don't remember" (223-227) "R: okay, yeah, so that's kind of how it first was when you started, and can you tell me a bit what it's been like since then or how school is now? D: ah, it hasn't changed really" (233-235) "R: (...) have you noticed any changes since you came here? D: ah ... not really" (171-173)</p>
<b>MIXED EXPERIENCES OF LIVING IN THE UK</b>	<b>Impact of other personal factors on his experiences in the UK</b>	<p>Personal factors, such as health, impacting on his experiences in the new country, linked to persistence of feelings of boredom and a sense of isolation.</p> <p>The best thing about living in the UK is the weather due to the implications this has for his health</p>	<p>"D: (...) but I still get bored because I get very sick, so I can't go out R: okay, so is that when you're not in school? D: yeah R: yeah, okay. So you have to spend quite a lot of time at home, is that what you're saying? D: yeah R: yeah, okay, so still feeling quite bored." (22-29) "D: ah ... mm, I like that it's not like as sunny as it was in the island where I'm from, because there was a lot of sun and I usually get nose bleeds and headaches R: ok, from the sun, from the hot weather? Ok. And</p>

Personal Experiential Theme	Sub-themes	Experiential Statements	Key Quotes
<p><b>Views about the UK linked to the weather and places</b></p>	<p>Views about the UK pre- and post-migration linked to the weather</p>	<p>Did not enjoy visiting popular touristic attractions in London</p>	<p>is it better here because it's a bit colder?  D: yeah  R: yeah, ok. So actually you said you thought it was gonna be cold, and it has been cold, but it has been quite good that it has been a bit colder  D: yeah" (99-108)  "R: had you heard anything about the UK before you moved here?  D: yeah  R: yeah, what sort of things did you know about the UK?  D: ah, it was cold, there was rain  R: there was rain you said?  D: rain. Ah ... yeah, that's it  R: ok, so about the weather, that it was cold. And when you came, was it similar or different or what you had in mind?  D: similar  R: okay. Can you tell me a bit more?  D: ah ... I always thought it was going to be like rainy and dark so yeah" (57-69)  "D: ah ... ah, we used to go outside ah to London Bridge or the Big Ben  (...)  R: and how did you find them? What were you thinking when you went there?  D: ah ... ah I didn't really like them  R: okay. How come?  D: ah ... because ah ... ah it, you took a long time on the bus and you just walked and see them" (73-</p>



Personal Experiential Theme	Sub-themes	Experiential Statements	Key Quotes
<b>VIEWS OF HIMSELF AS AN ENGLISH LEARNER</b>	He enjoyed visiting Brighton	85)	<p>“R: Are there any places that you have been to in London or somewhere else around here that you have enjoyed?  D: ah ... I went to Brighton  R: mhm, and what was that like, I’ve never been  D: ah it’s, it’s basically the beach with a fun fair, yeah, it was nice” (89-93)</p>
	Learning English was not too hard due to his prior knowledge	<p>“R: Can you tell me a little bit about what it has been like learning English?  D: it wasn’t that hard, because in Spain I already knew some English  R: ok, so did you do it at school in Spain?  D: yeah” (134-139)</p>	
	Learning English by himself through books and videos	<p>“R: and what else has helped with learning English?  D: ah reading books, watching Youtube videos” (141-143)</p>	
	Speaking English is a bit harder than Spanish, as he can get stuck	<p>“R: and how do you find speaking English compared to speaking Spanish?  D: a bit harder  R: mhm  D: I guess sometimes I get stuck” (154-158)</p>	
<b>SOCIAL ISOLATION AND CONNECTION</b>	Moving to the UK marked by feeling bored and sad, linked to not having friends	<p>“R: what was it like to move here?  D: ah well ah I felt bored and sad  R: mhm  D: ah ...  R: yeah, so you said you felt bored and ...  D: sad</p>	

Personal Experiential Theme	Sub-themes	Experiential Statements	Key Quotes
<b>SCHOOL</b>	<b>Positive experiences of school</b>	Starting school was seen as fun x 2	<p>R: sad. Okay ... do you want to tell me a little bit more about that?  D: ah, yes. I guess I didn't had any friends ... ah ... yeah, that's it  R: (...) so that's how you felt when you first arrived?  D: yeah" (7-20)  "R: and how about now, how are things now?  D: now I have friends" (21-22)  "R: how have you made friends? What has helped?  D: ah ah well we all like the same things, so ah ... yeah ..." (32-34)  "R: What makes it good?  D: ah ... that I'm friends with almost everyone in my class, so yeah  R: yeah, so having friends in your class, mhm  D: ah ... yeah, that's it" (263-267)  "R: And thinking kind of about school experiences, can you tell me a bit about kind of yeah, what is it like with other children, or with your teachers?  D: it's good" (257-260)  "R: what is it like with other children, or with your teachers?  D: it's good" (257-260)  R: yeah  D: yeah, there's barely any problems yeah" (259-262)  "R: tell me about what it was like starting here?  D: it was fun" (187-188)</p>

Personal Experiential Theme	Sub-themes	Experiential Statements	Key Quotes
<b>EXPERIENCES SHAPED BY PRIOR KNOWLEDGE, LANGUAGE AND DIFFERENCES</b>	Perception that school is good	“R: What did it feel like when you first started here? D: ah ... as I said, fun” (228-230)	“R: And what do you think could have made it better, or what could make it even better? D: ah, I don’t know, it’s good” (282-284)
	<b>Processing differences between schools</b>	He felt different in school in Spain	“R: And how does it compare to school in Spain? Because you went to school in Spain for a few years, didn’t you before you came? D: yeah. Well it was like, I felt different because ... for example, the playground was as big as this school” (202-206)
		Comparison of the physical environments of the schools, with the perception that the school in the UK is small	

Personal Experiential Theme	Sub-themes	Experiential Statements	Key Quotes
	<b>Prior knowledge and language accessibility as factors impacting perceptions of school and schoolwork</b>	Encountering new subjects in school	<p>D: there was one for the little ones, then one for Year 1, 2 and 3 and then one for Year 4, 5 and 6” (206-220)</p> <p>“D: Actually in computing R: in computing? D: yeah, we didn’t do computing in my Spanish school R: okay, so was that new here? D: yeah R: yeah. And how do you find computing? D: ah ... like medium R: medium, ok, so still learning it, but you’re, you’re getting it D: yeah” (192-200)</p> <p>“D: not hard because what we are learning I already knew from my Spanish school R: ah okay, yeah, so you already knew some of the things. In any particular subjects or just in general? D: in general” (188-192)</p> <p>“D: yeah, no hard, because I already knew it” (230-231)</p> <p>“R: what does it feel like as a child who has moved over from Spain to be in this school? D: ah ... ah, a bit boring, because ah ah I knew what they were learning so I finish too quickly” (268-271)</p> <p>“R: can you tell me a bit what it was like when you started school here in the UK? D: ah ... it wasn’t that hard because they had like these phones to translate” (174-177)</p>
		Perceptions of school difficulty linked to his prior knowledge x 2	
		Finds school in the UK a bit boring, because of his prior knowledge	
		The experience of starting school was associated with language accessibility	

Personal Experiential Theme	Sub-themes	Experiential Statements	Key Quotes
		Use of technology to translate during lessons	<p>“D: they had like these phones to translate  R: okay, so you had your phone to translate?  D: yeah  R: yeah, okay. And did you use that in school or how did you use it?  D: in school here  R: yeah. During lessons or?  D: during lessons” (176-184)</p>
		School support in the form of using technology to translate, which was seen as helpful	<p>“R: when you started, or even now, were you given any support from the school?  D: ah yeah  R: what sort of things?  D: well the translators and ...  R: so was that, did you have like a person with you or just the phone?  D: no, the phone  R: on the phone  D: yeah  R: okay  D: yeah, that’s it  R: okay, so kind of having that on the phone. And how was that, was that helpful, or not?  D: yeah, it was helpful” (236-250)</p>
		Being given work that he did not understand, due to the language barrier	<p>“D: I knew what they were learning so I finish too quickly, so I had to read in English and I didn’t understand very well  R: okay  D: so yeah  R: yeah, ok, so you kind of knew what they were doing, so then you finished it and then you were</p>

Personal Experiential Theme	Sub-themes	Experiential Statements	Key Quotes
			given extra work to do but that was in English, so it was a bit hard to understand D: yeah" (270-278)

*Note.* Experiential statement not included: 'Did not have a conversation with his parents prior to moving'.

Table S3

Sarah's PETs

Personal Experiential Theme	Sub-themes	Experiential Statements	Key Quotes
<b>PRE- AND POST-MIGRATION PERCEPTIONS ABOUT USING ENGLISH</b>		Worried that she might not understand people talking at school in the UK	<p>“D: I’m afraid I can’t understand what they are talking about in UK  R: okay. So, Sarah are you saying that you can’t really understand what people are talking about here in school or me?  D: speaking in Mandarin  S: in school  D: in school  R: in school. And is that what you were thinking then or what you are thinking now? Or both?  S: I was thinking before” (247-255)</p>
		Post-migration perception that she can understand others	<p>“R: how about now, since you’ve come here, what do you think now when you’re in school?  D: speaking in Mandarin  S: I can understand what they say  D: you can understand  R: did you say you can or you can’t?  S: I (can). I can understand what they say  R: so it’s a bit hard to understand what they say  D: speaking in Mandarin  S: speaking in Mandarin  D: she said, “I can understand what they say, it is not very hard for me”” (258-269)</p>
		Perception that her understanding is better since starting school	<p>“S: speaking in Mandarin  D: oh yeah. She’s trying to say that after joining the school she can understand more and more</p>

Personal Experiential Theme	Sub-themes	Experiential Statements	Key Quotes
		<p>Studying English at home has helped with her understanding in school</p> <p>She likes speaking both languages</p>	<p>R: okay  D: that's what she really want to say  R: okay, so just to make sure I understood. So before you came you thought maybe I won't really understand, but not you've come here and you think that you can understand more and more?  S: yeah" (272-279)  "R: And what do you think has helped to understand more?  D: speaking in Mandarin  S: speaking in Mandarin  D: she think studying English.  D: Speaking in Mandarin  S: home  D: home? She think studying English at home helps her to understand more and more at school" (281-289)  "R: What is it like speaking English maybe compared to speaking Chinese?  D: speaking in Mandarin  S: speaking in Mandarin  D: she says she (ask her) if she'd like to, if she'd prefer to speak English or Chinese in UK and she told me that, "I like both of them"" (415-421)</p>
<b>SCHOOL EXPERIENCES IN AND OUT OF LESSONS</b>	<b>Positive perceptions of school</b>	School described as beautiful, fun and big	<p>"R: Can you tell me a little bit more about how you find school here, what's it like coming to school here?  (...)  S: hmm ... beautiful  (...)  S: hmm ... fun  (...)</p>



Personal Experiential Theme	Sub-themes	Experiential Statements	Key Quotes
			S: hmm ... big" (369-378)
	She feels 'okay' in the school		"R: So how does she find being in this school as a child who has moved here from a different country? D: okay. Speaking Mandarin [laughing] R: [laughing]. Why is that? D: speaking in Mandarin S: okay D: Okay" (430-436)
	Positive experiences of school		"R: can you tell me a bit more about it? D: speaking in Mandarin S: hmm ... Speaking in Mandarin D: [laughing] speaking in Mandarin S: fun D: fun. Speaking in Mandarin S: yummy R: yummy D: yummy. And speaking in Mandarin S: happy R: sorry what was that? D: (...) the lunch time she think it is yummy" (439-452)
	She feels happy in the classroom		"S: happy R: sorry what was that? D: I ask her how what's the experience of her during the school time about class time she said she is happy" (448-451)
	Playtime and PE are seen as fun		"R: Can you tell me a time when school was fun? S: hmm ... at playtime R: mhm at playtime, yeah. So you have fun at playtime, okay.

Personal Experiential Theme	Sub-themes	Experiential Statements	Key Quotes
	<b>Varied experiences of learning and schoolwork</b>	<p>She does not enjoy when she is picked by her teachers before finishing her work and she does not know what to do</p> <p>She enjoys maths and art, which are more visual based lessons</p> <p>She finds language based lessons difficult, such as classroom reading and English</p> <p>Comparison of work between schools in the two countries, with reference to different pedagogical approaches</p> <p>Perceptions of schoolwork difficulty varies</p>	<p>S: and PE time” (379-382)</p> <p>“R: Is there anything else that maybe is not so good here about living here? D: speaking in Mandarin S: hmm ... sometimes in the school I didn’t finishing (x) but then the teacher pick me I didn’t know what to do” (355-359)</p> <p>“R: What other lessons do you enjoy here? D: speaking in Mandarin S: hmm ... math, art, math and art” (383-386)</p> <p>“R: And are there any lessons that you find a bit hard at school? S: hmm ... classroom reading and English” (388-390)</p> <p>“R: yeah, and how is school here compared to school in China? (...) D: okay, she says that the homework is different R: okay, different homework. In what way? How is it different? D: speaking in Mandarin S: hmm ... in China I have lots, lots of book and in English teachers (x) stick it in and do it on it” (396-406)</p> <p>“R: And is it easier or harder or how is it? D: speaking in Mandarin S: some is hard some is not” (410-412)</p>
<b>LIFE IN THE UK: PRE-MIGRATION ASSUMPTIONS AND POST-MIGRATION</b>	<b>Curiosity about the unknown in terms of racial differences</b>	<p>Wondering about racial differences before moving to the UK</p>	<p>“S: erm ... I think is every people is Black R: you think every, every people here is Black? Is that what you said? S: yeah</p>

Personal Experiential Theme	Sub-themes	Experiential Statements	Key Quotes
<b>EXPERIENCES</b>	Thinking about children in the UK who are talking		<p>R: mhm ... so is that what you were thinking when you came here or before you came here?  S: before I came here" (61-67)  "R: Do you wanna tell me a bit about who's in the picture, who's that person there?  S: me  R: that's you, okay. And what are you doing in the picture?  S: I'm think  R: you're thinking. mhm ... and what are these people doing?  S: talk  R: they are talking?  S: yeah (...)  R: oh what's on her jumper?  S: a bear  R: a bear, that's a very nice jumper  S: because she, because she is a little child" (114-153)</p>
	Wondering about racial differences in the UK		<p>"S: I wonder is every people at here is Black?" (184)</p>
	Drawing on her experiences of English people to try and make sense of what people in the UK might be like		<p>"R: Why were you thinking if everyone here was Black? (...)  S: because in my English club there was a teacher who was Black and he is from English" (188-191)</p>
	Feeling happy when thinking about people in the UK		<p>"R: So you wondered then if everyone here was also Black. Yeah? And how were you feeling when you were thinking that?  D: speaking in Mandarin  S: happy" (193-197)</p>

Personal Experiential Theme	Sub-themes	Experiential Statements	Key Quotes
<b>Living in the UK: losses and gains</b>	Her experiences of racial differences post-migration were different to her assumptions pre-migration		<p>“R: So if this was what you were thinking before you came, then what did you think when you arrived here?  D: speaking in Mandarin  S: no  D: no. speaking in Mandarin  S: because in my class there are two students they are White” (200-206)</p>
	The worst thing about living in the UK is that she misses some food from China that she can't have in the UK		<p>“R: What about the worst thing about living in England?  D: speaking in Mandarin  S: hmm ... something that I like but you haven't  D: speaking in Mandarin  S: speaking in Mandarin  D: speaking in Mandarin  S: speaking in Mandarin  D: speaking in Mandarin  S: speaking in Mandarin  D: okay and hm I there's a, there's a ahh I have lot, she's missing something. She said “I really miss something in China, because there is I can only eat this in China but I can't find them UK”. It is a kind of dish in our hometown and usually my wife's parents usually cooks that for her so she really miss that dish” (338-352)</p>
	Has noticed differences in the neighbourhoods between countries		<p>“R: is there anything else Sarah that you would like to tell me about living in England or coming to school here?(...)  S: hmm ... have lots of playground  D: oh she said in UK there's lots of adventure playgrounds  R: oh loads of playgrounds, okay. (...) what do you like</p>

Personal Experiential Theme	Sub-themes	Experiential Statements	Key Quotes
	<b>Friendships: an enjoyable aspect of living in the UK</b>	The best thing about living in the UK are her friends	<p>doing at the playground, what's your favourite?  S: hmm playing  R: mhm do you have a favourite think like a slide, or a swing or running?  D: speaking in Mandarin  S: hmm play sand" (467-483)  "R: what do you think is the best thing about living in the UK, in England?  D: speaking in Mandarin  S: I have lots of friend  D: you have lots of friends ok  R: mhm you have loads of friends in school or outside of school?  S: in school and not in school" (309-315)  "R: Can you tell me a little bit about your friends, what do you like to do together?  S: hmm play  R: mhm  D: speaking in Mandarin  S: drawing together" (316-321)  "R: how did you become friends with them?  D: speaking in Mandarin  S: I ask them  R: mhm you asked them  D: oh yeah she ask them can we be friends and play together?" (323-327)</p>
		Enjoys playing and drawing with her friends	
		Friendships developed by her asking them to be friends	

*Note.* Experiential statements not included: 'Finding out from her dad that she was moving after her English club' and 'Could not remember any of her first memories in the UK'.

Table S4

*Deedee's PETS*

Personal Experiential Theme	Sub-themes	Experiential Statements	Key Quotes
<b>CREATING NARRATIVES ABOUT MOVING TO AND LIVING IN THE UK THROUGH STORIES TOLD BY OTHERS AND KEY MEMORIES</b>	<b>Feeling sad, angry and a sense of loss about her parents' decision to move</b>	Remembers being told by her parents that they were moving	"R: and what was it like to move here for you? Deedee: well when my, I remember my mum saying, when my parents, when my parents told me that we were moving" (86-90)
		Felt sad and angry about the move	"when my parents told me that we were moving, I was very, very sad and angry at them" (89-90)
		Felt sad and angry at her parents because she didn't want to move	"R: But you said the first time your parents told you, you were moving, you felt Deedee: sad R: sad yeah Deedee: and a little angry at them cause I didn't want to move" (102-107)
		She didn't want to move because of losing her friends	"R: and why do you think you felt sad and angry? Deedee: ah, because ... I've lived there for a long time and I have a lot of friends there" (108-110)
		Sense of loss of routine, familiarity and being known in the community in relation to the local swimming pool	"and the local swimming pool ah, it was, it was, everybody loved me, because at the local swimming pool, the teachers, when me and my dad was there, they would put a mirror down and I would go under the water and look myself in the mirror" (119-123)
	<b>Telling and retelling stories about the move</b>	Keen to share story about her travelling to the UK on the plane with her parents	"Deedee: I know just what to draw R: yeah, do you know what to draw? Deedee: yeah

Personal Experiential Theme	Sub-themes	Experiential Statements	Key Quotes
		Re-telling story told by her mum even though she doesn't remember the experience, creating a narrative about the move	(...) Deedee: it's gonna be me on the airplane" (4-8) "Deedee: so, this is, so when I was, when I was going from Australia to here, my parents, my parents were sleeping in the night and I was awake and I kept on getting croissants R: ohh, very nice! Deedee: mhm my mum told me I did that R: your mum told you, you did that? Deedee: yeah R: yeah Deedee: and then when they woke up there was crumbs everywhere R: [giggling] Can you remember being on the plane? Deedee: Ah, no, but I just remember cause my mum told me about it" (18-30)
	<b>Too much and too long ago to remember</b>	Expressed that she cannot remember anything about the move  Expressing that she can't remember her Australian nursery, due to the time that has passed Thinking about what the UK is like is a lot to process and remember	"R: can you remember anything about the move here? Deedee: ah ... erm ... no, not really" (51-52) "well in Australia, the Australian one I can't really remember, because it was a long time ago." (371-373) "R: but what was it like when you got here (...) Deedee: erm ... hmm ... I don't really know what to say, cause there is lots of stuff and I can't really remember that much" (181-188)
	<b>Key memories: relational and 'firsts'</b>	Memory of her first day at nursery in the UK, marked by meeting one of her friends	"R: Can you remember what it was like when you started at the nursery here in London? Deedee: I do. I remember the first time that dad,

Personal Experiential Theme	Sub-themes	Experiential Statements	Key Quotes
			my dad took me to look at the school. I basically right then saw, saw A" (343-348)
	Memories of playing with her friends in nursery		"And I remember, I remember playing in the kit, the pretend kitchen with them. (...) I was playing, she was one of the friends that I saw and I was playing with her erm I was playing with her when, in the kitchen once, I remember" (356-364)
	She remembers the house being empty when she first moved		"Deedee: but a part I remember from, something from when I was like, so when I first moved to my, my house was very empty" (54-56)
	Memory of getting a trampoline, making the new house more of a home for her		"Deedee: (...) I think like a few months later, me and my parents went, went out for a walk somewhere and when we came home inside there was a trampoline R: no way, in your house? Deedee: no, it was like in a box. And I don't have backyards, so and I still have a trampoline and it's on my balcony R: [laughing] that's really cool. Was that a surprise from your parents? Deedee: ah, yeah R: so that was in the house here, when you moved here? Deedee: ah, no, I think they bought it and told the people to go inside the house, cause when, when we were going to that place, it wasn't inside the house" (56-69)
		Vivid memory of a thunderstorm, experienced for the first time in the UK	"R: Can you tell me about any other of your first memories in the UK, in England?"



Personal Experiential Theme	Sub-themes	Experiential Statements	Key Quotes
		Experiencing her first snow in London	<p>Deedee: I remember the th, the thunderstorm that. So when I went, there was a thunderstorm and I remember, so we have this purplish like pink chair that's right next to the window. I remember looking out there and seeing the lightning</p> <p>R: mhm and what were you thinking when you saw that?</p> <p>Deedee: I was scared</p> <p>R: yeah, it is a bit scary, isn't it</p> <p>Deedee: aha</p> <p>R: had you seen thunderstorms before or was that the first one?</p> <p>Deedee: I think that was the first one" (72-85)</p> <p>"Deedee: it snows, in Australia it never snows. So, the first time it snowed, really cool, and I think that was when I was four or five, maybe when I was first at school</p> <p>R: first snow</p> <p>Deedee: yeah" (312-317)</p>
<b>LIFE IN TWO COUNTRIES: "SIMILAR, BUT MAINLY DIFFERENT"</b>	<b>Attachment to Australia</b>	Going back to Australia on holiday and going to the zoo	<p>"when I just went back to Australia for holiday, we went to the Australian zoo and we saw Australian animals, we couldn't see kangaroos cause of, cause the kangaroo place was ah there was no kangaroos in there, but we could see koalas" (95-99)</p>
		Australia as the place she goes "back" to	"when I went back to Australia" (133)
		Australia seen as the place where she had lived a long time	"I didn't want to move (...) because ... I've lived there for a long time" (106-109)

Personal Experiential Theme	Sub-themes	Experiential Statements	Key Quotes
<b>London: not as scary as she thought</b>	Unique things about Australia that are not present in London	“there is way more creatures, to really see, but in London there’s not many, well, unique creatures, except in Australia there is” (207-209)	
	She thought living in London will be scary	“R: before you moved here to London, what did you think it was gonna be like? Deedee: I thought it was gonna be pretty scary” (167-169)	
<b>Differences in climate and local amenities linking to her experiences</b>	Sense of continuity of day-to-day activities when she moved to London during lockdown	“it wasn’t really scary in lockdown, because my street is blocked off so I could still like ride my bike down it and stuff in London” (170-172)	
	The UK perceived as similar, but also different	“R: and ... so you said you thought the UK was gonna be a bit scary, but what was it like when you got here, was it similar to what you thought it was gonna be like or different? Deedee: kind of, kind of similar but it was mainly different” (180-184)	
	Weather comparisons between the two countries, linked to availability of swimming pools	“R: you said that it was mainly different. Can you think of maybe one or two things that are kind of different or maybe that are the same as you thought before? Deedee: well let’s say the weather because it’s very cold in London and very warm in Australia, so the weather (...) Because in Australia there is lots of swimming pools since it’s so hot (189-195)	
	Comparison of local amenities in relation to activities that she enjoys, such as swimming pools	“R: Can you think of maybe one or two things that are kind of different or maybe that are the same as you thought before? Deedee: (...) how many swimming pools. Because in Australia there is lots of swimming	

Personal Experiential Theme	Sub-themes	Experiential Statements	Key Quotes
		<p>Comparison of local amenities related to activities that she enjoys, such as going to the zoo</p> <p>Comparing the weather in the two countries</p> <p>The worst thing about living in England is the high numbers of cars and pollution, which is perceived to be better in Australia</p>	<p>pools (...) and in London there's only a few. There's like only one around this area and that's the one I go to swimming lessons for" (189-197)</p> <p>"there isn't ah ma, there isn't as many nice, so there isn't as many zoos let's say, cause closest zoo to where I used to live, there's, so in Australia there is way more zoos (...). So, there is less zoos" (204-210)</p> <p>"R: have you noticed any changes since you moved to London? Deedee: erm ... well, as I said before, about the weather, that it's way colder than in ... than in Australia" (309-312)</p> <p>"cause erm here I guess they have way more cars and they have way more pollution and they are hurting the environment, but in Australia they kind of like stopping that, so that's what I don't really like about London" (284-288)</p>
<b>MULTICULTURALISM: FAMILY RELATIONS, LANGUAGE AND IDENTITY</b>	<b>Transnational family relationships</b>	<p>Maintaining transnational relationships with extended family</p> <p>Feels sad about not having extended family in the UK</p>	<p>"Deedee: (...) So at New Zealand I stayed there for a little bit, because some of my cousins live there R: okay so you visited some cousins in New Zealand Deedee: yeah, Q &amp; T R: okay Deedee: I think T might be my favourite cousin" (135-140)</p> <p>"R: and what about here in the UK, do you have any other family here? Deedee: no, it's just us</p>

Personal Experiential Theme	Sub-themes	Experiential Statements	Key Quotes
<b>Aspects of identity: family, language and place of birth</b>	Comparing her family experiences to those of her peers who have family locally	<p>R: just you, okay. And how do you find that, having your family in other countries? Deedee: it's kind of sad" (148-153)</p> <p>"a lot of kids in my class, they have, they have a lot of kid, a lot of family in London, so they can't really meet my family since they are all in other countries, unless I go to another country and they go to that country too and there's well, family over there" (153-157)</p>	
	Maintaining transnational family relationships by visiting or through technology	<p>"R: and how, how do you keep in touch with your family who lives in other countries? Deedee: I either go and visit them or maybe send messages on my parents' phones or ah call them" (160-163)</p>	
	Being part of a multinational family	<p>"Deedee: from London I went to London then to ah New Zealand. So at New Zealand I stayed there for a little bit, because some of my cousins live there (...) Deedee: I have her and I have my other cousin who lives in America and her name's M R: so you've got some cousins in New Zealand and some in America Deedee: yeah" (134-147)</p>	
	English language use influenced by her parents' multiple heritages and her friend	<p>"yeah, I just have a mix up of different words. So I say 'icy pole' is American I think and, and then 'sidewalk' is American too, but I say, and I say 'mate', same as my friend P, she says that" (297-300)</p>	

Personal Experiential Theme	Sub-themes	Experiential Statements	Key Quotes
		<p>Making sense of identity based on country of birth of the child and the parents</p> <p>Reflecting on her own identity, with reference to multinational heritage</p>	<p>“because she was born in Aus, she was born in London, but both of her parents were born, both of her parents were born in Australia, so she’s kind of Australian” (300-303)</p> <p>“but I was born in Australia, my mum was born in America, my dad was born in New Zealand” (305-306)</p>
<b>PEER RELATIONS ARE CENTRAL IN HER LIFE ACROSS CONTEXTS</b>	<b>Reflecting on her social networks</b>	<p>She has friends from her current and previous schools in London</p> <p>Perception that she has a lot of friends, therefore not trying to make more friends</p>	<p>“R: okay, so you said you got really good friends here. Deedee: mhm, I do R: Do you want to tell me a little bit more about your friends? Deedee: ah, so I have P, Z and V. Those are my main friends. And then I have, they are not in this school, but they are in two other different schools, A and A. (...) I was friends with, I was really good friends with them when, when I was in X R: when you were? Deedee: in X, that was a school I was in before I was in X” (221-232)</p> <p>“R: you were very brave and asked her if you can play with her Deedee: yeah, I normally don’t ask, I don’t really ask people if I can play with them anymore, cause I have a lot of friends R: yeah, okay so you feel like you’ve got enough friends Deedee: mhm” (248-253)</p>

Personal Experiential Theme	Sub-themes	Experiential Statements	Key Quotes
		Comparison of friendships in the two countries	“but I have way better friends now, because I, you know what I, I have one really good friend, P, and I had a lot of friends in Australia, but mainly T.” (217-219)
		Sense of loss of one of her friends in the UK x 2	“we made another friend who was in the other class, but she isn’t in that other class anymore, she’s not, I think she was, she was only in Year 1, she didn’t go to Year 2, but we were friends with her and erm we, we sometimes played with her” (326-330)
	<b>Relationships facilitating adaptation</b>	The best thing about living in England are her friends	“And I also used to have old friend who I don’t really meet very much anymore or I don’t meet at all very much and her name was G and she’s five I think. And I don’t really see her very more” (358-361)
		Enjoyment of school facilitated by her friends	“R: what do you think is the best thing about living in England, living in London? Deedee: erm I think cause my, cause my friends, they live really close to me” (213-216)
	<b>Factors associated with making and sustaining friendships</b>	Sense of connection with her friends linked to shared activities and relationships between their parents	“R: is there anything you think has helped you enjoy being at school here? Deedee: I think my friends helped me” (399-401)
		Reference to proximity of location of her friends x 3	“like I go to ballet with my friends, I go to ... and also I go, I go to day-care with those friends, to lots of places. And I’ve, my mum has known their mums before I was even born” (112-115) “my friends, they live really close to me and in Australia they were close to me too” (215-217) “They don’t live close to me, but they are also very good friends.” (227-228)

Personal Experiential Theme	Sub-themes	Experiential Statements	Key Quotes
		<p>Friends from Australia thought about in relation to shared activities</p> <p>Shared experience of starting school with one of her friends facilitated their friendships</p> <p>Her parents developing friendships with her friends' parents</p> <p>Friendship with another friend was facilitated by a common friend, feeling connected</p> <p>Sense of an instant connection between her and her friend</p> <p>Friendship with same nationality peer</p>	<p>“they were like friends before they even started school together, they were friends, cause I think they might live close together” (239-241)</p> <p>“friends in Australia, but mainly T. She didn't go to ballet with me, but other girls did” (219-220)</p> <p>“Me and P, so when I first started school, my first day, P started on that first day too. And we, and so when we started, I went in with my mum and P was playing with in a doll house with her dad, and I asked if I can play and she said “yes” and (...) we began to be friends from that first day” (241-246)</p> <p>“I went in with my mum and P was playing with in a doll house with her dad (...) and then we, our parents began to be friends” (243-246)</p> <p>“A, she was friends with A there and, so, so I got connected to her too since she was friends with A” (353-355)</p> <p>“she literally just came up and said, “Hi”, cause she's a really brave girl and we, we basically just straight away got connected together” (348-350)</p> <p>“my friend P (...) she's kind of Australian” (300-303)</p>
<b>EDUCATIONAL EXPERIENCES OVER TIME AND ACROSS COUNTRIES</b>	<b>Changes in school experiences over time</b>	<p>School is another enjoyable aspect of living in the UK</p> <p>She felt scared and sad when she started school</p>	<p>“R: is there anything else that you enjoy about living here? Deedee: hm ... the school” (258-259)</p> <p>“R: what did it feel like when you started school here? Deedee: so I was really scared and there was, and I really, when my mum had to leave, I was</p>

Personal Experiential Theme	Sub-themes	Experiential Statements	Key Quotes
<b>Comparing the physical environment and learning</b>		<p>Seeking to connect when she started school</p> <p>Sense of belonging in the school community, such as having friends in other year groups and her classmates being kind towards her</p> <p>A sense of difference in school, as there are not many Australians</p>	<p>really sad" (321-323)</p> <p>"because it was my first day and I only had well one I guess friend" (324-325)</p> <p>"I have basically everybody here is, everybody here in my class, everybody in class and is kind to me and I have a lot of friends in different year groups and stuff like that" (262-265)</p> <p>"R: how do you feel as a child who has moved here from Australia, being here in this school? Deedee: ah it feels kind of weird, because it's not many people here who is from Australia, since it's basically on the whole other side of the world" (380-385)</p>
		<p>Perception that school was easy when she first started, and that now she is learning about many things</p>	<p>"I think that year was really easy cause we only learned about little bits and (sentence), basically first year. Then in Year 1 we learned about lots of stuff, and then in Year 2 now we're learning about well (a lot)" (330-334)</p>
		<p>Perception that school is good</p>	<p>"R: okay, and how are you finding school now? Deedee: good R: good, yeah, you enjoy it? Deedee: mhm" (335-338)</p>
		<p>Comparison of the physical environments of the schools in the two countries</p>	<p>"cause it's way bigger than the school I had in, in ah ... in Australia." (261-262)</p>
		<p>Comparison of the physical environment of the nurseries</p>	<p>"the Australian one was a little bit smaller than the big one, the big one which was in London. So a little bit smaller" (373-375)</p>
		<p>Comparison of learning that took place</p>	<p>"the Australian one (...) I think there I actually</p>



Personal Experiential Theme	Sub-themes	Experiential Statements	Key Quotes
		in nurseries	learned the alphabet I think. So, but I didn't learn anything in, I didn't learn anything in, well, in the nursery in London, so that's a little bit different about it" (373-378)

*Note.* Experiential statement not included: 'The swimming pool had been a regular part of her life since she was a baby, due to the hot weather'.

Table S5

*WolfSlam's PETs*

Personal Experiential Theme	Sub-themes	Experiential Statements	Key Quotes
<b>PROCESSING THE MOVE AND THE JOURNEY</b>	<b>Did not want to move</b>	Strong emotional response to finding out he was moving, feeling shocked	"I felt like shocked, and I really didn't want to go because I wanted to stay here and I really ... even if the teacher [in France] wasn't really nice, I still wanted it" (473-475)
		Negotiating the decision to move with his parents	"I said, "can we please stay?", but no ... they just wanted to carry, to go, but I wanted to stay, so it got quite complicated. They didn't start, they didn't start to like shout at me, because they know I really want to stay" (484-487)
		Strong response of not wanting to move, feeling shocked	"R: And how did you feel when that happened? W: well, I felt quite embarrassed R: embarrassed, okay W: well, no, but sh, shocked. because I don't want to go, no, no, no, no, no, no!" (493-497)
	<b>The journey to the UK</b>	Focused on the mode of transport for travelling to the UK	"erm ... so at first it was like ... we moved in the train, so I'm just going to draw train and (the end of) train station (...) it's a really long train, so" (7-10)
		Focused on the uniqueness of the mode of transport to the UK Wondered about the mode of transport to the UK	"oh well, it was the Eurostar, because I went under water" (113-114) "when I first came, when I was in X I, I wondered if we were going to go by the train, or by the plane (...) but it turns out it was the train, because it was faster than the plane and it costs less I think than the plane" (153-157)
		The journey to the UK was fun, but	"it was quite fun (...) It was fun when we come

Personal Experiential Theme	Sub-themes	Experiential Statements	Key Quotes
		also long	out or when we go down, but when you're in the low surface it's not fun! Because only you see is dark and it's HOURS" (167-171)
		Kept himself entertained on the journey and had sources of comfort	"R: yeah, feels long when you're in there W: yeah. but if you play and read, no R: is that what you did? W: yeah, I love playing R: can you remember what you played when you were on the train? W: erm Lego I think (...) And I took my cuddle toys" (173-180)
		Recreating the journey by mixing his memories with his imagination Using his imagination to re-create what he wished the journey to be like	"I'm just trying to remember, but I'm drawing a bit from my imagination too" (189-190) "that's a whale ... that's a shark (...) I like drawing co-, (bit) comic things (...) like erm you know in the ground there are like skulls, things like that (...) a submarine and a shipwreck. I wondered if we would see those too" (205-232)
		Mixed feelings of sadness and happiness when travelling	"R: Can you remember what else you were thinking or what else you were feeling when you were travelling? W: I was feeling ... what was I feeling? I was ... happy. Happy, but also sad." (292-296)
		Felt happy thinking that he will be reunited with his dad and see what he had prepared for them	"I felt, what did I feel happy about? I know I felt happy, but what was it about? Oh yes! Because I'm going to find daddy and he's gonna and also I was thinking about, I was thinking about what he was preparing for us." (297-301)
<b>"IT TURNS OUT": WHEN YOUR FEARS</b>	<b>Wondering about the unknown: fearing</b>	He feared social rejection, others mocking him	"well, I think about when I first-, when I went in the train I was a bit s- worried about it, because

Personal Experiential Theme	Sub-themes	Experiential Statements	Key Quotes
<b>DON'T COME TRUE</b>	<b>social rejection, loss of familiarity and excitement about discovering new things</b>	Feared being mocked because of his language skills	... I was worried about it, because I was scared of people mocking me" (22-24)
		Identity under threat due to feared social rejection	"R: And you said that when you first got on the train you felt a bit worried W: yeah R: yeah, that people might W: mock me because I don't speak very well" (35-39)
		Worried about the unknown and loss of familiarity of cultural norms	"W: or my own name would be disqualified, because you're not allowed to have that name, but it R: what do you mean, about your name? W: well, like you're not allowed to have a certain name" (271-275)
		Worried about loss of his favourite things, such as food and Lego	"I felt a bit worried also because it's a whole new country, so maybe we're not allowed to do things that we did in France that I'm used to" (40-42) "like I was worried that we couldn't eat pasta, one of my favourite foods. But I was worried also that we couldn't, that Lego didn't exist there in England, because Lego is one of my favourite things." (45-48)
		Moving between reality and fantasy through play and imagination, including creating a city out of Lego and time travelling	"R: Okay, so you're a really big fan of Lego W: mhm, I built a whole city (...) R: Does your city have a name? W: Apocalypso (...) because it just has people that are crazy in it R: okay, uh interesting W: creatures (...) there's, I even built a vampire

Personal Experiential Theme	Sub-themes	Experiential Statements	Key Quotes
			<p>in a restaurant with a bat (...) a vampire, that is also one of the cooks and he has a bat  R: right, and he lives in the city?  W: yeah  R: yeah, okay  W: with other creatures (...)  W: and I'm building a story to go, like in the future world, that goes back in time, back in time, and there's something in here that gave me the idea, I discovered it. Because I didn't discover in X, because I don't think it existed, they go back in time and they go to this (x) city, (...) the film 'Back to the Future', when there is, but I didn't see it, but I know things about it and that's gave me the idea of that (...) when the boy sees his parents and if he stops them, he won't be born so he won't exist anymore"</p>
		<p>Pre-migration thoughts about the unknown, about what school would be like</p>	<p>"I thought erm what would the school gonna be like? I wonder what it was." (241-242)</p>
		<p>Feared uncertainty and the unknown</p>	<p>"And worried, I was worried about what, what was life gonna be in there? What, what are we doing? Is there other things? Is there new things that I'm gonna discover that are gonna make me frightened?" (268-271)</p>
		<p>Experienced mixed feelings of excitement and worry thinking about the unknown of life in the UK</p>	<p>"I felt a bit excited and a bit worried. It's a bit of both" (242-243)</p>
		<p>Felt a sense of excitement about discovering and exploring the</p>	<p>"what made me feel excited was erm having new friends, having ... having ... new cultures,</p>

Personal Experiential Theme	Sub-themes	Experiential Statements	Key Quotes
<b>OLD AND NEW RELATIONSHIPS</b>	<b>Ongoing sense of relational loss</b>	<p>unknown, including new friendships, cultures and the outdoors</p> <p>Sense of comfort and relief from continuity of access to familiar and liked things</p> <p>Not only didn't his fears come true, but the reality is even better</p> <p>His social experiences were better than what he feared, as he developed friendships with same-language peers</p> <p>Feeling relieved that the reality of living in the UK is better than what he had feared</p> <p>Sense of relief for being in this particular school, seen as a nice school</p> <p>Sense of amazement linked to new experiences, such as seeing a fox</p> <p>Sense of excitement linked to discovering new animals</p> <p>Positive view of being in London and his school</p> <p>Sense of loss of one of his friends from the UK</p>	<p>discovering." (247-248)</p> <p>"I was worried (...) But it turns out, it's, everything I like it's here." (45-49)</p> <p>"and it turns out, for the Lego, it's even better than X because there are five Lego shops in London, but in X there's only one" (59-61)</p> <p>"but it turned out it was really good because I had two friends that spoke French in my class" (25-26)</p> <p>"R: how do you feel now about having moved here? W: I feel quite relieved, because I thought it was gonna be worse, but it actually turned out it's gonna, it's better (...) it was better than I thought it would" (500-505)</p> <p>"I feel ... quite relieved, because it's a nice school. And if it's a nice school, I like being in this school, in this school especially" (665-667)</p> <p>"on the roof, and people gave them food. And I discovered that, and I was amazed about it! (...) amazed! I never saw a fox in my life" (255-258)</p> <p>"magpie and here I see loads. I discover new things, I discovered robin. I love discovering. So that, I was excited" (266-267)</p> <p>"I would like to tell you that this place is amazing. And I really like being here" (682-683)</p> <p>"Mi, he moved in, he went to X School, but I still I went to play date, but now he's moved to New</p>

Personal Experiential Theme	Sub-themes	Experiential Statements	Key Quotes
<b>Navigating transnational relationships</b>	Sadness linked to relational loss Feeling sad linked to sense of relational loss of his extended family	York" (31-33) "Sad because I left my best friends" (296) "And also, I'm still a bit sad that I left France, because all my family, nearly all my family, I think all of them, lived in France, apart from my dad and my mum, because they moved here with me" (336-339)	
	Sense of loss of one of his French speaking friends from the UK	"Mi was, he stayed, he left after a month that I was in so ... he gave chocolate to everyone so" (347-349)	
	Maintaining transnational relationships with friends	"I still get contact with (...) with my best friend in France. (...) And the other one, Mi (...) my mum and my dad said I would, we could go to New York and visit him" (26-34)	
	Maintaining transnational relationships with friends and family through visits both ways	"W: Yes, they are gonna come for the Easter holidays R: is that your family or your friends? W: my family and some of my friends too we have (charge). my mum loves inviting people. And also, in the summer holidays I'm gonna go to France" (356-360)	
	Going to France during the holidays and staying with his grandparents	"I'm gonna go to France, to X or Paris, I don't know. And then to, to the, to one of my grandparents erm my grandparents one of their house, not in X but in ... far away (...) and also after that I'm gonna go to my grandma's house, but not my grandma with my grandpa, the one with, my grandma that is alone because my grandpa died" (360-379)	
	Seeing extended family when he visits	"I can see my big cousin and I can see, and I	

Personal Experiential Theme	Sub-themes	Experiential Statements	Key Quotes
<b>Strong friendships in the UK</b>	France Returning to a place of familiarity	can also see ... my aunt" (379-381) "And also it's really fun there in that part of France because there is a chocolate shop and I love the hot chocolate there and the chocolate and sometimes they give me chocolate pistols for free (...) because they know me, they know me from a lot, because, they know me a lot in that shop, because I went lots of times there" (383-393)	
	Mixed feelings about his friend from France, despite liking him, he is happy he is not in England	"But I also think lot of my friend (...) well ... I really like my friend, but I'm also a bit happy he's not here" (321-327)	
	Does not want to integrate aspects from his life in the two countries, wanting to keep his friendships separate, as his friends might be jealous	"I don't want him to f-, to know my other friends (...) I want to have different friends from different countries. (...) And it was like, I don't want him to know my other friends, because I think he might be a bit jealous, or they might be a bit jealous" (327-334)	
	Despite not wanting his friend from France to meet his other friends, he still wants their friendship to continue	"but I still want him to be, to be with me, like he could come here in some weekends" (334-336)	
	Ongoing friendship with same-language peers Strong affection towards his friends	"two friends that spoke French in my class, I still get contact with the two of them" (25-27) "R: is that one of your friends? W: yeah they are all my friends [waving at his classmates] W: I love my friends, they are so nice!" (524-528)	
	He likes everything about his friends, with particular reference to similarities	"I like the fact that, that they're my friends! Well, I like it ... I like everything about them. They are	



Personal Experiential Theme	Sub-themes	Experiential Statements	Key Quotes
<b>ADJUSTING TO A NEW LINGUISTIC CONTEXT</b>	<b>Learning English in a social context</b>	<p>in character</p> <p>His English friend taught him English words He attributes his language learning to his friends</p> <p>Perception that his language learning was supported more by his friends than his parents, due to the frequency of support</p> <p>Adamant that he does not want his parents to teach him English, as he finds it annoying</p> <p>Wanting his friends to help with language learning, by teaching him words or explaining the meaning of what others have said</p>	<p>nice, sometimes a bit cheeky, but still! I'm cheeky" (530-532)</p> <p>"J taught me (...) when he said like, "try to say 'hello", well ... M tradicted" (404-406) "so he's helping me yeah that's how they helped me and then, now I know how to speak because of them" (407-408) "W: they helped me more than my parents. Everyday they helped me R: what do you mean they helped you more than your parents? W: (...) they helped me more because everyday, few times a day, they to- tell me how to, they tell me how to speak so and my parents told me like once in the day, not three or four times" (424-432) "now I can speak but I still, still [banging on the table with his fist] I don't want my parents to help me (...) I still don't want them to help me (...) because I don't want erm them to keep on telling me like that, "come on, say it, say it", cause it's getting annoying" (433-440) "W: (...) I want my friends to help me (...) So my friends they tell me and it's really cool R: mhm, so how do your friends say it if they want to teach you a word, what do they say? W: they say, "say this or say that" and I say it and if I pronounce or, or I ask them, "what does that mean?" and they tell me what the meaning of it is" (435-446)</p>

Personal Experiential Theme	Sub-themes	Experiential Statements	Key Quotes
<p><b>Progress and ongoing learning</b></p>	<p>Learning English was quite difficult, but supported by some of his previous knowledge</p>	<p>“I found it quite difficult and at the same time a bit easy because I learnt a bit of English in France” (417-418)</p>	
	<p>Despite the progress he has made, learning the language is ongoing</p>	<p>“but I still ... I still don’t really understand some words ... but most of the words I understand” (421-422)</p>	
	<p>Speaking English was initially very hard, but it is now the same as French</p>	<p>“R: And how do you find speaking English compared to speaking French? W: the same. Well, now I find it, the same level, easy, but when I, when I first came, I found it really hard” (452-455)</p>	
	<p>Comparison to peer who has recently moved, for whom it is difficult due to her language skills</p>	<p>“when I first came, I found it really hard (...) like S in our class, she just came from (...) and she and it’s really hard for her, she knows how to say ‘good morning’” (455-462)</p>	
<p>Reflecting on his language progress, as he learned to speak by the end of Year 1</p>	<p>“And really at the end of Year 1 I learned how to speak” (631-632)</p>		
<p><b>SCHOOL EXPERIENCES: OVERCOMING INITIAL DIFFICULTIES</b></p>	<p><b>Impact of linguistic unfamiliarity</b></p>	<p>Difficult to articulate his experience of starting school</p>	<p>“R: what was it like when you first started school? W: erm it was quite... erm it was quite, well ... it was, I don’t really ... know, it was ... I felt like it would be ...” (573-576)</p>
		<p>Starting school was hard due to his language skills, which he felt embarrassed about Starting school felt weird due to the unfamiliarity of the linguistic environment</p>	<p>“when I first got to school, it was quite hard, because I couldn’t very, I couldn’t speak very well, so it was, quite embarrassing” (340-343) “it felt like ... well a bit weird (...) in the way like erm they didn’t really, like it was weird in the way that I, I’m in the ... I’m, I’m here and I don’t know how to talk and their language seems</p>

Personal Experiential Theme	Sub-themes	Experiential Statements	Key Quotes
	<b>Friends facilitating school adaptation: help navigating the linguistic demands and support from peers with similar experiences</b>	Both shared-language peers and English-speaking friend helped him navigate the linguistic demands	weird, their language seems weird and strange” (594-599) “but my friends helped me. And J ... he helped me, he helped me, one of my friends, he helped me (decide), well he helped me talk English (...) And M (...) he traducted every word for, for me and Mi too” (343-347)
		Shared-language peers helped him navigate the linguistic demands and facilitated his interactions with others, by translating	“like M helped me, because he t-, he, if someone told, asked me erm they asked me “what’s wrong” or something, I didn’t understand, and he tradicted and it was ... he helped me that way. Mi helped me the same way, he tradicted. (...) and M and Mi also helped him [J] understand what I was saying, but also he, he, when he said like, “try to say ‘hello’”, well ... M tradicted” (400-406)
		Shared-language peers facilitate his communication with other peers by translating	“but he, but he didn’t know French, so it was quite hard. And M helped him, he traducted every word for, for me” (345-347)
		Being able to share with those with similar experiences was a relief, giving a sense of feeling heard and understood and facilitating connection	“I told some of my friends, like Mi and M that could speak French what I felt like. And it’s and that was a big relief because now they knew what it was like and coming from and they came from another country. Yeah, they came from other countries, so they knew what it felt like” (577-581)
		Support from peers with similar experiences to learn how school works	“they came to school before me so they, so they explained and I was quite happy, they explained me how it works” (581-583)
	<b>Support from staff</b>	School support through praise,	“if I read a word correctly they said, “well done!

Personal Experiential Theme	Sub-themes	Experiential Statements	Key Quotes
		teaching vocabulary and literacy, which was perceived as helpful	You're doing great, you're doing great, keep going!" and that's how I really learnt it and that made me feel happy (...) and they helped me a lot (...) erm they taught me words, the staff taught me words, and they taught me how to read" (607-616)
		Initially he had to miss part of his playtime to learn, which he perceived as unfair initially, but retrospectively, he can see the benefits	"But sometimes I have to stay a bit in playtimes, in the start of playtimes, in Year 1, because I couldn't, because I had to learn more. (...) I thought it was, at first I thought it was unfair! But then, now I realise, that it's actually quite, it helped me a lot staying in at playtimes, because it helped me understand and I know how to speak now, so I first, I miss some playtime, because playtimes are really fun, and now, I don't miss playtimes, but I prefer missing playtimes, some play, the start of playtimes, for learning how to speak and play and speak, for that" (629-642)
	<b>School enjoyment facilitated by a sense of connection and familiarity</b>	Expressing a sense of belonging and connection to his school community, facilitating a positive view of school	"it's really good, I love my school (...) I really like it because there is lots of people that I know, I know ... there's lots of people that I know, but if I, and they are kind to me" (650-654)
		School is seen as nice because of the people, including the staff	"I like being here and I think it's a nice school because the people, the staff, the teachers are nice" (670-671)
		School familiarity associated with increased exploration of the school environment	"at first, I thought the school, I only, my class was only on the basement, but now I explore the other levels and everything" (584-586)
<b>LIFE IN THE UK</b>	<b>Making sense of the UK</b>	Comparison of wildlife between	"I wondered if it would have more wildlife than in

Personal Experiential Theme	Sub-themes	Experiential Statements	Key Quotes
<b>MARKED BY CHANGES AND COMPARISONS</b>	<b>through his pre-migration experiences and views</b>	<p>countries X 2</p> <p>Pre-migration views of England informed by what others have said about the weather and wildlife</p> <p>His pre-migration expectations of the physical environment were different to his post-migration experiences</p> <p>Comparison of his life in the two countries, linked to availability of extra-curricular activities</p>	<p>X and it would and it did. And in X you couldn't see foxes, and when I got to the first apartments, on the other side was another house and on the top, foxes lived on the top of the roof" (248-253)</p> <p>"I saw a fox in the middle of the road and I felt happy, I felt happy because that fox wasn't in a cage, like most animals in X. And also I never, in X I saw one magpie and here I see loads" (263-266)</p> <p>"I thought, I thought it was gonna be rainy, because everyone in France says it's rainy here and erm I also thought erm that I, I thought that it would be quite ... not sulky, but a bit ... cloudy and I thought it was gonna be like, don't quite remember but I think I thought it would be more wildlife, but I thought, when my parents said it would be like, more wildlife, I thought there was gonna be a forest" (508-514)</p> <p>"it was quite different, because I thought it would be like trees everywhere and one house made of wood and another one like that, but it turns out it's a big city connected" (540-543)</p> <p>"but when I was in France I didn't (x) them (...) like, I didn't erm well I didn't have drawing lessons or I wasn't in the swimming team. Or I didn't have swimming lessons, I did, but, yeah and I started, and now I'm in the swimming team so I'm doing that every Friday. And there wasn't football club, there wasn't clubs in France" (556-</p>

Personal Experiential Theme	Sub-themes	Experiential Statements	Key Quotes
	<b>Reflecting on changes: progress, growth, but not ready to move again</b>	<p>Perception that his life has changed a bit, because of learning and discovering new things, reflecting a sense of growth</p> <p>Perception of changing through new experiences</p> <p>Reflecting on his progress facilitated by school support</p> <p>Sense of being settled and not ready to move again, perceiving that he has had enough moves for now</p>	<p>562)  “ah my life changed a bit erm because I, I learned new things and I discovered new things, so I started to do those things” (554-556)</p> <p>“so I started do those things and it’s, it changed, I changed and I did those things, my life changed” (562-564)</p> <p>“they taught me how to read, and now I know how to read, now I can read lots of things” (616-617)</p> <p>“I really like being here but also, I don’t think I’m ready to move out of here (...) think I’m ready to play and everything, but I think I’m not ready to move houses or anyway, because I’ve moved three times now” (682-688)</p>

*Note.* Experiential statements not included: ‘Memory of arriving to his new house decorated for him by his dad’ and ‘Continues to speak French with his parents and some of his friends’.

Table S6

*Sonic's PETs*

Personal Experiential Theme	Sub-themes	Experiential Statements	Key Quotes
<b>MOVING TO AND LIVING IN THE UK</b>	<b>The unknown</b>	<p>He wasn't told anything about moving to the UK</p> <p>Not remembering whether he knew that him and his family were going to another country</p> <p>He realised they had moved when they arrived in the UK</p> <p>Complete unfamiliarity with the UK prior to arriving</p>	<p>"R: can you remember the first time you heard that you were moving to the UK, can you remember your parents maybe telling you about it?"</p> <p>S: no one told me anything" (154-159)</p> <p>"I don't remember if I knew or not that we were coming here, I don't remember that part" (161-162)</p> <p>"R: But when did you realise that you were moving here, when did you find out?"</p> <p>S: When we arrived here" (163-167)</p> <p>"I don't remember well, but I think that ... I didn't know the flags of the country and ... and ... I think I remember a bit, but I think ... I didn't know the name of this country and I don't remember anything else (170-173)</p>
	<b>The journey</b>	<p>Focus on the mode of transport for travelling to the UK</p> <p>He travelled to the UK with his parents and his sister</p> <p>While travelling, he kept himself entertained, slept and noticed things in his environment</p>	<p>"I came by bus" (41)</p> <p>"R: So who did you come with on the bus?"</p> <p>S: with my mum, my father and my sister" (50-54)</p> <p>"I was playing with my mobile and my mum gave me some headphones (...) I fell asleep at a certain point (...) I think we took two buses (...) I fell asleep in the first bus (...) when I was travelling, I saw a horse" (90-105)</p>

Personal Experiential Theme	Sub-themes	Experiential Statements	Key Quotes
<b>Inter-connection of his health needs and his migration experiences</b>	Sharing other significant aspects about himself, linked to his health needs	“now I have to bring my mobile, because ... I can’t remember, but I always have to (x) my sugar with my mobile. When it’s time to change the (x) then we have to take it from here and put it here. It doesn’t hurt, it only makes a sound (...) yes [an alarm], you think that it’s something that hurts, but it doesn’t, it only scares you (...) But I already got used to it, I don’t get scared” (57-65)	
	The interaction between his health needs and the journey to the UK	“if I don’t put my insulin when it’s my time to eat, it has to be when it’s my time to eat or it can go up or down (...) so when we came to this country the bus had to stop so we could eat (72-76)	
	Connection between his emotional responses and his health needs	“I: a bit ner-, I think that always when you come to another school you can be nervous. But I don’t have to feel nervous, because if I feel nervous my sugar levels can go up or down” (415-418)	
<b>Enjoyable aspects of life in the UK</b>	Some members of his extended family also live in the UK, but not all Living in the UK is fun because he can watch new movies and YouTubers who speak English	“my grandmother is in this country as well (...) But not my grandfather” (46-49) “it is a lot of fun hmm because you can get new movies that I never knew before and other erm other YouTubers that speak in English saying other things about here” (179-181)	
	Living in the UK is fun because he can make new friends	“yes, it’s fun because I can meet friends, new friends” (194)	



Personal Experiential Theme	Sub-themes	Experiential Statements	Key Quotes
<b>FANTASY AND PLAY</b>		<p>Desire to learn Kung Fu to defend himself</p> <p>Using his imagination to pretend that he travels in time</p>	<p>“but I also want to learn Kung Fu to defend myself in case a thief attacks me” (28-29)</p> <p>“S: I: I saw that if you travel in time it is very dangerous (...) I like to imagine that I’m travelling in time, but I don’t want to travel in time because it’s very dangerous. So what I do is that I imagine that I have a time machine with covers and pillows (...) I play music on my phone so that I can imagine that we are travelling in time and someone is helping us (...) it is the most fun game that I play with my sister” (138-151)</p>
		<p>Fantasy about disarming a thief like a superhero</p>	<p>“I would like to tell my mum, when it’s Halloween, to come to school with my ninja costume because I like to learn Kung Fu (...) yes, if a thief comes (...) if a thief comes I can take the gun without it discharging so it doesn’t hurt anyone, like a superhero” (460-477)</p>
		<p>Story about characters from cartoon programmes that he can watch in England</p>	<p>“could it be the Flash movie in English? (...) because you can watch different movies in England in English” (494-497)</p> <p>“Sonic run quickly and put the shoes on the lady without her realising (...) Flash was humiliated because Sonic opened a ring to send him to the space (...) and then Sonic’s friends came” (912-920)</p>
<b>LINGUISTIC ENCOUNTERS: DESIRE TO KNOW THE UNFAMILIAR</b>	<b>Expanding linguistic awareness</b>	<p>Realisation that people speak English in the UK</p>	<p>“I didn’t know the language was English because I was paying attention to other things, but when I came here, I realised that the people speak English” (35-37)</p>

Personal Experiential Theme	Sub-themes	Experiential Statements	Key Quotes
<b>Desire and motivations to learn English</b>		Assumption that all people speak Spanish	“before I thought ... I saw that in all the countries they spoke in one language because I watched a movie ‘Gru and Minions’ and they were looking for a villain and they were in England, and they were speaking in Spanish” (116-119)
		Contact with other languages, leading to change in his knowledge about the world, realising that there are multiple languages across the world	“I realised that every country has their own language, because I saw, I saw...I saw girls speaking in another language, so I realised everyone has their own language” (126-128)
		Desire to learn another language in the UK	“I wanted to come here because I wanted to learn another language” (27-28)
		Desire to learn English, as well as other languages	“And I would like to know English and other languages, I would like to know Japanese, English and Spanish, but I already know Spanish, but I would like to know English and Japanese” (354-357)
		Wishes that his teachers would help him learn English	“I would also like the teachers to help me learn English” (392-393)
		Learning English linked to a desire to help his parents by translating	“Yes, yes, I learn English and also so I can translate for my parents, because they call me everywhere so I can tell them what the people in the shops are saying, so I can say “mum, this is 8\$” how much it costs and because, because, because of that she tells me to speak English” (219-223)
	Helping other children who move to the UK without speaking English	“yes and the same I can do if a child comes to this country and he doesn’t know English and I can help him (...) yes, because, because if they try to buy something and they can’t because they don’t speak English, then I can tell my	

Personal Experiential Theme	Sub-themes	Experiential Statements	Key Quotes
<b>Learning English: enjoyment, facilitators and sharing progress</b>		Motivated to learn English, so that he can understand movies	friend to write in a note in English what I say” (229-239) “I like my characters and I watch my programmes in Spanish (...) this is why I would like to learn the language, because if the movie is in English I can’t understand (...) it is exciting actually if I see something interesting in the movie in Spanish, but I would like to see the same things in English” (246-258)
		Learning English is perceived as fun, with reference to famous people who can speak multiple languages	“R: how did he find having to learn English? S: it is fun. My brother knows a player, a football player who knows, who speaks five languages and also English, Ronaldo” (205-207)
		Reflection on his language skills, acknowledging difficulties understanding English	“but if they speak in English I can’t understand” (249)
		Shared some English words that he knows	“S [Speaking in English]: Black, orange, blue, purple and red (...) [translated]: yeah I know a few colours in English” (270-272)
		Has learned some English by playing video games	“I learn a bit more English when I play with Roblox” (274-275)
		Learning English phrases by asking his friend	“I didn’t know how to ask to go to the toilet in English so I asked my friend” (314-315)
		Sense of progress with learning some English phrases, facilitating more independence	“he told me and now I can tell miss X the right question to go to the toilet (...) I remember now so I don’t need to ask him anymore” (315-321)
	Enjoyment of learning new things related to language	“I like learning new things, for example ‘good morning’, because I didn’t know what it was, but my brother said that it means ‘buenos dias’ or ‘good morning’” (435-437)	

Personal Experiential Theme	Sub-themes	Experiential Statements	Key Quotes
<b>FRIENDSHIPS OLD AND NEW</b>	<p><b>Sense of relational loss</b></p> <p><b>Valuing friendships, particularly with shared-language peers</b></p>	<p>Missing his friends from his home country</p> <p>Missing his previous friends, but holding on to his memories of them</p> <p>Helping children who are new to England seen as a way of making friends</p> <p>He sees his friends as fun</p> <p>Perception that playing without his friends or siblings is boring</p> <p>Friendships with bilingual peers who facilitate his language learning, which is perceived to enable him to make new friends in the future</p> <p>Relating to shared-language peer, suggesting a sense of instant familiarity and comfort</p>	<p>“sometimes I miss my friends from where I used to live” (22-23)</p> <p>“I was missing my other friends, from where I used to live (...) but I have my memories” (292-295)</p> <p>“if a child comes to this country and he doesn’t know English and I can help him and we can be friends” (229-231)</p> <p>“R: what about friends, what is it like making friends here at school? S: They are fun” (359-365)</p> <p>“because if you play without your friends or without your siblings it’s very boring” (368-369)</p> <p>“new friends, who speak Spanish and English. They can help me with English and when the school finish I can find or meet new friends ” (194-196)</p> <p>“another boy, which is A, and then he asked me “do you want to be my friend” and I said “yes” and we hugged each other” (377-379)</p>
<b>SCHOOL EXPERIENCES SHAPED BY LEARNING AND SHARED-LANGUAGE STAFF</b>	<b>Feelings about school</b>	<p>Pre-migration experience of school influencing his post-migration wishes regarding school</p> <p>Mixed feelings when starting school, of excitement and missing his previous friends</p>	<p>“I gave my mum an idea to move near the school, close to the school (...) in the previous country where I was living the school was very far from home, so I used to get very tired because I have to walk a lot” (339-346)</p> <p>“R: can you tell me what was it like when you first started school here? S: I was excited, but at the same time I was missing my other friends” (292-293)</p>

Personal Experiential Theme	Sub-themes	Experiential Statements	Key Quotes
		Children who are new to the school can feel nervous	<p>“R: what does it feel like to be in this school as a child who has moved here from somewhere else?            (...)            S: a bit ner-, I think that always when you come to another school you can be nervous” (410-416)</p>
		<p>He is happy at school because he is learning new things            He likes that he learns how to read in school</p>	<p>“but I’m happy because I’m learning new things here” (308)            “R: what is it like coming to school here? [translated as, ‘What do you like about school?']            S: I learn how to read so when I’m older I’m going to know many things” (353-354)</p>
		<p>Enjoyment of school linked to enjoyment of learning            Sense of not knowing anything in the new school environment alleviated by help from a shared-language member of staff</p>	<p>“I like going to the school, I like it a lot, because I like to study” (766-767)            “before I thought that I wouldn’t know anything in this school (x), but miss X helped me” (375-376)</p>
		Positive perception of other people speaking his language in school	<p>“S: The PE teacher also speaks Spanish and English            R: (...) what do you think, is it helpful or not helpful to have someone else who speaks Spanish in school?            (...)            S: Yes, it is positive” (384-390)</p>

Table S7

*Diamond-Lemon's PETs*

Personal Experiential Theme	Sub-themes	Experiential Statements	Key Quotes	
<b>RELATIONSHIPS ARE CENTRAL TO HER MIGRATION AND ADAPTATION EXPERIENCES</b>	<b>Strong longing for her parents</b>	Continued feeling sad because she misses her parents who stayed in Brazil	"I continue sad a little when I come to here, cause my parents is stay in Brazil (...) my parents stay at Brazil, cause they have work, so [crying] I miss they so much" (29-34)	
		Finding it difficult to stay without her parents, as she misses them Her parents are key to how she feels about living in the UK	"my parents I miss them so much (...) And then it's difficult to stay without my parents" (36-43) "If my parents was here, I think I be more calm and if my parents live here, I want to stay here, because here is so cool." (571-573)	
		Her parents are key to her decision about where to live	"but here, if my parents here, here is like more safe and I like when I safe, so I think I prefer here" (592-593)	
	<b>Managing changing family dynamics</b>	Maintaining transnational relationships with her parents and other family members, by visiting		"But in the summer holiday, I go to visit my parents (...) and in the Christmas they come to pass the Christmas with me and my family, my aunt, my aunt who live in Brazil too and she come to pass the Christmas and the New Year with us" (37-41)
		Moved to the UK with her brother to live with her grandparents		"because I just come with my brother and my grandmother, but my grandmother live here" (31-32)
		Closeness of relationship with her brother and grandmother, who are special to her		"I stay just with my brother and my grandmother, they are special to me" (35-36)
		Perceived gender differences between her, her brother and cousin,		"Sometimes, I be alone because my cousin is a boy and my brother is a boy too, so they like

Personal Experiential Theme	Sub-themes	Experiential Statements	Key Quotes
		associated with not taking part in some activities	play football alone" (301-302)
		Sense of isolation linked to not liking or being able to do the same activities as her brother and cousin	"they like only play <u>football</u> and sometimes video game and I don't like, I don't like video game, so I just do the things alone because I don't know how to play football when I start and I don't like to play video games, so yes, I just be alone" (311-315)
		Living with her brother is not very easy, as he annoys her	"I think it's gonna be so easy to live with my brother (...) but my, my brother is a little annoying, so [laughing] it's not too easy (...) because he love annoying me, so, he say the, the type of, the type of he say he love is annoying me and my mother, so it's like he annoy all the times me" (211-218)
		Relationships with extended family living in the UK	"And then 3, 2 aunts live here. One aunt mine, yeah, 2 aunts. And then one of my aunts have 2, 2 sons" (289-290)
		First memories in the UK of spending enjoyable time with her extended family	"when I come here, is a week of half-term, so I stay with my cousins in my aunt's house, playing, and me and my brother go (...) so we pass one week together with my cousins and this is my first memory because that's the first thing I do and it was so cool, we play too much, we watched films together, yeah it's cool." (293-300)
		Enjoys living in England because it is an opportunity to strengthen her relationship with her grandparents	"R: what would you say is the best thing about living in England? D: (...) Because I live with my grandparents, because when I was in Brazil, my grandparents

Personal Experiential Theme	Sub-themes	Experiential Statements	Key Quotes
<b>Friends in Brazil: Sense of loss and rejection</b>	Sense of loss of and rejection from her friends in Brazil	live here, so I miss they so much and I like live with my grandparents (...) so is like I like this, to I live with my grandparents." (551-557)	
	Loss of long-term and closest friendships from Brazil, associated with feeling sad and perhaps a sense of rejection and isolation	"I like my friends from Brazil. But when I moved to here, my friends of Brazil, don't like talk more with me" (55-57)	
	Sadness over loss of friendships from Brazil Trying to stop contacting her friends in Brazil to avoid rejection	"I be sad because in my school of Brazil (...) in all the Year 1 to Year 5 I stay in the same school, so ... I miss, and my friends erm is like all my friends was in my class in Year 1, in Year 2, in all the years, so I miss they so much, because now they don't talk more with me. And my best friend from Brazil, she moved off school and she don't use the phone in the week, just in the Sunday and Saturday, so she can talk with me just on Sunday, Saturday, but she don't talk with me, she no send message to me and when I send messages to her, she just see, but no answer" (63-74)	
<b>Interconnection of friendships</b>	Friends in the UK as the only friendships now, in the context of loss of friends from Brazil x 2	"when my friends of Brazil stopped talking with me, I be sad" (91-92)	
		"but I say, "oh, okay, I know this is gonna, I know, yes" so I just don't try to talk too because if I send message they are not gonna answer me" (92-94)	
		"so I just like have the friends from here, cause the friends of Brazil don't talk more with me" (57-58)	
		"so yes, I just have my friends from here now" (74-75)	



Personal Experiential Theme	Sub-themes	Experiential Statements	Key Quotes
<b>Friends in the UK: key to inclusion and adaptation</b>	Friends in the UK as the only friendships, in the context of loss and rejection from her previous friends Started school thinking about not having any friends and the difficulty making friends when there are already established friendships.	“so I just talk with my friends here” (94-95)	
	When she started school, children befriended her	“when I come, my first day in school, I was like, “oh, I don’t have any friends” and it’s gonna be difficult to I make friends, because I’m from other countries and I come in the like, in October, and the class start in ah September, so it’s more difficult because all the kids have your friends, so then it’s gonna, it’s going to be more difficult to I have any friends” (15-20) “and then I come to school and ah and my friends be so cool with me, they talk with me, they ah erm they ask erm school in Brazil, my friends ask if it’s cool or no” (25-28)	
	Made same-gender friendships, which she felt happy about A sense of gratitude towards the girls at school in the UK who befriended her	“I be friends of that girls and then I be so happy” (28-29) “The girls are so cool. When I start, they say, “oh, what’s your name, where are you from?”. They say erm “you feel happy to be here or no?” erm yes, they was so good with me” (87-90)	
	Feeling happy about having friends in the UK Sense of being welcome and included by friends in the UK	“I be so happy to know I have friends here” (90) “and they was like “oh they not send message to me, this is sad, but you have us, so we can play with you” and other times in the play time, in the lunch time, they play with me, they stay with me, so is cool, I like the girls” (95-98)	
	Predominantly same-gender friendships	“And my friends is more girls than boys” (394)	

Personal Experiential Theme	Sub-themes	Experiential Statements	Key Quotes
		<p>Has made friends with someone who already attends her future secondary school</p> <p>Enjoys sharing aspects from her culture with her friends</p>	<p>“About the friends, is fine because, yes, and I have, I, I meet one girl who she is in this school where I go in secondary and we are friends, so I have one friend of my secondary school” (434-437)</p> <p>“but I like too much because [laughing] example: yesterday, me I teaching my friends how, one dance of Brazil, so it’s like, it’s like cool” (536-538)</p>
<p><b>LIVING IN THE UK: THE DIFFICULTY AND COMPLEXITY OF AMBIVALENCE</b></p>	<p><b>Not what she expected: a sense of disappointment and trying to come to terms with the reality of life in the UK</b></p>	<p>Disparity between her pre-migration expectations of everything being perfect and post-migration experiences, related to maintaining transnational friendships, managing separation from her parents and living with her grandparents and brother</p> <p>Realisation in time that living in the UK is not going to be perfect as she expected, which is difficult</p> <p>Sense of understanding her grandparents’ circumstances and coming to terms with her life here</p>	<p>“oh, I think it’s gonna be like all perfect, all, all, all perfect. When I come, the city is perfect, but the things is not too perfect, like I think my friends of Brazil is gonna keep talking with me, but not. I think I’m not going to miss too, too, too much my parents, but I miss too much they and I think it’s gonna be so easy to live with my brother and my grandparents. My grandparents is like easy to live with them, but my, my brother is a little annoying, so [laughing] it’s not too easy” (207-215)</p> <p>“I think all the things is gonna be perfect, but when I come here and I pass some days, some months, I think, “oh, it’s not gonna be so perfect” like what I’m thinking, so yes, it’s quite difficult” (219-222)</p> <p>“but erm I know my grandparents can’t do this, I know, so I just (live/leave) because I know they can’t go on weekends, I know, so I just (live/leave)” (623-626)</p>

Personal Experiential Theme	Sub-themes	Experiential Statements	Key Quotes
<b>Dealing with the tension of enjoying living in the UK, whilst also finding it difficult</b>		Experiencing tension between liking her grandparents and friends here, but finding it difficult to stay because she misses her parents	“and my grandad too. And I, I like with my grandparents, but I miss my parents, so, yes. It’s quite difficult to stay here, but I like, I like my friends from here” (53-54)
		Tension of living in the UK: she enjoys living here and wants to stay, while also finding it difficult, likes living in Brazil and wants to return	“living here is difficult, but, yes I like to live here, but, sometimes I want to go back to Brazil, but sometimes I want to stay here, so ... yeah, it’s like, I like to live here, but I like to live in Brazil too.” (568-571)
<b>Mixed feelings about moving and starting school</b>		Torn between the two countries and deciding where to live, as she likes both	“but here I like too (...) But I like Brazil too, when I come in Brazil in December, I need to think so good about it because I need to decide if I want to stay here or in Brazil, so I’m gonna need more, more, I need help, because it’s difficult to I think, cause I like here and Brazil” (591-597)
		Despite enjoying living with her grandparents, she misses her parents Mixed feelings about moving, nervous and happy	“I like live with my grandparents, but I miss my parents” (555-556) “I be like, oh my God, I be nervous, but I be so happy” (141-142)
		Mixed feelings about going to school, excited but also a bit scared	“D: I’m drawing I come to school in the park and I’m getting excited to this school, but happy, but in the same time a little scary R: mhm yeah. So you felt happy and a bit scared when you started D: erm yes R: so who’s that? D: me. Cause I’m doing me scary and me like happy” (644-651)
		Despite feeling happy at school, it is also difficult having to adapt to a new	“so is happy, but in the same time it’s difficult to, I be at this school and other language, and other

Personal Experiential Theme	Sub-themes	Experiential Statements	Key Quotes
<b>Trying to manage the complexity of her experiences</b>		language and new friends	friends, but I like, but in the same time it's difficult (...) it's like cool, but at the same time it's difficult" (534-539)
		Trying to be calm when she was nervous about starting school Trying to keep calm despite missing her parents, knowing that she will visit them in the summer which helps her keep going	"I be so nervous because this, but I'm trying to be calm" (24-25) "I'm trying to be calm because I'm going to visit they (...) and then I be more calm because I know in July I go to Brazil (...) but I'm trying to keep calm, because I know I'm going in July" (38-44)
		Trying to keep calm when her brother annoys her	"but I all the times I trying to keep calm with him (...) he annoy all the times me, but I'm trying to keep calm" (215-219)
		Strategies for emotional regulation, such as drawing, painting and playing the ukulele	"I do like things to be calm, so sometimes I drawing, I like drawing, but I not draw so good, but I'm trying to paint these like erm I be calm with these. I'm learning to play ukulele in this school, in the club, so when I be angry, I come and start playing" (251-255)
		Does not like to talk to others about her experiences	"R: Do you feel like you're able to talk to anyone about this? D: yes. I don't, really, I don't like to talk with anyone about this. (...) because I don't talk with my grandmother and with my, my grandparents know with my brother" (230-235)
		Talks to her brother about the shared experience of missing their parents	"Sometimes and some things, because I know he's quite same with me, missing too much my parents, so sometimes I talk with him about it" (235-237)

Personal Experiential Theme	Sub-themes	Experiential Statements	Key Quotes
		<p>Talks to her mother and a professional, but does not share everything</p> <p>Trying to manage on her own, uses self-talk</p> <p>Stating that she has shared everything about her experience</p>	<p>“I talk with my mother usually, but some things I don’t talk with anyone, I just keep with me (...) and I have one, one woman who help me, but she help in this change of countries, but with her I don’t speak like too much things, sometimes I keep some things to me, I say the things I think oh this is okay to say to her and I say, and the things I want to keep with me, I just keep with me and I don’t say to her” (237-260)</p> <p>“Usually, I just talk with my mind about this (...) and I try to, to do this alone” (233-261)</p> <p>“I think I say all to you, because I don’t know what other things I can say. Hm ... yes, I, I think I say all the things, because I keep things with me, but I say all the things to you” (609-612)</p>
<b>A TALE OF TWO COUNTRIES</b>	<b>Moving to the UK: the decision and the journey</b>	<p>Moving to the UK was suggested by her family linked to educational and linguistic opportunities</p> <p>Story of moving to the UK starting with the broad family context, narrowing down onto the exact date they travelled</p>	<p>“my grandparents (...) trying to, me and my brother come here to learn English and to study in a different country yeah and to do different things, so my parents, all the years they are trying to do me and my brother coming here and my grandparents too.” (109-114)</p> <p>“my grandparents live here from I think 20 years maybe (...) so my parents, all the years they are trying to do me and my brother coming here and my grandparents too. And one time, erm they ... they [sigh] the peoples of the thing they’re trying to do agree and then me and my brother can come and then my mum and my dad buy the things to, to me and my brother come (...) in the day we come 12 of October, she [grandmother]</p>

Personal Experiential Theme	Sub-themes	Experiential Statements	Key Quotes
			come with me and my brother to England and 13 we come here" (109-125)
		Temporality of their move, will be making a decision about staying or returning	"in December we decide if we want to stay here or if we go back to Brazil" (128-129)
		She asked and insisted that she also goes to the UK with her brother	"oh I, first they say, oh just G, who is my brother and I say, "no, no, no, I want to go too" and they, "no, you're so young for this" and I say, "please, please, please" and they, "okay, we thinking about" and after they said "yes"" (135-138)
		Travelled to the UK with her brother and her grandmother	"me and my brother is gonna come alone, but my brother is more old than me, but he gonna be 16 in April, so need a person more old, so my grandmother come to Brazil (...) and then she, in the day we come 12 of October, she come with me and my brother to England" (117-125)
		Focus on the mode of transport for travelling to the UK, new experience which made her happy	"in here I'm in the plane with my brother and my grandmother. When I was in the plane I like too much, because in Brazil I, I come with plane to other, to travel in other place, but I never go in a plane too big like when I come to England, so I was so happy, cause it's too big" (657-661)
		She kept herself entertained on the journey, which ended with her waking up in England	"I watch like three movies and then I do like videos and, cause I like to do videos and erm I like to do videos, photos, so I do like this. And after I see the ... the things outside the plane and I, the sky, and it was so beautiful and after I sleep and I come and after when I wake up I was in England" (668-673)

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<b>Football: a unique and enjoyable opportunity in the UK</b>		Marking the journey from Brazil to England in her drawing	“I’m drawing the flag, like, and I do like a line, and here I do, I write England and I do a line to Brazil to England” (692-693)
		Has learned how to play football, which has facilitated her inclusion in activities with her brother and cousin	“when I start, I don’t play football and I learn to play football here, because erm I think on November I start playing football and now I play football and I like (...) so we pass the Saturday in my aunt’s house and then we play football and it was so good, because now my brother and my cousin don’t leave me alone because now I know how to play football [giggling]” (303-311)
		Perceived cultural differences regarding gender expectations in terms of football Learned how to play football in the UK, which provided an opportunity to do something different and gain new skills	“cause here, the girls do football and in Brazil it’s like only the boys, but here it’s girls and boys” (340-341) “But now, when I come here (...) my grandad put me in this team (...) and then I learn football, how to play, and now in this school on Thursday have football, so I can do too and now I start doing on Monday, yesterday is my first time doing on Monday” (339-348)
<b>Enjoyable aspects of living in the UK</b>		She likes living in England because she learned how to play football	“R: Erm what would you say is the best thing about living in England? D: (...) Erm I like because I learn to play football and in Brazil, I, I, the thing I most want to do is learn to play football so now I learn.” (550-559)
		She likes experiencing a different country and language Comparison of safety between countries, with the perception that the	“but here is a different country, different language, so it’s like, yes I like” (573-574) “here is more safe, in Brazil is not too much erm here, example, here I can go to the supermarket

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<b>Comparison of life outside of school: a sense of loss</b>		UK is safer, facilitating her independence	next to my house to buy something to my grandmother, but in Brazil I can't do this because it's not safe, so here I like, because it's safe, so I come to school alone. In Brazil, oh my God, if I did this, it's so, so, so danger, I can't do this alone" (580-585)
		Re-stating that she likes this school and living with her grandparents Comparison of participation in extra-curricular activities in the two countries	"so it's like, yes, I like this school, I like to live with my parents, my grandparents" (612-613) "in Brazil, I do swimming and gymnastics and was so cool, I do like erm ... gym too and gymnastics, cause it's different things, yes. (...) like only after, when we come back off Brazil I start doing gymnastics and maybe swimming (...) so we can't do, so we just leave, so we're trying to do gymnastics, but now just after the September I can do" (321-333)
		Loss of an activity that she was good at	"I was so, so, so good in gymnastics, but here, me and my grandmother try to see one gymnastics close to my house, but the, but now erm I'm not doing" (323-326)
		Comparison of how she spends her free time in the two countries, with a sense of isolation linked to reduced opportunities	"in Brazil erm all the weekends I like go to my friend, my friend's house, or play with my friends, or I go to my brother's friend's house, so here I don't do this too much in the weekends I just stay at home. So this is quite different to me because I want to walk at the parks, to play, but my grandparents can't go because they work and they need to do too much of things. (...) so it's quite difficult to they walk with me and my brother in the parks, to they go to the restaurant



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<b>Maintaining attachment to Brazil</b>	Planned visits to Brazil during the holidays	with me, so it's like different" (613-623)	"in July we go in Brazil to pass the summer holiday and after we come back and in December we go to Christmas" (126-128)
	Enjoyable memory of winning a competition with her best friend	"in Brazil I just have one competition and we have too much things to play and we have like one match to the other class of the Year 5 and then my class won, because me and my best friend, we don't play football, but we can like just kick the ball and like, dribble and score, so this is, I don't know how to do anything, I just kick the ball and score and I, oh my God, how?" (333-339)	
	Attachment to Brazil, linked to her school and speaking Portuguese	"But I like Brazil too much, the school of Brazil I like too much, the things I like because I speak Portuguese" (589-591)	
	Remembering enjoyable, regular things she did in Brazil, like singing and dancing after school	"when I in home and erm in Brazil, when I come off the school, I like to, in my bedroom I like to sing and dance erm musics and these I be calm with this, because I like too much things and to, to do things, because I'm so like, I can't stop, so like I do a lot of things, so when I come I think all the Fridays of Brazil I be so happy because [giggling] the week finish, so I can go to the weekend. So when I come off the school I dance too much and sing. In the week too, but I like more on Fridays because it's close to the weekend" (695-703)	
<b>BECOMING</b>	<b>Fears about linguistic</b>	Nervous about not having a shared	"okay, my teacher speak Portuguese but this

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<b>BILINGUAL</b>	<b>unfamiliarity</b>	language with her peers	can help me, but the kids don't speak, so I be so nervous because this" (23-24)
		Felt nervous about having to speak English, but reminded herself that she knows some English	"so I be nervous, but, when I think like this, "Oh, but I know how to speak a little bit, so" I think I can say little words and the people can understand so" (154-156)
		Worried about getting things wrong in English	"so I be like oh my God, this, I think, maybe sometimes I'm gonna do so wrong, and all the times I'm gonna do wrong" (173-175)
	<b>Speaking English: difficult and different</b>	Despite some previous knowledge of English, it felt difficult and different having to speak English with everyone	"And then all the days we have one hour of English, but not Britain English, American English, so it's quite difficult, but it's like the same, so I learn a bit of English in Brazil, so I know how to speak a little bit. It's not the same you talking with people who talk English" (144-149)
		Speaking English felt crazy, especially at the beginning	"R: How did you find coming here and having to speak English and learn English? D: I find a little crazy (...) but in the, when I start I feel this is crazy [laughing]" (165-180)
		Comparing language use between countries, particularly in social contexts	"because in Brazil all my friends talk Portuguese, so in my erm class of English I talk English with the teacher, but only like, only the teacher talk English because we talk with the teacher in Portuguese. So I have erm English in Brazil, but not the same to you like live with peoples who speak English" (149-154)
		Comparison of language use in the two countries, with an awareness of difference	"in Brazil I just speak Portuguese with all the peoples (...) so ... I, I be like oh my God this is so different of Brazil, because here I need to

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<b>Self-study strategies for learning English</b>	Difficulties expressing herself in English, despite knowing what she wants to say	speak English with all the peoples and in Brazil I just speak Portuguese with all the peoples, so it's like so different" (167-173)	"Because in English sometimes I try to say something, but I don't know how to say so I try to say, but I can't say, so it's like hard, cause I want to say, but I don't know how, so it's like hard this too" (498-501)	
	Practising English with her brother, with the hope of improvement	"for example here, in my house, me and my brother try to only speak English to each other to me and he learn more English (...) so if I speak with my brother I think I can speak better with my friends, so all the times I speak with my brother in English" (168-178)	"R: And is there anything else that has helped with learning English or speaking English? D: erm I do Duolingo, you know, I do this" (187-189)	
	Use of technology to learn English	"when I start I like listen musics in English, I do things who I like in English, because my cousin, one cousin mine, learn English, learn how to speak English, doing things she like but in English so she learn so fast, so I try to do this too and then I start watching videos in English, I start listen musics in English, reading books" (189-195)	"I make like a book, it's like a dictionary and then I write the word in English and I translate it to Portuguese, so I have like a book. And then have all the words, example: I don't know how to	
	Learning English through things that she enjoys, such as music, videos and books	Has created a bilingual dictionary which is useful		

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	<b>Perceived progress in English</b>	<p>A sense of progress with English language, reflected in her interactions with peers</p> <p>Perceived sense of improvement of her English skills</p>	<p>say erm 'shoot', so then I come at home I write 'shoot' in the translate and then I write the, the word in English and after I translate to Portuguese, so all the times I bring this book with me, so when I have something I don't know how to say, I open, if I have the word on my book, I just read and say, so it's this help me to know, yes and I do this and in, at the school, [Class Teacher], I have another book, and I have one at home and one at school, so this help me" (513-524)</p> <p>"[in reference to speaking English with her brother] And after I'm getting better in English so I can speak with my friends now more better" (178-179)</p> <p>"[in reference to doing things she enjoys in English] And then I start doing that and then my English is going more better too" (197-198)</p>
<b>SCHOOL IN THE UK: THE FEARED UNKNOWN, A POSITIVE REALITY AND LEARNING IN AN UNFAMILIAR LINGUISTIC ENVIRONMENT</b>	<b>Starting school: fears and unknowns</b>	<p>Was nervous when she started school because of not speaking English and not having friends</p> <p>Wondering about the unknowns of starting school</p> <p>Uncertainty over what school she will be attending</p> <p>Mixed feelings of happiness and sadness about going to school</p>	<p>"in the first day here, I was like oh my God, I don't know how to speak English, I don't have any fl I don't have any friends" (21-23)</p> <p>"I erm sometimes I ask my grandparents who is gonna be at the school and when, but they don't know, so yes, I just ask like this and some things of this school and activities" (375-378)</p> <p>"I don't know what school I'm going to go when I start, so I be like, I want to know" (387-388)</p> <p>"when I know I come to [name of her school] I be like happy, but in the same time I be like sad (...) I be happy, but in the same time sad" (389-</p>

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	<b>Positive school experiences</b>	Sadness associated with the unknowns of school, particularly inclusion from peers	395) “sad because I don’t know, what, what’s gonna be here, if the boys and the girls gonna talk with me, but I be more sad if the girls gonna talk with me, cause the boys okay, but I like to talk more with girls and the boys too, but yes” (390-393)
	<b>Positive school experiences</b>	Positive perception of her school, linked to having friends and doing activities She is happy at this school	“this school is good, I like this school and this school is good to me because I have friends and I do a lot of things here” (405-407) “I’m being happy at this school and this school is so, so cool” (420-421)
	<b>Positive school experiences</b>	Feels happy as a child from Brazil in the school, taking pride in having a different cultural background and a sense of competence at sharing this with her friends She likes her school, which is an enjoyable aspect of living in England	“I be like happy, because I’m from other countries and sometimes my friends say, “uh, in Brazil what do you do?” and I know how to, how to say to them because I live in Brazil, so is happy” (531-534) “R: what would you say is the best thing about living in England? D: (...) And then erm this school I like too” (551-560)
	<b>Perceived need for learning support: impact of language and curriculum differences</b>	Reflecting on learning in different subjects	“And when we have the, the activities to do like maths, topic, geography, history or English, I be like, in English is my, is when I do like this, “oh no, I don’t know how to do” (...) And maths, maths, I learn maths” (407-413)
	<b>Perceived need for learning support: impact of language and curriculum differences</b>	Finding it difficult to access some of the learning content, due to unfamiliarity with some of the curriculum, linked to differences in the	“because in Brazil I didn’t finish the Year 5, because in Brazil is different the, because in Brazil the class start in February and stop in December and here start in September and stop

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		school year between countries	in July, so it's quite difficult, so when I come, I come in October, so I didn't erm finish my Year 5 in Brazil and the, here I start in Year 6, so here they do some things who I don't know, but I learn and I'm trying to do better in maths" (413-420)
		Preparing for the transition to secondary school by planning to advocate for herself by asking for additional support from staff	"when I go to secondary (...) we meet the teachers and the, the headteacher of this school and we talk about, we talk more about with me, with the teachers and the peoples of this school and I'm gonna say like, I need, sometimes more help (...) so yes I'm gonna say like this to, to the peoples in the secondary school, to they help more me, cause sometimes I need help." (421-432)
		Perception that she needs additional support in lessons, linked to her language skills, as she has difficulties writing and understanding, and makes mistakes	"I need, sometimes more help, because I know how to speak English, but in the lessons is more difficult, because I don't know how to write so good English and then is like difficult to me and to understand the lessons, I understand, but sometimes I do some mistakes" (426-428)
		Comparison to learning in her primary language, meaning she had no difficulties understanding	"because not like in Brazil who I do understand so good because my language" (431-432)
		Perception that she needs help with her learning, which she will share with her secondary school	"so I need to say this to, to my secondary, to they know, but if they say, "oh you do the same of the classmates" I can do, but sometimes I think I'm gonna need help" (458-461)
		Difficulty understanding the lessons sometimes without the teacher	"just the lessons, cause sometimes I don't understand, so I'm trying to think, but I don't

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<p><b>What helps: differentiated work, staff support and self-help</b></p>		explaining in Portuguese	<p>understand, but after I ask [Class Teacher] and she explain to me so after is fine, but this, when I don't ask to [Class Teacher] is like be hard to me to understand and the things, but just like in English is hard in the lessons of." (492-497)</p>
	Drawing on meta-cognitive skills when she doesn't know what to do in English lessons	<p>"but when I know the activity how to do and then I stop and think, "oh my God, how can I do it", and then I like made, made the thing in my mind and after I just write" (410-412)</p>	
	Completes differentiated work compared to her peers, so that she can access it	<p>"Sometimes like here, the, my classmates do a history of a video and I do too, but like in different things. They like do only writing of parts, like "oh, the, what about the shop", and they write a history of the shop, but me I like (x) in sentence and after I be, I like do all together and after I made my history, so sometimes I do some things different of my classmates, so this is like more easy to me, but not equal of my classmates (...) and then I do too equal what they are doing, but I do like more small, and (same more) I think she help me and yes, I do like the same, but other type" (451-467)</p>	
Support from her class teacher who speaks Portuguese x 2	<p>"because here some, [Class Teacher] explain to me in Portuguese, and she like help me too much, because she speak Portuguese" (461-463)</p>		
			<p>"And [Class Teacher], and [Class Teacher] is good to me because she speak Portuguese and all the time she come with me and say if I'm okay or I need help" (482-485)</p>

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		Support from another member of staff with her learning Sense of progress with her English, facilitated by the English speaking teacher	“And X he help me too on maths, on English, so this is, yeah, this is cool” (481-482) “X teach us on Friday and sometimes on Wednesday too, so X is help me too, because he speak English so I have, I, he speak English with all the class, so I try to understand English too, and then this can help me to be better in English and this has helped me” (476-481)

*Note.* Experiential statement not used: ‘Unsure about changes she has noticed since she moved