

The educational needs of unaccompanied asylum-seeking children in UK in one local authority in England: Professional and child perspectives

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Abbreviations	Definitions
ASR	Asylum seeker and refugee child(ren)
AR	Action research
CAR	Collaborative Action Research
CIC	Children in care
EAL	English as an additional language
EMTAS	Ethnic minority and traveller achievement service
EP	Educational Psychologist
ESL	English as a second language
ESOL	English for speakers of other languages
HLTA	Higher level teaching assistant
LA	Local Authority
LAC	Looked after Children
NEET	Not in Education, Employment or Training
NTSP	National Transfer Scheme Protocol
RQ	Research Question
SENco	Special educational needs coordinator
TA	Teaching assistant
UASC	Unaccompanied asylum-seeking children ¹

¹ The term UASC will be used for both unaccompanied asylum-seeking ‘children’ and ‘child’

Abstract

This two-part small-scale research is positioned within a social constructionist interpretive epistemology. Both parts of the research used qualitative methods. Part One explores the perspectives of unaccompanied asylum-seeking children (UASC) in relation to their educational experiences in the UK. It also considers the experiences, opportunities and challenges for school and college staff with supporting the educational needs of UASC in a shire county in England. The methodology employed to collect the data for Part One consisted of semi-structured interviews with six professionals and the 'Talking Stones' (Wearmouth, 2004) interview technique with six UASC. For Part Two of the research, a Collaborative Action Research (CAR) approach was used consisting of one cycle of three group supervision sessions with five professionals from Part One. Within the group supervision sessions, a Solution Circles framework was implemented and participants were encouraged to prepare cases to discuss and collaboratively problem solve. The benefits to supporting the needs of UASC by introducing professionals to the process of group supervision are also explored. Braun and Clarke's (2006) interpretation of Thematic Analysis was employed across both phases as a method of data analysis. This enabled themes to be identified which emerged from the data. Two key findings were discovered to play a significant role in the UASC's social and emotional wellbeing: the uncertainty of the UASC's future in relation to their unresolved asylum status and their acquisition and fluency of English language. The latter is discussed in relation to how fully the students felt able to integrate and communicate their needs. Barriers to language also link closely to students accessing the curriculum and their experience of inclusion within the setting.

An array of opportunities and challenges of supporting the social and emotional needs of UASC are outlined by school and college staff. Such findings include: recognising and identifying the social and emotional needs of UASC, a lack of experience and opportunities for staff training, challenges with inclusion and integration of UASC within the educational settings, funding and available resources, developing supportive and trusting relationships over time and forming social connections. Within the paper, these findings are explored in relation to Bronfenbrenner's (1979; 1989) Ecological Systems Theory. Implications for educational professionals and for educational psychology practitioners are discussed.

For a pictorial overview of both parts of the research please see Figure 1.

Action Research Framework

The diagram below provides a visual overview of both parts of the research situated within a Collaborative Action Research Framework.

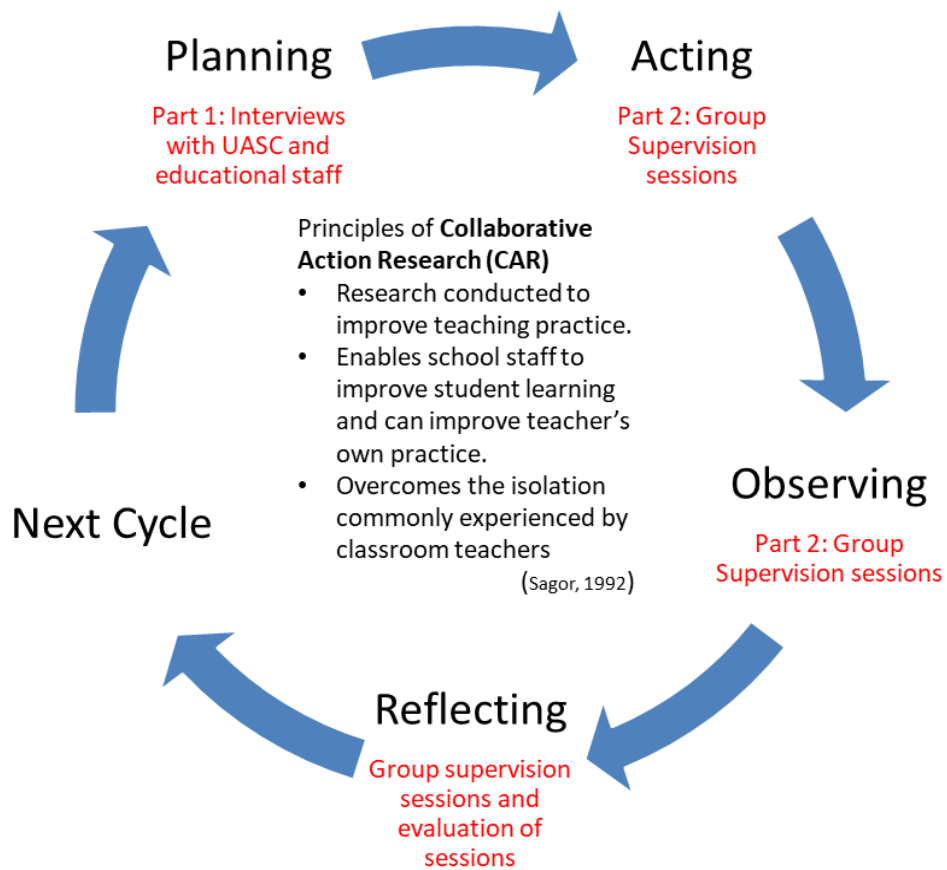


Figure 1. Collaborative Action Research Framework

Chapter 1

1 Introduction

This chapter will introduce the background for this research including the global context and rationale. In doing so, I will outline and explain the following:

- Key definitions
- Global context and relevance to research
- National and regional statistics
- The rights of UASC and responsibilities of local authorities and educational settings.
- The rationale of this research

1.1 Definitions

The 1951 United Nations Convention Relating to the Status of Refugees (Geneva Convention) defines a refugee as someone who has a:

well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country. (UNHCR, 1951, p. 14).

An asylum-seeker is defined as an individual who has crossed an international border in search of safety and applies to be given refugee status under the 1951 UN

convention (Hek & DfES, 2005). The term 'unaccompanied asylum-seeking children' (UASC) refers to anyone who is under the age of 18 years, who has been separated from both parents and other adult care-givers and who is applying for asylum in his or her own right (UNHCR, 1994, 2005; Humphris & Sigona, 2016). For the purposes of this research the term 'UASC' will be used to describe all unaccompanied children who have fled from persecution including those who are applying for refugee status, those who have been granted temporary leave to remain and those with full refugee status and those who are not applying for asylum and have not registered with the authorities. However, it is important to note that among 'refugee' students and young people in a British classroom, there may be a range of immigration statuses (Rutter & Jones, 1998; Williamson, 1998). The terms 'children' and 'young person' will also be used and will refer to those individuals below 18 years of age.

The term used to describe the social and emotional or psychological wellbeing of an individual can largely depend upon the paradigm of the professional discipline from which they originate. Weare (2004) suggests that there are a range of terms used to describe "mental health" including; emotional health and wellbeing, psychological wellbeing, emotional behaviour difficulties and mental health problems. The National Institute for Health and Care Excellence (NICE) states that if a young person is observed as having "emotional wellbeing" they may be described as: "being happy and confident and not anxious or depressed" (NICE, 2013, p. 2). According to NICE if a child or young person is described as demonstrating positive "social wellbeing" they have "good relationships with others" and do not display "behavioural problems" (NICE,

2013, p. 3). For the purposes of this research, the definitions outlined by NICE for both social and emotional wellbeing will be observed.

1.2 Global context and relevance to research

The global refugee crisis has meant that in recent years a growing number of unaccompanied children and young people have been arriving in Europe (Esses, Hamilton & Gaucher, 2017). According to Esses, Hamilton and Gaucher (2017) the number of refugees currently across the globe is alarmingly high and is expected to continue to rise as a result of individuals fleeing war or other forms of violence in their home country. However, the figures reported represent only a fraction of the total number of UASC who are outside their country of origin (UNHCR, 2016). This is because many unaccompanied children do not register with the authorities due to either feeling afraid or because they have been warned by others to keep on the move to another destination. Additional numbers of UASC may not be recorded because they do not apply for asylum or were referred to specialised procedures² for child victims of human trafficking (UNHCR, 2016). In the UK, the number of asylum applications has increased over recent decades leading to a subsequent increase in the number of accompanied and unaccompanied asylum-seeking children and young people in schools (Refugee Council, 2018; Home Office, 2018; Hart, 2009; Rutter, 2003a;).

² The UK has implemented a National Referral Mechanism, a framework for identifying victims of human trafficking and ensuring that they receive appropriate care. This process was set up in 2009 as part of the UK's implementation of the Council of Europe Convention (NSPCC, 2018). For more information on this process see the NSPCC website: <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/child-trafficking/research-resources/national-referral-mechanism-nrm/>

1.3 National and regional statistics

National statistics

The numbers of applications made by UASC has tended to fluctuate over recent years and it is difficult to determine the exact numbers of these young people entering the UK each year (Doggett, 2012). As a result, the data which is most relied upon to gather a clearer picture of the total UASC residing within the UK is the number of asylum applications made by UASC annually. These records are presented in Table 1 and indicate approximate numbers of UASC making applications for the period of 2015-2017 [as reported by the Refugee Council, 2018]. Nonetheless, it is important to note that total figures recorded are inconsistent across different documents (see Home Office, 2017; Connolly, Crellin & Parhar, 2017). Thus, these should be assumed as general as opposed to definite figures.

Table 1

National asylum applications made by UASC in the UK (2015-2017)

Quarter	2015	2016	2017
1	525	693	499
2	575	699	547
3	1,023	722	543
4	1,130	1,176	617
Total	3,253	3,290	2,206

Refugee Council (2018)

In 2017, the countries with the highest percentages of unaccompanied asylum-seeking applicants included: Sudan (337), Eritrea (320) and Vietnam (268) with 89% of applicants being male and 93% aged between 14-17 years old, a similar percentage to previous years (Refugee Council, 2018). The country of origin of UASC varies between

years as it tends to reflect the current global context of these countries. As can be seen by Table 1, during 2016 the numbers of asylum applications from UASC peaked. This influx may be explained by the destruction of 'The Jungle' refugee camp in Calais, France which was reported as accommodating more than 7,000 refugees (BBC News, 2016). Overall, UASC applications currently represent approximately 10% of all main applications for asylum (Home Office, 2017).

Local context

This research took place in a shire county in England which had previously had limited experience of supporting the needs of unaccompanied asylum-seeker children.

Historically, larger numbers of UASC have tended to be identified and placed in London and Kent (Children's Legal Centre, 2003). However, since the introduction of the National Transfer Scheme Protocol (NTSP) in 2016 (recently updated in March 2018, DfE, 2018), it may be argued that the numbers of UASC placed within smaller local authorities have increased. The National Transfer Scheme Protocol (NTSP) informs the basis of a voluntary agreement between local authorities in England to ensure a more even distribution of UASC across local authorities (DfE, 2018). This protocol is intended to ensure that any participating LA does not face a disproportionate responsibility in accommodating and looking after unaccompanied children; it is based on the principle that no LA should be asked to look after more UASC than 0.07% of its total child population (DfE, 2018). This percentage was agreed to ensure estimated numbers of UASC arriving in 2016 onwards could be catered for. Whilst this figure is not a target, it is used to indicate when a local authority has reached the point where they would not be expected to receiving any more UASC. This figure continues to be reviewed annually (DfE, 2018).

Table 2 illustrates the number of UASC placed within a shire county in England where this research took place during the period of 2013-2018.

Table 2

The number of unaccompanied asylum-seeking children arriving within a shire county in England during the period of 1st September 2013- 30th April 2018

UASC in LA	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Numbers of UASC arriving	0	0	10	20	11
Total no. of UASC 'looked after' by the LA	Records unavailable	Records unavailable	Records unavailable	Records unavailable	60

Note: Statistics taken on the 3rd May 2018

Table 2 illustrates how the numbers of UASC arriving within this shire county in England has considerably increased since September 2015, with the arrival of 20 students during the period of 2016-2017. The total number of UASC 'looked after' by this LA current stands at 60 students. Five of these students have been reported as 'missing' and are assumed by the LA to have been human trafficked. Thirteen of these young people have arrived via the NTSP. The countries of origin of the UASC are varied and include: Afghanistan, Albania, China, Eritrea, Ethiopia, Iran, Iraq, Sudan and Vietnam.

1.4 Rights and responsibilities: Implications for practice from legislation

The rights of unaccompanied children are preserved in both international and domestic legislation and these are further operationalized in policies and guidelines in the UK. This section will briefly outline the legal frameworks which set out the rights of UASC and the associated responsibilities of the Local Authorities within the UK (UNHCR, 2016; Humphris & Sigona, 2016).

The UN Convention on the Rights of the Child (UN, 1989; UNHCR, 2005) is significant for protecting the rights of UASC. It states that all asylum-seeking children should be treated principally as children, without discrimination, and recognised as young people who have been temporarily deprived of their supportive family environment and are entitled to special protection and assistance (UN, 1989; UNHCR, 2005, 2016). This notion is echoed in the 'Every Child Matters' UK Green Paper (DfES, 2003; Crawley, 2006) which asserts that UASC should be treated as children first and as asylum seekers, second. This guidance alongside more recent documentation recognises that some of the children in greatest need are UASC (see DfE, 2004, 2014a, 2017a, 2017b).

Local Authority (LA) support

By definition, UASC are under the age of 18 years old and arrive to the UK with no appropriate adult to care for them, thus the responsibility of their care lies with the social services departments of the LA in which they reside (DoH, 1989; Immigration Act, 2016; Children's Legal Centre, 2017). On arrival in the UK and following an initial assessment, UASC are automatically treated as children 'in need' under section 17 of the Children Act by the LA in which they are placed (DoH, 1989). This section imposes a

duty on local authorities to safeguard and promote the welfare of all children within their area who are in need, including UASC (Children's Legal Centre, 2017). At this stage, the relevant social services department has a gateway duty³ to assess UASC under Section 17, and then, the presumption is that these young people will become formally 'looked after' by a LA under Section 20 of the Children Act, 1989 (DfE, 2017b; Children's Legal Centre, 2017). This is unless the needs assessment results in another response being considered more appropriate. The term 'Looked after Children' (LAC) refers to children and young people who are provided with LA care or social services accommodation for over 24 hours (Dent & Cameron, 2003). Wade, Sirriyeh, Kohli and Simmonds (2012) found that the vast majority of UASC within their research were being formally 'looked after' by their local authorities. They noted that this was a significant change from that which was frequent several years prior to their research where most UASC were supported by local authorities as children 'in need' (Section 17).

There are significant statutory benefits for UASC with receiving a formally 'looked after' status. According to Wade et al. (2012) these advantages include: guaranteed access to a social worker, care planning and review procedures and pathway planning and aftercare support. Children's Legal Centre (2017) states that there are seven dimensions to a child's developmental needs, to which the LA must have regard and for which they must plan for 'looked after children'. These are as follows: health, education and training including the 'personal education plan' (PEP); emotional and

³ Gateway is a social work service for children and families and is the first point of contact for people who are concerned about a young person not already known to social services. Gateway is responsible for ensuring that all new referrals are responded to promptly and for assessing CYP's needs and identifying appropriate support services (South Eastern Health and Social Care Trust, 2018).

behavioural development; identity, with particular regard to religious persuasion, racial origin and cultural and linguistic background; family and social relationships; social presentation and; self-care skills. However, Wade et al. (2012) suggested that only younger UASC tend to access foster care and for UASC who are aged over sixteen, the majority are placed in private sector housing with or without support. A further barrier for UASC accessing appropriate housing, support and educational placements is linked to disputes regarding their age. For instance, Crawley (2006) suggests that professionals have noted a significant increase in the number of children who state that they are under 18 years of age when they come into contact with immigration authorities but were not accepted as such. Disputes over age can have extremely significant implications for an individual's ability to access services and support, including housing, education and welfare and to be protected against abuse by others (Crawley, 2006). Such disputes may also have significant impacts upon their social and emotional wellbeing (see Ehntholt et al., 2018). In an effort to safeguard and promote the wellbeing of UASC, several recent documents including statutory guidance have been published for local authorities for supporting UASC (see DfE, 2014a, 2017a, 2017b).

Education settings: Rights and responsibilities

Article 28 of The UN Convention on the Rights of the Child (UN, 1989; UNHCR, 2005) outlines the right to education for UASC, stressing the importance of free primary education, the availability of secondary education and the accessibility of higher education based upon a young person's ability to benefit from it. Article 29 also sets out the goals of education as developing each child's personality, talents and abilities

(UN, 1989). As 'looked after children', UASC will have access to the same entitlements and support; including support from Virtual School Heads who promote the educational achievement of looked after children in England (DfE, 2017b).

Furthermore, all schools and colleges are required to have a designated teacher for looked after children (DfE, 2009). These professionals attend meetings and regularly review the young person's Personal Education Plans (PEP). All UASC should have a personal education plan and it is the responsibility of the designated teacher to ensure that looked after children receive coordinated support in school and to act as a focal point for outside agencies (DfE, 2009).

1.5 Rationale for this research

The numbers of children seeking asylum alone without a parent or guardian have increased across a number of European countries, including the UK, as a consequence of the global refugee crisis (Vervliet, Vanobbergen, Broekaert & Derluyn, 2015; Refugee Council, 2016). Historically, larger numbers of UASC have been identified and placed in London and Kent (Children's Legal Centre, 2003); however, with the introduction of The National Transfer Scheme Protocol (NTSP), smaller local authorities are beginning to accommodate larger numbers of UASC. This increase in the number of UASC in smaller rural local authorities has implications for school and college staff. For instance, with little experience of working with UASC for many professionals, teachers have begun to express concerns regarding how to best support these children and young people (CYP) (Arnot & Pinson, 2005; Hart, 2009).

Historically, it has been argued that certain individuals and groups are at a higher risk of developing mental health difficulties, particularly those who have experienced loss

or separation, life changes and traumatic events (DfES, 2001). Subsequently, UASC are presented within the literature and policy as being a highly vulnerable group of young people frequently traumatised by their past experiences and are sometimes referred to as children 'at risk' (Rutter, 2006). By definition, UASC are without parents or appropriate adults to meet their social and emotional needs, thus, all of these young people have experienced loss. All UASC have experienced significant life changes as a consequence of being required to leave their countries of origins for a multiplicity of reasons; some of which will be outlined within the literature review on p. 22. Research on both refugee experiences generally and on children's mental health and emotional needs indicate that UASC are likely to experience significant psychological stress and threat to their emotional wellbeing (Morris, 2005). As a consequence, it could be argued that UASC are some of the most vulnerable children attending UK schools and colleges. In line with legislation and guidance that emphasises the role and responsibilities of educational staff for promoting the social and emotional wellbeing of young people (see DfE, 2015, 2014a, 2014b; DoH and NHS England, 2015), this research focuses on eliciting both the views of UASC and the professionals supporting the social and emotional needs of UASC in educational provisions.

Chapter 2

2 Literature Review

This chapter will provide a critical account of the literature surrounding the social and emotional needs of UASC in school and college settings and school staff experiences of supporting UASC in educational provisions.

Recent research conducted has examined the emotional impact of the asylum process on UASC including the methods in which they manage the uncertainty of their future (Jakobsen, DeMott, Wentzel-Larsen & Heir, 2017; Kohli & Kaukko, 2017) and the social care needs of UASC (Horgan & Ni Raghallaigh, 2017). However, literature which has focussed upon the educational experiences of unaccompanied asylum seeking young people, their presenting social and emotional needs whilst attending their educational provision and the experiences of school staff supporting UASC, continues to be narrow in scope. Moreover, the existing literature on education for refugees rarely distinguishes between UASC and other refugee children; this is argued to be particularly problematic given the surplus of asylum applications by UASC in recent years (Bitzi & Landolt, 2017). Given the limited research within the area of unaccompanied young people specifically with reference to educational settings, consideration will also be given to the literature and debates surrounding the experiences of UASC more broadly and prior to their arrival into education in the UK including their pre-flight experiences (from their country of origin), during flight and post flight experiences (on arrival to their host country).

This review reflects my judgement of the most current, pertinent and representative literature. For the purposes of this literature review, the research considered will focus principally on UK studies with UASC. However, as a result of the dearth of more specific UASC focussed research findings, it is necessary to include research findings from a wider population of refugee and asylum seeker young people in addition to research findings from other countries. The following literature review is organised into four main sections. The first establishes the 'risk' associated with UASC's experiences and their presenting needs on arrival in the UK, whilst the second section considers the protective factors, which can help to counteract these effects. The third considers the needs of UASC within schools, focussing upon the social and emotional needs in which UASC present. The final section focusses upon educational provision for supporting UASC's social and emotional wellbeing. The literature review summarises and synthesises information taken from a number of wide topic areas and outlines the links to the aims, objectives and questions of this research. Search terminology and strategies for obtaining recent literature can be found in Appendix 1.

2.1 Risk factors

UASC are at an increased risk of adverse developmental outcomes including social, emotional and behavioural problems, psychiatric disorders and an increased risk of academic underachievement (Sourander, 1998; Kohli & Mather, 2003; Anderson, 2004; DfES, 2004; Bean, Eurelings-Bontekoe, & Spinhoven, 2007; Hodes, Jagdev, Chandra & Cunniff, 2008). Although some argue that refugee children are amongst the 'high achievers' within schools due to their increased motivation (Refugee Council, 2005;

DfES, 2004; Pirouet, 2001) there is a lack of research which has examined high achievement for UASC. Others argue that UASC are amidst those groups who are underachieving and it is suggested that this may be due to the lack of parental guidance and support that families may offer (DfES, 2003). An extensive body of research has documented the extreme trauma and upheaval to which many UASC have been subjected before fleeing their home countries, during flight, or after they arrive in their host countries (see Thomas, Thomas, Nafees & Bhugra, 2004; Bean et al., 2007; Hopkins & Hill, 2008; Hjern, Brendler-Lindqvist & Norredam, 2011; Kohli & Kaukko, 2017; Jakobsen et al., 2017). The literature suggests that these adverse experiences can enhance the vulnerability of unaccompanied children seeking asylum (Fazel & Stein, 2002; DfES, 2004; Thomas et al., 2004, Hart, 2009; Chase, 2010). The term 'UASC' will be used to describe **all** unaccompanied children and young people who are seeking asylum in their host country.

2.1.1 Pre-flight experiences

Previous research has examined pre-flight experiences of UASC and the reasons for the departure of their home countries. Thomas et al. (2004) conducted a case file audit of one hundred UASC in London to identify their pre-flight experiences and found that actual or perceived threats to themselves or their family members figured prominently. In descending order, UASC's reasons for flight included the death or persecution of family members or themselves, forced recruitment, experience of war, being trafficked or leaving for educational reasons when schools had closed down. It was found that most children had experienced physical or sexual violence or had witnessed the death of family members. These findings of traumatic events

experienced by UASC is consistent with other research findings, for instance, Hodes et al. (2008) found that UASC had experienced higher levels of losses and trauma when compared to an accompanied child group, furthermore, over half of the UASC group were found to be at risk of PTSD and symptoms were far higher compared to the accompanied children.

A strength of this research is that the recommendations made from the research emerged from data that was elicited directly from the UASC. As a result, there are suggestions that can be followed for supporting the wellbeing of UASC. For instance, it is important for child welfare agencies and school settings to be aware of the increased vulnerability of UASC so skilled professionals can be equipped to support the arising needs of these young people on arrival (Bean et al., 2007). However, it has been heavily debated as to the extent that UASC are able to talk openly about their experiences. The literature suggests that many UASC refrain from disclosing information when recalling experiences about their flight (Kohli, 2001). These behaviours may be a result of concerns about their safety when talking to others and/or their early life narratives of physical abuse from those in positions of power such as teachers or their family, although these issues have not specifically been documented by the literature as a reason for flight, they may affect the extent to which UASC feel safe with disclosing such information (Hek, 2005; Wade, Mitchell & Baylis, 2005; Kohli, 2006b; Skardalsmo Bjorgo & Jensen, 2015).

Similarly, Chase (2010) argues that it is unlikely that all pre-flight experiences are identified due to UASC disclosing limited information as to why they are seeking asylum alone. She suggests that UASC's decision regarding how much of their lives they share with others is complex. Choosing not to disclose information could be a form of 'agency', providing children with a mechanism to cope through looking forward and retaining some control over their lives. Although Thomas et al. (2004) have reasoned that it is necessary to obtain a detailed picture of UASC's experiences, it is worth questioning whether it is necessary for practitioners to know details regarding pre-flight experiences of UASC, especially when those working closely with UASC have begun to understand their silence and have devised ways in which to be practically supportive without knowing the detailed 'truth' about their past (Kohli, 2006a; 2006b). The arena which may be more useful to explore is their current experiences, including an exploration of their experiences within school settings. Therefore the next section of this review will focus on UASC's flight and post-flight experiences.

2.1.2 During and post-flight experiences

Hart (2009) argues that refugees' experiences of trauma are rarely limited to experiences of loss, violence or persecution. Rather, there are multiple experiences during migration and on arrival in their host country that are likely to have adverse effects upon a young person's development. This has been evidenced by Hopkins and Hill (2008) who found traumatic experiences of the migration process included: Sexual abuse by agents and enforced power over UASC, uncertainty around knowing where they were and experiences of human trafficking. The adversity associated with migration has been found consistently across the literature with experiences including:

separation from parents whilst on route, vulnerability to violence including rape, long journeys (ranging from two weeks to 42 months), long periods spent in refugee camps (ranging from two to 36 months) and uncertainty as to whether and where they will arrive (Sourander, 1998; Thomas et al., 2004).

On arrival in their host countries, UASC are required to deal with a set of disorienting contexts and circumstances including; a loss of control, on-going uncertainty over their legal status, poor living conditions including material deprivation, frequent moves, bullying, hostility and discrimination, fear of deportation, social isolation, adjustment to a different culture, language barriers and being with people who do not understand their experiences (Coelho, 1994; Sourander, 1998; Kohli & Mather, 2003; DfES, 2003; Thomas et al., 2004; Ehntholt & Yule, 2006; Bean et al., 2007; Hodes et al., 2008; Ryan, Benson & Dooley, 2008; Hart, 2009; Hopkins & Hill, 2010; Ni Raghallaigh & Gilligan, 2010). It is argued that post-migration experiences place UASC at an equal, if not greater, risk than pre-flight factors (Ryan et al., 2008). Other theorists contend that one of the most significant stresses experienced for UASC is the asylum-seeking process; the fear of deportation and the lack of control or certainty over their future (Thomas et al., 2004; Ehntholt & Yule, 2006; Kohli & Kaukko, 2017). For instance, unresolved asylum status is associated with higher PTSD and depressive symptoms and higher levels of psychological distress (Heptinstall, Sethna, & Taylor 2004; Jakobsen et al., 2017). UASC who are 16-18 years old are deemed particularly vulnerable as many arrive in the UK without documentation and will be required to undertake an age assessment (Hjern et al., 2011; Fazel, Reed, Panter-Brick & Stein, 2012; DfE, 2014a). Whilst these findings can have important implications for policy makers and

professionals working with UASC, it must be emphasised that UASC should not be seen as a homogenous group; originating from many different countries, cultures and religions, all UASC have independent needs and experiences and it is likely that post-flight factors will be experienced and responded to differently (see Hek & DfES, 2005). The next section of this review will consider the protective processes exercised by UASC in the face of adversity.

2.2 Resilience and protective processes

Given the surplus of challenges and the tendency of researchers to focus on the difficulties that are experienced by UASC, they are frequently depicted as vulnerable individuals who are 'at-risk' (e.g. Sourander, 1998; Bean et al., 2007; Hodes et al., 2008). Whilst it is clear that UASC face a number of stressful circumstances not all experience adverse outcomes. More recently, there has been a shift from emphasising difficulty towards identifying UASC strengths and resilience (Kohli & Mather, 2003; Rutter, 2006; Hulusi & Oland, 2010). Resilience has been described by Rutter (1987) as the process of overcoming rather than succumbing to the effects of exposure to risks during an individual's life. Thus, UASC who have encountered high-risk situations might show resilience because they draw on sufficient protective factors to buffer them against adversity (Fazel, Jones, Panter-Brick & Stein, 2012). Betancourt and Khan (2008) discuss an understanding of resilience as a dynamic process as opposed to a personal trait and define dynamic processes which foster resilient outcomes as 'protective processes'. According to Betancourt and Khan (2008) there are a number of

protective processes which contribute to resilient mental health outcomes in children when considered through the lens of the young person's social ecology.

2.2.1 Resilience in the context of Bronfenbrenner's Ecological Systems Theory

Resilience can be associated as operating at different systemic levels and has the potential to decrease the likelihood of negative outcomes. Bronfenbrenner (1979; 1989) argues that resilience arises from interaction across individual, group and environmental systems and his Ecological Systems Theory (Bronfenbrenner, 1979; 1989) provides a platform for considering how protective processes can play a role in supporting UASC to overcome adversity. The theory has contributed to the study of resilience as it has encouraged a move towards recognising the interplay between the individuals and their environments (Berger, 2005; Betancourt & Khan, 2008). Within this view, there is a consensus that psychosocial factors are transactional and that certain individual and environmental factors mediate psychological outcomes, some of these factors can play a protective part in an individual's ability to overcome adversity (Maegusuku-Hewett Dunkerely, Scourfield and Smalley, 2007). Thus it is stressed that protective processes operate at all levels of a child's social ecology, from the interaction with individual traits to the family, school and extended community environment (the microsystem and mesosystem) to the social, cultural and historical context (the exosystem), to the larger cultural context for example, the beliefs, customs and political processes (the macrosystem) (Bronfenbrenner, 1979; 1989; Betancourt & Khan, 2008).

At the individual level, Ni Raghallaigh and Gilligan (2010) identified coping strategies in their research with UASC including: adopting a positive outlook, suppressing emotions and maintaining continuity. The strategy of suppressing emotions and seeking distraction for UASC has been found across the literature (see Goodman, 2004; Kohli, 2006b). In agreement, Maegusuku-Hewett et al. (2007) identified a range of individual factors conducive to coping for both unaccompanied and accompanied refugee children in Wales. These included attributes of optimism, patience, confidence and hope. Conversely, Ni Raghallaigh and Gilligan (2010) found that the belief systems of the UASC, more specifically their religious beliefs as opposed to their individual traits, played a central role in their coping strategies. Yet, Mohamad and Thomas (2017) found that both religious beliefs and individual traits such as optimism were significant coping mechanisms. Despite this, the findings of Maegusuku-Hewett et al. (2007) fail to distinguish between the coping mechanisms used for unaccompanied and accompanied children. It is likely that the circumstances and needs of unaccompanied and accompanied refugees differ significantly, for example, Hodes et al. (2008) found that UASC had been affected by greater war trauma and losses and had elevated posttraumatic stress symptoms compared to a group of accompanied children. Yet, there is limited recent research into the specific coping mechanisms used by UASC or indeed how resilience can be promoted.

At the group level, Bronfenbrenner (1979; 1989) discusses the microsystem and the mesosystem. At the microsystem, the interactions between the child and their school or home environment and connections and interactions between elements in the microsystem (the mesosystem) are discussed. For instance, Wade et al. (2005)

emphasised the importance of education for UASC in the resettlement process as it helps them to learn the native language, establish the everyday rhythms of ordinary life, experience a sense of purpose and reconstruct their peer network. Arguably, not all of the literature supports the idea that the development of a peer network can lead to positive results. For instance, a national survey of mental health in Sweden found alarmingly high rates of bullying and associated depressive symptoms in unaccompanied minors in schools that do not have many other children with a non-Swedish background (Hjern, 2012). Previously, Williamson (1998) stressed the importance of social support and social networks for UASC in developing resilience. She suggested that close relationships with carers and the development of relationships in school is central to supporting the emotional needs of UASC. More recent research has supported this claim. For example, it has been found that good parental or carer support reduces the risk of developing psychiatric disorders and emotional support fosters a sense of being valued for UASC (Derluyn & Broekaert, 2007; Oppedal Seglem & Jensen, 2009; Eide, 2012).

In agreement, Smyth, Shannon and Dolan (2015) found that UASC attributed education as the singularly most important factor in enabling on going access to social support and enhancing resilience. Their findings suggest that social support and the presence of a supportive adult who ensured their primary needs were met being was essential to general wellbeing and had a particularly stress buffering effect on their mental health. These conclusions are in agreement with previous and recent literature (Rutter, 2003a; Hek & DfES, 2005; Kia-Keating & Ellis, 2007; Mohammad & Thomas, 2017) which suggested that a positive experience in school and a positive and welcoming

school ethos has the potential to promote resilience in refugee children by being the focal point for social and emotional development. Similar conclusions regarding the importance of social support for resilience with UASC have been drawn by Mels, Derluyn and Broekaert (2008) who examined the social support networks of a group of male UASC in Belgium and concluded that bolstering the amount of social support could directly enhance wellbeing through buffering effects (e.g. increased ability to cope). However, there appears to be limited research which has considered the importance of communication between elements in the microsystem (the mesosystem), for instance, the interplay between home and school in supporting the social and emotional needs of UASC.

At the environmental level, societal structures within the exosystem such as government, economic and cultural processes can be important when considering the development of resilience. Rutter (2006) states that for young refugees, having access to permanent housing and a reasonable standard of living can promote resilience, although she does not make this statement explicit to the needs of UASC and there is limited research in this arena. However, it has been found that high-support living arrangements for UASC reduced psychological symptoms and that placement in a low-support facility was associated with higher levels of psychological distress (Derluyn & Broekaert, 2007; Hodes et al. 2008; Jakobsen et al., 2017). The final system, the macrosystem, considers the larger cultural context, for example, historical and political processes affecting the resilience of UASC. For instance, access to a good education (Hek & DfES, 2005; Smyth et al., 2015) and experiencing a sense of future linked to having their asylum seeking status granted has been found to help alleviate negative

outcomes linked to post-migration adversity (Thomas et al., 2004; Bean et al., 2007; Jakobsen et al., 2017).

To date, much of the literature around resilience uses the term 'refugee children' and fails to distinguish between the specific needs and coping strategies for accompanied and unaccompanied refugee and asylum seeker children (see Rutter 2003a; Beiser and Wickrama, 2004; Hek & DfES, 2005; Hek, 2005; Kia-Keating & Elis, 2007) or only considers the risk factors, protective factors and needs of accompanied refugee children (see Mohammad & Thomas, 2017). Likewise, much of the literature looks at reducing psychological distress as opposed to focussing on how resilience can be fostered for UASC. Current research also tends to look at 'risk' factors and 'protective' factors in isolation. It may be argued that creating a dichotomy whereby unaccompanied refugees are either seen as 'vulnerable' or 'resilient' is over-simplistic as it is likely that symptoms of stress and coping strategies exist side by side as opposed to as separate entities (Ni Raghallaigh & Gilligan, 2010). The next section of this review will focus specifically on identifying the needs of UASC in school settings including their social and emotional needs and requirements for support.

2.3 Identifying the social and emotional needs of UASC

Literature that has focussed on supporting the language needs of both accompanied and unaccompanied asylum seeking and refugee children in the last fifteen years has grown considerably (Brown, Miller & Mitchell, 2006; Woods, 2009; Cranitch, 2010).

Similarly, there has been a significant emphasis within the literature examining the experiences of UASC and the mental health difficulties that some experience on arrival in their host country (Goodman, 2004; Derluyn, Mels & Broekaert, 2009; Groark Sclare & Raval, 2011). However, there has been insufficient examination within the literature of how UASC's social and emotional needs are identified and supported within educational provisions. For this reason, it is perhaps useful to consider Maslow's (1970) hierarchy of needs. For instance, when an unaccompanied child arrives in a new country without their family and with few possessions, their needs are likely to run the full range of Maslow's hierarchy: physiological needs, safety needs, social needs, esteem, knowledge and understanding, and finally, self-actualisation (Hopkins & Hill, 2010).

Maslow (1970) postulated that '*basic*' needs have to be met before '*higher*' needs can be met or achieved. Thus learning, according to Maslow (1970), will be affected in those children whose basic needs are not met. He argued that there is a hierarchy of human needs, the most important are basic and survival needs: Water, food and shelter. Basic safety needs to follow the sufficient security to permit the satisfaction of the '*higher order*' needs of love, belonging and ultimately, esteem and self-actualisation. Although there does not appear to have been research that has considered Maslow's (1970) hierarchy in relation to the needs of UASC, if such notions are to be generalised to the needs of UASC in educational settings, a high level of support and a structured routine may be required particularly in relation to their emotional wellbeing before they are able to access the learning on offer to them. For instance, Allsopp, Chase and Mitchell (2015) observed that establishing a routine and

finding a valued role in life gave unaccompanied children a sense of 'ontological security', which acted as an important counterweight to the pervasive sense of living in limbo whilst awaiting for news on their asylum status application.

2.3.1 Post-traumatic stress disorder, Anxiety and Depression

UASC who have experienced war-related trauma and multiple related stressors have been found to be at risk of developing mental health difficulties. For instance, it is estimated that 40% of young refugees may have psychiatric disorders, mainly, depression, post-traumatic stress disorder (PTSD) and other anxiety-related difficulties (Hodes, 2000; Fazel, Wheeler & Danesh, 2005; Ehnholt & Yule, 2006). The literature also suggests that the number and nature of traumatic events experienced in the country of origin is related to higher symptoms of PTSD, whereas the experiences and current stressors in the host country is linked to depressive symptoms (Heptinstall, Sethna & Taylor, 2004; Mels, Deluyn, & Broekaert, 2008). Whilst the lack of a caregiver to support a child through complex social and legal systems and to meet their physical and emotional needs serves to compound this risk (Groark et al., 2011). However, German (2004) has argued that there is debate regarding the applicability of the label 'PTSD' to people from different cultures. She notes that PTSD is classified in Western psychiatric diagnostics schemes as an anxiety condition yet it cannot be assumed that Western definitions of anxiety are applicable to all cultures. Summerfield (2000) concurs suggesting that there is a tendency in the literature to 'pathologise' refugees and assume that they have experienced a high degree of trauma. Both Summerfield (2000) and Rutter (2006) argue that the tendency to 'pathologise' those with refugee status can reduce complex and still evolving experiences to a single category of

'trauma' and mask the importance of attending to post-migration experiences such as poverty, racism and social isolation.

2.3.2 Loss, loneliness and guilt

All unaccompanied children will share experiences of 'loss'. Some UASC have been reported discussing a loss of home, belongings, family, friends, school, cultural identity, values and habits, control over their lives, certainty and safety (Berman, 2001; Groark et al., 2011). A loss of a sense of identity and sense of belonging is also viewed as being characteristic of UASC experience (Kohli & Mather, 2003; Hastings, 2012; Bitzi & Landolt, 2017). As a consequence, UASC are likely to be grieving the loss of their close family, home and material belongings and their familiar surroundings (Rutter, 2003a). However, some UASC have described an inner turmoil in not knowing whether family members or friends are still alive or safe (Chase & Statham, 2013). Others have described experiencing survivor guilt; having survived when others have not and experiencing guilt about what they should have done to help others (Yule, 1998; Goodman, 2004).

Whilst the psychological consequences of loss and trauma are frequently reported within the literature, Dyregrov (2004) suggests that the educational consequences of such experiences are less studied. It may seem reasonable to assume that such affects will have a negative impact upon both the wellbeing and academic attainment of UASC; however, there is research that proposes otherwise. Within their research, Chase and Statham (2013) reported that UASC living in London felt that learning and

education had helped them to re-establish order, structure and routine to their lives and cope with the significant adversity to which they had experienced whilst offering 'a way forward'.

2.3.3 Social and emotional support

The social needs of UASC are commonly entangled with their emotional needs (Doggett, 2012) and the relationship between social and emotional needs commonly experienced by UASC can be compounded by the social isolation and lack of emotional support that they experience on arrival in their host country (Howard & Hodes, 2000). Stanley (2001) found that few refugees reported receiving emotional support and some identified that others whom they lived with had their own emotional issues that further impacted on their own wellbeing. However, it has been found that social support can enhance the wellbeing of UASC and act a protective mechanism through providing social companionship as distractive coping strategies and enhancing the self-esteem of UASC (Mels, Derluyn & Broekaert, 2008; O'Toole Thommessen, Corcoran, Todd, 2015). Similarly, Oppedal and Idsoe (2015) found that social support had direct effects on depression and indirect effects by increasing culture competence that may aid UASC in dealing with discrimination. However, Wells (2011) argues that it is not necessarily the social connection and relationships themselves that supports UASC, but the social ties which are effective in connecting young refugees to a range of material and cultural resources such as legal advice, housing and emotional support.

The factors discussed are especially important for UASC who have recently arrived without parents or caregivers, as they have an increased chance of becoming socially isolated and have been found to be less likely to seek support if they feel isolated (Chapman & Calder, 2003; Doyle & McCorrison, 2008). UASC have also been depicted as facing difficulties with trusting unfamiliar adults and experiencing the feeling of being mistrusted by others on arrival in the host country. As a consequence, authors have described UASC as maintaining silence regarding their past lives (Kohli, 2006b; Ni Raghallaigh & Gilligan, 2010; Ni Raghallaigh, 2013). Further compounding these difficulties is the fact that as asylum seekers, unaccompanied children are often marginalised as they can experience institutional and direct prejudice, racism and xenophobia (Melzak, 1999). Groark et al. (2011) found that UASC can experience a sense of evaluation as a group. Within their study some of the UASC's felt that they were evaluated negatively, 'singled out' and viewed as 'an asylum-seeker'. Although for some, their identity as an 'asylum seeker' enabled them to feel helped and acknowledged, for others, they felt stigmatised. This identity was experienced as impacting their ability to develop relationships and it meant they remained isolated. These findings emphasise the positive and negative impact that being given a 'label' had upon the social and emotional wellbeing of the UASC. In some instances, being labelled as an 'asylum seeker' aided the UASC with accessing support, whilst in other instances, this led to the young people feeling isolated and marginalised. Such experiences are likely to have an impact upon the self-esteem of UASC and upon the extent to which they feel able to develop new trusting relationships (Groark et al., 2011). The next section of this review will consider the importance of educational provision for UASC in supporting their social and emotional needs.

2.4 Educational provision

The close relationship between the provision of education for refugees and their emotional wellbeing has been discussed, for example, Richman (1998) points out that:

It is no exaggeration to say that refugee children's wellbeing depends to a major degree on their school experiences, successes and failures... Failure in school can have a disastrous impact on children who are trying to reconstruct their lives and their self-esteem, and develop hope for the future. Educational progress and emotional wellbeing are mutually dependent (p. 65).

The importance and value of education for all refugee children's wellbeing is emphasised within the quote above. Recently, there has been an emphasis within the literature on educational provision for young people with refugee status (Staples, 2015). Schools have been identified as being a significant factor in promoting the overall wellbeing and achievement of refugee children and helping provide them with a sense of belonging whilst promoting their social and emotional development (Rutter, 2003a; Kia-Keating & Ellis, 2007; Doyle & McCorriston 2008; Bitzi & Landolt, 2017). More specifically, schools play a significant role for UASC as they are not only a place to learn but are also a place to be, to establish friendships and build new social networks whilst providing a safe and stable environment (Pastoor, 2013). Similarly, Luster, Qin, Bates, Rana & Ah Lee, (2010) suggest that successful adaptation for UASC is linked with educational focus and school performance as well as balancing life adaptation in the host country with maintaining connections with their country of origin.

However, accessing the school curriculum for UASC can be difficult for a number of reasons. In addition to the risk of bullying and challenges of social inclusion it was found that refugees who had attended school in their country of origin found the approach to teaching in England very different and struggled due to their lack of English language proficiency (Children’s Legal Centre, 2003; Rutter, 2003a; Ryan et al., 2008; Doyle & McCorrison, 2008). It is also thought that refugees may have gaps in their learning due to a disrupted education, a long period out of education or not having ever attended an educational provision in their home country (Appa, 2005; Rutter, 2003a). After arriving in the UK and often waiting a long period of time in obtaining a school place, UASC have described being put into English for speakers of other languages (ESOL) classes which focus on their acquisition of English without assessment of their abilities, needs or their current level of spoken English (Appa, 2005; Doyle & McCorrison, 2008). Research has also suggested that trauma and loss can have a significant impact on a child’s ability to function at school including issues surrounding; learning and attainment, attendance, and maintain effective relationships (Dyregrov, 2004). It has also been found that memory and concentration can be negatively affected by the experiences of trauma and loss (Yule, 1998; Streeck-Fischer & Van Der Kolk, 2000; Dyregrov, 2004). The next section will consider school-based interventions for supporting the social and emotional needs of UASC.

2.4.1 Supporting UASC in education settings

A growing body of research describes specific school based interventions aimed at supporting the mental health needs of refugees. These include: group cognitive

behavioural therapy, teacher delivered interventions aimed to enhance resilience and narrative exposure therapy (Ehnholt, Smith & Yule, 2005; Ruf, Schauer, Neuner, Catani, Schauer & Elbert, 2010; Berger, Gelkopf & Heineberg, 2012). However, this research has mostly used quantitative measures to assess their success. Such interventions have shown the potential for a range of school-based and teacher delivered interventions, informed by different psychological models which may have helpful psychological outcomes for refugee children. Conversely, they have not differentiated between unaccompanied and accompanied refugees, or shown the individual reasons for the challenges experienced by the refugee children and/or the teachers. They have also not explored what the children themselves have reported as the elements of the programmes that were helpful to them.

Fazel (2015) suggests that school settings are often the best places to support the social and emotional needs of refugees as the young people are not only able to develop academically but also within social and emotional areas. Within the literature and legislation, there has been a reflection on good practice for supporting refugee children in schools and offers guidelines for practitioners to follow (see Richman, 1998; Ofsted, 2003; DfES, 2004; Doyle & McCorriston, 2008). Amongst other facets, guidelines and literature have highlighted the importance of good induction procedures in schools and the importance of increasing the skills and understanding of the teachers working with refugee children through further in-service training in relation to: the experiences of UASC's including potential psychological outcomes of these experiences; reducing negative stereotyping and low expectations; appropriate actions and sanctions against racist bullying; and expertise for inclusive teaching

strategies (Ofsted, 2003; Rutter, 2003b; Hamilton & Moore, 2004; Anderson, Claridge, Dorling & Hall, 2008). In particular, researchers and legislative guidance have identified the particular skill shortages amongst school-based staff in relation to providing emotional support to refugee children (Jones & Rutter, 1998; DfES, 2003; DfES, 2004).

It has been stressed that schools can also make a difference with supporting refugees through providing structure, routine and promoting a sense of belonging (Rutter, 2003a; Hek, 2005; Smyth et al., 2015; Bitzi & Landolt, 2017). Such support has included: ensuring a caring and supportive adult with whom a child can develop a trusting relationship with is available; programmes to develop self-esteem and social skills; teaching the host language to help to develop social networks and ensuring teachers are aware of children's needs and using mentoring buddying systems to facilitate the development of friendships and aid children with understanding how the school system works (Rutter, 2003a; Moscardini, Condie, Grieve, Mitchell, & Bourne, 2008; Deveci, 2012; Mohammad & Thomas, 2017). Literature that has characterised the experiences of refugees in secondary schools has suggested that whole-school welcoming attitudes and being able to feel confident to identify themselves as refugees is vital for refugees social and emotional wellbeing (Hek & Sales, 2002; Hek, 2005; Franks, 2006; Rutter, 2006; Doyle & McCorriston, 2008; Hastings, 2012; Taylor & Kaur Sidhu, 2012; Fazel, 2015). However, there currently does not appear to be research that focusses specifically on strategies and approaches for supporting the needs of UASC in schools or on eliciting UASC's views directly in relation to their needs. The final part of this review will discuss teachers perceptions of the opportunities and challenges presented when working with UASC.

2.4.2 Teachers' perceptions of UASC: The opportunities and challenges

Despite research eliciting the views of some *'front line'* professionals working with children seeking asylum including health services and social workers (Dunkerley, Scourfield, Maegusuku-Hewett & Smalley, 2005; Farmbrough, 2014) in addition to foster carers (Farmbrough, 2014), teachers' perspectives on the opportunities and challenges for asylum seekers and refugees (ASR) and UASC have been relatively ignored (Bailey, 2011). Research has focussed upon eliciting the experiences of refugees in understanding what constitutes good teaching practice as opposed to eliciting teacher views (Hek, 2005; Bailey, 2011). There also appears to be limited research that has considered teachers perceptions around the opportunities and challenges with supporting the social and emotional wellbeing of refugees. This may be deemed surprising, especially as teachers have been considered to be well placed to identify issues concerning students' social and emotional wellbeing (Graham, Phelps, Maddison & Fitzgerland, 2011). Although challenges for schools supporting refugees have been identified, these views have originated from local education authority officers, headteachers and Ethnic Minority and Achievement (EMAS) teachers as opposed to mainstream teachers and school staff (Arnot & Pinson, 2005). Alternatively they have considered school staff challenges of integration and inclusive teaching in non-UK educational systems (see Cassity & Gow, 2006; Taylor, 2008).

The limited research that has focussed upon the perceptions and experiences for teachers working with refugees has found several challenges including: difficulties with providing language support; inadequate resources for teachers to provide support for

ASR; and a lack of opportunities to meet other teachers in a similar situation (Bhatti & McEachron, 2005; Appa, 2005; Taylor, 2008). Similarly, Popov and Stureson (2015) found student teachers felt they lacked practical intercultural competence to meet the needs of UASC and felt that teachers required more support and training on how to support needs of UASC. However, there may be differences between the opportunities and challenges experienced by primary and secondary teachers when working with ASR and UASC. This has been implied by Appa (2005) who found that refugee children experienced secondary schools as less nurturing, having poorer staff-pupil relationships and being more daunting environments compared to primary schools.

Significant findings for this research derive from Pastoor (2015) who explored the psychosocial role of secondary schools in Norway. This research used data from qualitative semi-structured interviews with twenty-five Norwegian teachers, school counsellors and heads of department and forty individual interviews with unaccompanied students. Pastoor (2015) found that teachers did not feel that they had sufficient knowledge or competence for supporting the emotional needs of the unaccompanied children. She states that the social and emotional challenges for UASC upon resettlement need to be taken seriously and followed up by providing adequate support within school but not necessary in the form of large-scale therapeutic interventions. Pastoor's (2015) recommendations include enhancing the supportive role of teachers and training them on the psychosocial effects that war and trauma may have on some UASC. A significant strength of this research is that the clear recommendations made have important implications for both supporting UASC in secondary schools and for wider policy. Conversely, this research focusses upon the

educational setting and three psychosocial transitions more generally as opposed to stipulating specific post-migration psychosocial factors, which may affect the UASC within school, for instance specific opportunities and/or challenges experienced for UASC or for teachers when supporting the social and emotional needs of UASC.

The role of the teachers in supporting UASC may be challenging due to the required academic, social and emotional support (Pastoor, 2015), however, the arrival of refugees within schools can also be viewed positively due to the positive psychological impact they can have on teachers (Whiteman, 2005; Arnot, Pinson & Candappa, 2009). Arnot et al. (2009) discuss the humanism of teachers and the role compassion plays within their daily practice and as part of their professional identity. Teachers can be seen to develop emotional attachments to individual pupils which may result in them becoming passionate advocates for asylum seeker and refugee children. These findings are consistent with research by Bailey (2011) who aimed to gain the perceptions of teachers working with ASR pupils.

Table 3 presents a summary of Bailey's (2011) findings of teacher's accounts when working with asylum seekers and refugees and has been framed within the context of 'opportunities' and 'challenges' when working with this group of young people.

Table 3

Opportunities and challenges for school teachers working with asylum seeker and refugee students.

Opportunities	Challenges
Encourages empathy and understanding.	Requires a high level of time and energy.
Creates an experience of ‘humanism’ and a changed outlook on life.	A lack of background information regarding the histories of the refugee children, for example, language acquisition and academic ability.
Opportunity to develop an emotional attachment.	Some negative attitudes from other teaching staff towards refugees.
Changes the way teachers see ASR, from ‘vulnerable’ to ‘resilient’.	Increased workloads pressures of accommodating for refugees within the classroom.
Positive impact of peer support from non-ASR children in supporting the inclusion of ASR.	Internal and external pressures in school including unexpected arrival of refugees and Ofsted inspections. Teachers having to meet targets for refugee students.
Potential for school context to be a venue for bringing communities together.	Academic support for refugees is not always in place. Requires having an experienced staff member within the school setting.

Note. Adapted from Bailey’s (2011) findings.

As can be seen by Table 3, there appears to be a range of opportunities and challenges for teachers working with asylum seeker and refugee children. On the one hand, there are opportunities for teachers to experience a changed outlook on life, which may impact upon the way they see the world. Yet, the lack of additional time and resource for supporting the individual needs of refugee and asylum seeker children may have adverse effects upon their ability to meet targets and support the other needs of the children within the classroom. These findings were specifically framed within the context of ‘opportunities’ and ‘challenges’ despite this not being an aim of Bailey’s

research and are problematic for this research as they solely focus on ASR as opposed to UASC children. Currently within the literature there does not appear to be any research that has identified the opportunities and challenges for teachers supporting the social and emotional needs of UASC.

2.5 Summary and rationale

The purpose of this review has been to examine literature that has identified: the past and present experiences, social and emotional needs and support for UASC in school settings, as well as examining research which has obtained the views of school staff working with UASC. There appears to be a wealth of less recent literature which has focussed upon the adverse experiences of refugee children and how these factors can lead to UASC being 'at risk' of poor emotional outcomes (Bean et al., 2007) yet this portrayal of UASC has tended to lead authors to view UASC as '*passive victims*' as opposed to '*active survivors*' (Summerfield, 2000, p.7). More recently, authors have encouraged a shift away from a deficit model towards viewing the strength and resiliency of ASR (Rutter, 2006).

An important area of need for UASC is their social and emotional development. It has been estimated that a significant number of young refugees have psychiatric disorders, (Hodes, 2000; Jakobsen, Demott & Heir, 2014; Jakobsen et al., 2017). Research that has considered the individual needs and experiences of UASC within education settings has found both positive and negative effects of school. As UASC have experienced loss

there can be educational difficulties for UASC within the classroom (Groark et al., 2011) and UASC's can be marginalised within schools (Melzak, 1999). However, there can also be opportunities for UASC through attending school, for instance, with re-establishing order, structure and routine to their lives and coping with the adversity, to which they may have experienced (Chase and Statham, 2013).

There is a paucity of literature which has elicited views of teaching professionals in relation to the opportunities and challenges when supporting the social and emotional wellbeing of UASC. Despite some research eliciting the individual views of UASC (see Doggett, 2012; Farmbrough, 2014) there does not appear to be research which has specifically examined UASC's experiences within UK schools. This research aims to address the gaps within the literature by exploring the views and experiences of UASC's **and** their teachers with the view to identify ways in which practical support can be facilitated in promoting the social and emotional development of UASC in schools.

Chapter 3

3 Aims, Research Questions and Methodological Position

This chapter will describe the orientation and approach, aims, research questions, ontology and epistemology for this research. Within this chapter, 'action research' as a methodological research design across both parts of the research will also be outlined including; what is 'action research' and why action research is appropriate for this research.

3.1 Specific research aims for both parts of the research

The Literature review has shown that there is a need to explore:

- What are school and college staff experiences of supporting UASC?
- What are the challenges and opportunities for school and college staff with supporting the needs of UASC?
- What are the educational needs of UASC and how can these needs be met?
- What are UASC's experiences of attending school and college in the UK?

As a result, the research seeks to address the following aims:

Part One

- The purpose of Part One was to generate new understandings into educational professionals' experiences with UASC. A second aim intended to examine both the opportunities and challenges for secondary and college school staff in relation to supporting the educational needs of unaccompanied asylum seeker young people when supporting them within their provision.
- The final aim sought to obtain the voices of the unaccompanied asylum seeker young people in relation to their own school experiences and views on attending school in a shire county in England.

Part Two

- Part Two aimed to explore the ways in which educational professionals could incorporate continuous reflections with colleagues to inform and enhance their practice through the process of group supervision.
- A secondary aim was to identify what strategies and approaches could be used by professionals to support the educational needs of UASC within secondary and college provisions.

3.2 Research questions

In order to explore the understandings and experiences of school staff and the unaccompanied asylum seeking and refugee children, my research addressed the following research questions.

Part One

- **RQ1:** What are school and college staff experiences and understandings of UASC and their educational needs in school/college?
- **RQ2:** What opportunities and challenges are there for school and college staff with supporting the educational needs of UASC?
- **RQ3:** What are the experiences and views of UASC in UK schools?

Part Two

- **RQ2:** What opportunities and challenges are there for school and college staff with supporting the educational needs of UASC?
- **RQ4:** What strategies and/or approaches do school and college staff use to support the educational needs of UASC?
- **RQ5:** What are the benefits to introducing the process of group supervision for school and college staff when supporting UASC?

It is worth emphasising that one of the research questions, RQ2, was used for both Part One and Two of this research. The rationale behind this was to triangulate

data through using both semi-structured questionnaires and through group supervision sessions in order to enhance the validity and creditability of this research (McGhee, 2001; Flick, 2006; Willig, 2008; Myers, 2013).

The next section of this chapter discusses my approach to knowledge including my ontological and epistemological assumptions and how these have extended to all aspects of this research.

3.3 Philosophical assumptions

This research is based upon an interpretivist approach. Interpretivism assumes that knowledge is constructed and centres on understanding the experiences of a sample of a wider population but is not focussed upon the replicability and reliability of findings (Thomas, 2013). An interpretive approach is considered appropriate for this research as it aims to develop an understanding of the experiences and perceptions of a small sample of school staff and unaccompanied asylum seeker children and young people from one LA and does not aim to generalise their experiences to all teachers or all unaccompanied children (Thomas, 2013). Ontological and epistemological assumptions underpin the differences between positivist and interpretivist paradigms. For example, positivist research assumes that there is one objective reality and that research is capable of discerning undisputable, objective truths about that reality (Inoue, 2015), whilst interpretivist research tends to assume a constructionist ontological position

which suggests that there is no objective reality (Thomas, 2013). The ontological and epistemological assumptions for this research will now be discussed.

3.3.1 Ontological and epistemological assumptions

The ontological position, taken in this research, is in agreement with interpretivist assumptions; that no objective reality exists and instead, reality is constructed by each of us in different ways. In the case of this research, through interactions between co-inquirers (the school and college staff and the interactions between the unaccompanied children) rather than having a separate existence (Robson & McCartan, 2016). Whilst, epistemology is concerned with knowledge and the claims one can make about knowledge (Thomas, 2013). Consequently, epistemology considers the relationship between the 'knower' (the research participant) and the 'would-be knower' (the researcher) (Ponterotto, 2005). Interpretivists advocate a transactional and subjectivist stance that holds that reality is socially constructed, thus, Myers (2013) argues that the premise of interpretive researchers is that access to reality is only through social constructions such as consciousness, language and shared meanings. In line with the ontological approach adopted, in the current research, construction of knowledge and understanding occurred through the interactions and discussions between the school staff and through collaborating with the researcher which is consistent with a social constructionist approach. Social constructionist stances will now be discussed and compared with social constructivist stances.

3.3.2 'Social Constructionism' vs 'Social Constructivism'

The core idea of social constructionism is that the way we understand the world and ourselves is the result of the processes of interaction between groups of people, thus, knowledge is constructed through interactions between people as opposed to having a separate existence or having been created (Andrews, 2012; Robson & McCartan, 2016). The terms 'social constructionism' and 'social constructivism' tend to be used interchangeably and subsumed under the generic term 'constructivism' (Andrews, 2012). Although similar in that 'social constructivism' and 'social constructionism' both suggest that knowledge is socially constructed; they differ in that constructivism proposes that each individual mentally constructs the world of experience through cognitive processes whilst social constructionism has a social as opposed to an individual focus (Young & Collin, 2004; Robson & McCartan, 2016). The theoretical principles of social constructionist theory draw attention to the critical importance of learning opportunities which are characterised by joint activities in which collaboration and the creation of shared meaning is socially constructed and communicated (Moran, 2007).

In accordance with this research and the ontological assumption stated above, the epistemological approach adopted in this research is that of social constructionism. The rationale behind a social constructionist as opposed to a social constructivist position is linked to the nature of this research. For instance, the views and experiences of the school and college staff will be constructed and influenced by the interactions that they have with their colleagues, peers and the unaccompanied

children themselves both prior to and during the research process. Similarly, the views and experiences of the unaccompanied asylum seeker young people are likely to be constructed and influenced by the interactions they have with their school and college staff and with their peers. The notion of constructing knowledge and understanding through interactions with others will be particularly explicit during Part Two where there will be an environment and platform for school and college staff to collaboratively problem-solve particular issues that are highlighted during Part One and discussed during group supervision sessions.

3.4 What is 'action research'?

Action research (AR) is commonly associated with education and refers to research that is undertaken by practitioners for the purpose of helping to develop their own practice (Thomas, 2013). Reason and Bradbury (2013) define action research as:

A participatory process concerned with developing practical knowing in the pursuit of worthwhile human purposes. It seeks to bring together action and reflection, theory and practice, in participation with others, in the pursuit of practical solutions to issues of pressing concern to people, and more generally the flourishing of individual persons and their communities (p. 4).

Reason and Bradbury (2013) argue that AR tends to be closely related to constructivist ontological stances and advise that the fundamental purpose of AR is to produce practical knowledge that can be useful to individuals in the everyday conduct of their

lives. Whilst traditionally AR advocated participation, power was often held tightly by the researchers. More recent developments of AR emphasises the importance of full integration of action and reflection and on increased collaboration between all those involved within the inquiry project with knowledge developed in the inquiry project being directly relevant to the issues being studied (Reason & McArdle, 2004). As a consequence, more recent AR is conducted *by, with, and for* people, rather than research on people (Reason & McArdle, 2004, p. 1). AR is also a methodology which typically involves creating spaces in which co-enquirers are able to engage together and strive to foster participative communities engaged in multiple cycles and parts of reflection and of action (McNiff & Whitehead, 2011; Inoue, 2015).

Action research can be carried out as an individual as well as in a group and at times can be in collaboration with a facilitator (Thomas, 2013). My rationales behind using AR for the second part of this research was firstly to acknowledge that to bring about change within systemic organisations it is imperative to work collaboratively and reflectively (Fullan, 2003). Secondly, due to an AR approach being a malleable methodology which can be shaped by the co-enquirers involved to match their specific requirements (Inoue, 2015). This second rationale was especially important given the individual and subjective nature of the co-inquirers views and experiences.

3.4.1 Why use action research?

The purposes of AR include the development of professional understanding, political and professional and empowerment and personal growth through opportunities for reflection (Noffke, 1997; Reason & Bradbury, 2013; Inoue, 2015). As a result, the decision to use AR for this research was taken for the following three grounds:

Firstly, an extensive review of the literature suggested that there has been no published research which has used an action research methodology in the arena of supporting UASC in educational provisions. As a consequence, there is limited available understanding of the social and emotional needs of UASC and what strategies and approaches are best placed to support these needs in school and college provisions.

The purposes of AR were particularly pertinent for Part Two as the research aimed to generate understandings of what could be learned and gained in relation to supporting UASC by introducing school and college staff to the process of group supervision.

Through using the process of group supervision, a further aim was for the participants to identify strategies and approaches, thus practical knowledge, which could be used to support the social and emotional wellbeing of unaccompanied asylum seeking young people. The second rationale for using action research is illustrated by Robson (2011):

A possible stance is to say that the researcher's responsibility stops with achieving some understanding of what is going on...An alternative is to say that it is part of the researcher's job to use this understanding to suggest ways in which desirable

change might take place and perhaps to monitor the effectiveness of these attempts. (p. 17).

AR is described as an empowering process which encourages teachers and school staff to overcome challenges and improve their educational practice (Inoue, 2015). These notions are particularly prominent in recent times whereby associations have been drawn between perceptions of reduced teacher autonomy and empowerment and decreased job satisfaction and increased stress (see Moore, 2012; Bogler & Nir, 2012). In part, my own personal experiences as a secondary teacher influenced my desire to implement research which sought to provide support to the educational staff. For this research, it was hoped that through using an action research methodology, participants would be able to work collaboratively to discuss areas of opportunity and challenge that were arising for them when supporting UASC whilst jointly problem solving difficulties with other secondary school and college staff during a series of group supervision sessions.

Finally, through using an approach which emphasises the importance of collaboration, discussion and frequent reflection (O'Hanlon, 2003; Reason & Bradbury, 2013), it was hoped that an action research design would encourage implicit and explicit reflections which could provide educational staff with the opportunities for personal and professional growth. Following the economic recession and resulting financial cuts to English education budgets introduced in 2010, it could be argued that access to continuous professional development and training opportunities has been threatened

due to a lack of support for professional learning, limited funds and high stress and workload (Pedder, 2006; Darleen Opfer & Pedder, 2010; Mulholland, McKinlay & Sproule, 2013; Lee & Woods, 2017). Furthermore, with an influx of numbers of UASC entering the UK and attending British schools and colleges (see Hart, 2009; Cassar & Siggers, 2016), it may be argued that empowering school and college staff to meet the needs of these young people is critical and is becoming ever more relevant. The AR research process for this research is outlined in Figure 2

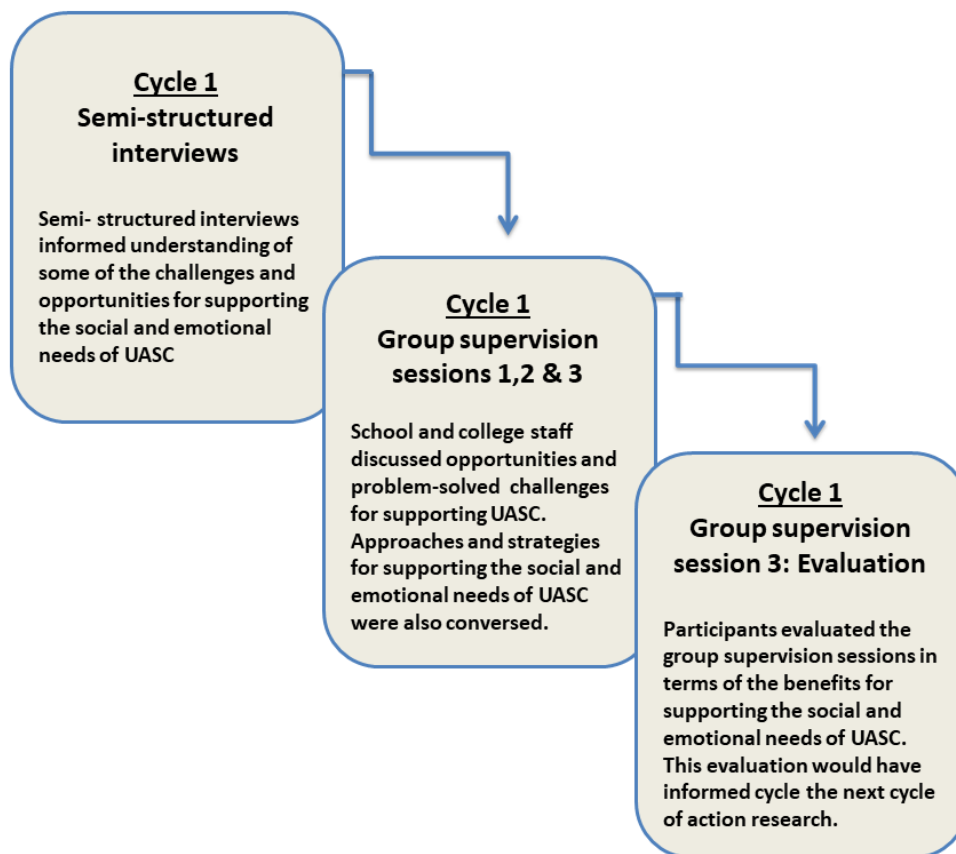


Figure 2. The Research Process

Chapter 4

4 Design and Methodology: Part One

This chapter outlines the design and methodology used for Part One of the research. In addition to this, further detailed information will be provided on the participants taking part in the research, the materials used and the procedures undertaken. This chapter also discusses data analysis procedures employed and the ethical considerations for both parts of the research.

4.1 Research methodology and design

The methodological approach for Part One of the research was exploratory, as there is a paucity of literature which explores the individual experiences and views of school and college staff and unaccompanied asylum seeker children. The data obtained was then used to inform the formation of the action research framework which was developed in the second part of the research. A flexible design consistent with an interpretive approach and a social constructionist philosophy was adopted for the purposes of the research. An exploratory approach fits well into a constructionist epistemology, for instance, Thomas (2013) suggests that individuals who experience a phenomena do so differently, thus it is their unique experiences combined that fully explain that phenomena. By adopting an interpretive design, I sought to apprehend the subjective and individual understandings of participants experiences (Mack, 2010).

Such an approach also allowed for a more flexible, collaborative approach to qualitative research whilst also taking into account the context.

4.1.1 Semi-structured interviews

Both parts of the research adopted qualitative methods for data collection. For Part One, this was chosen to enable rich and detailed information of the UASC experiences of attending school and college in the UK and for the school staff to provide in-depth accounts of their experiences of the challenges and opportunities for supporting UASC. Semi-structured interviews were chosen as a method for school and college staff participants due to their flexibility. This method enabled the researcher to go into further depth with specific areas which were relevant for individuals whilst not spending an extended amount of time on areas which were less relevant.

4.1.2 Talking Stones

The interview technique chosen for interviewing the UASC participants was that of the 'Talking Stones' (Wearmouth, 2004) technique which originally derived from Personal Construct Psychology (PCP). The method was designed to support self-advocacy with individuals whose views are difficult to ascertain. Wearmouth (2004) used the Talking Stones technique with disaffected students as a means of eliciting their views in an effort to reduce barriers to engagement with learning. The inspiration for using this technique derived from Hulusi and Oland's (2010) and Doggett's (2012) research who

both used Talking Stones with newly arrived young people and unaccompanied asylum seeker children.

For the purposes of this research, the Talking Stones technique was adapted with the specific aims of encouraging UASC to discuss their experiences of arriving in the UK and attending an educational provision in the UK, by projecting their views onto the stones. The six UASC were individually presented with a selection of stones, varying shapes, sizes and textures. They were asked to choose a stone that represented their feelings about attending school/college in the UK. The young people were then asked questions about what they chose to discuss during the interviews. The next section will outline the sampling method used and how participants were recruited for both parts of the research.

4.2 Sampling and participants

An opportunity sample of UASC and school and college staff participants was accessed from two secondary schools and one Further Education (FE) College from one LA located in a shire county in England. Schools and colleges were identified through speaking to the Virtual School Team from the LA as to the numbers of UASC and the schools and colleges where these young people had been placed. Links were also made through my educational psychology work and through making contact with an Educational Welfare Officer from the LA. There were a total of 5 secondary schools and 1 FE College who had placed UASC and out of this total only 2 of these schools and 1 college which expressed interest and were willing to take part in the research. The

remaining 3 schools did not wish to take part suggesting that they did not have the capacity due to systemic pressures.

For accessing the provisions which were interested in taking part, I visited the college with the Educational Welfare Officer and spoke to several members of staff from the college and explained the aims of my research. As outlined in Chapter 2, UASC are frequently depicted as vulnerable individuals traumatised by their past and present experiences. As a result of the vulnerable nature of the young people, I asked the college staff to explain my role and the nature of the research prior to meeting the UASC. I carried out the same procedures with the two secondary schools involved with the research including speaking to two Special Educational Needs Coordinators (SENCOs) and Assistant Head Teachers. For the secondary schools, the Assistant Head Teachers and SENCOs were asked for whole school permission for school staff to participate in the research and were asked to identify the key members of staff they felt would be most appropriate to take part. For the college, this request was made to the Head of Faculty. After these members of school and college staff had been identified I organised a separate visit to the educational provision where I spoke to individual educational professionals and the young people verbally regarding the purposes of the research. I provided the school and college staff, young people and their carers and social workers with written information and consent letters, inviting their participation (See Appendix 5 for examples).

Table 4 and 5 provide a summary of the participants who made up the final sample for Part One of the research.

Table 4

A summary of the final sample of UASC for Part One of the research.

Part of the research	Provision, year group and age	Gender	Total number of participants
Part One: UASC students	<ul style="list-style-type: none"> • 4 UASC attended a further education (FE) college – 3 students were eighteen years old, 1 student was seventeen years old. • 1 UASC attended a rural secondary school and had been placed in year 10 (out of year group) and was sixteen years old. • 1 UASC attended an inner city secondary school and at the time of the interview had been incorrectly age assessed and as a result, placed in year 10, his actual age on re-assessment was thirteen years old. Since the interview, this student has moved year groups. 	66.6% female 33.3% male	Six UASC, two students from separate secondary schools and four students attending a college.

Table 5

A summary of the final sample of school and college staff for Part One of the research.

Part of the research	Job role	Gender	Total number of participants
Part One: Professionals	<ul style="list-style-type: none"> • 2 Further Education (FE) college teachers • 3 secondary school teachers (varied subjects including English, P.E and Geography) 1 teacher was an assistant headteacher and SENco. • 1 Higher Level Teaching Assistant (HLTA) and EAL coordinator • Adult participants were from the same settings as the UASC who took part in the research. 	50% Female and 50% male	Six professionals, two secondary school teachers, one secondary TA and two college teachers.

4.3 Materials and procedures

4.3.1 Semi-structured interviews

To address the research questions and to gain an understanding of the school and college staff experiences of supporting UASC including both opportunities and challenges involved with this, semi-structured interviews were offered. An interview schedule was developed using Tomlinson's (1989) Hierarchical Focusing approach. Table 6 and 7 illustrate the process used for developing the semi-structured interview questions.

Table 6

Tomlinson's (1989) Hierarchical Focusing approach: Stages in interview schedule construction

Steps involved in Hierarchical Focusing (Tomlinson, 1989).	How these steps were met
1. Initial analysis of the domain	<ul style="list-style-type: none">• A mind map was made of all the themes which had arisen from my literature review in relation to the experiences and needs of UASC. This also included all the themes which I wanted to explore in the research, based on the research questions.• The mind map was then translated into a hierarchical concept map.
2. Selection of research interview domain	<ul style="list-style-type: none">• No subdomain was selected at this stage; the research at Part One aimed to generate new understandings into school and college staff overall experiences with UASC. As a result, it was appropriate to ask questions across all domains.
3. Construction of the interview agenda	<ul style="list-style-type: none">• Each of the areas identified within the mind map and concept map were expanded on up to three levels. The first level was very general, the second level was more directed and the third was very specific. (Examples of levels can be found in Table 7).

Table 7

Examples of the levels used for the concept map

L1	L2	L3
What information (if any) were you provided with when starting your work with UASC?	Where did this information come from?	Is there any information you did not have, that would have been helpful for supporting UASC?

The semi-structured interviews were developed using the mind map and concept map as discussed in Table 6. This was to ensure that the interview schedule addressed RQ1 and 2. The interview schedules were then adapted from the concept map and checked for clarity ensuring that questions were clear and non-ambiguous. Prior to the interviews being conducted, the interview schedule was piloted with two adults who had been acquaintances of mine from a teaching background. Changes were then made to a couple of the interview questions as a result of feedback regarding the clarity of language used and appropriateness of the questions. For examples of the hierarchical concept map and interview schedules, please see Appendix 2 and 3.

School and college staff participants were contacted to arrange a date and a time for interview via email. They were informed that the duration of the interviews would be approximately an hour and a half. Prior to the beginning of the interview, I spent time having an informal discussion with each participant; this was in an attempt to help them to feel comfortable. I also spent at least one session with each participant prior to the interview date to explain the purposes and aims of the research. I had already built a working relationship with participants from the college due to my frequent

visits to spend time with the UASC. This may have influenced how familiar and comfortable these participants felt and possibly how open their responses were. Also note that one of the secondary schools had provided permission for their school staff to participate but did not wish the school itself to be part of the research. This may have affected how open these participants felt they could be when discussing school factors. I informed the participants that the interview would be audio recorded using two separate voice recorders in case one failed.

Prior to the beginning of the interview, participants were informed that if they wanted to have a break, did not understand a question and required more clarity for a question or forgot the question, they were able to ask for it to be repeated or have additional time to think about their answer. This was also an effort to encourage the participants to feel comfortable. At the end of the interview, all participants were given the opportunity to provide additional comments or information. They were also encouraged to ask any questions and were reminded of the option to withdraw any information or data or their participation from the research.

4.3.2 Talking Stones (Wearmouth, 2004)

The technique chosen for interviewing the UASC was 'Talking Stones' (Wearmouth, 2004). The origin of this method was previously discussed in the section on Research methodology and design: Part One.

For the UASC participants who attended the college, I organised with the students a time and a date to carry out the interviews. All UASC were asked whether they would prefer having the interview at their home address or at the educational provision and were given the option of having the interview in a group, with a trusted friend or adult, or individually. All of the UASC were also offered the option of having a translator although none of the young people requested this. As such, this meant that the six UASC who were interviewed were required to answer all questions in English. The four UASC from the college provision requested to have the interview in a group with the support of three UASC who were also taking part in the research. They requested for this interview to take place at one of their home addresses. For the UASC participants who attended the secondary schools, both discussed their options with school staff and chose to have the interview conducted at the school setting. One student chose to have a trusted adult with him during the interview whilst the second student was required to have an adult present due to school safeguarding procedures.

Preceding the interview, I spent some time explaining my role and the aims and purpose of the research. I also revisited each point from the informed consent form the UASC had signed including their right to withdraw from the research and their choice not to answer any questions at any time. I explained that I would not be asking them specific questions and would only ask questions on what they chose to tell me. I emphasised that the £5.00 Amazon Voucher would be given to them regardless of whether they continued the research or decided to stop or withdraw from the research.

During the interview, participants were individually presented with a selection of stones, varying shapes, sizes and textures. They were asked to choose a stone which represented their feelings about attending school/college in the UK. Some of the UASC decided to choose two stones and describe the comparison between how they felt on their first day in school or college and how they felt now. The young people were then asked questions about what they chose to discuss including some of the factors which had prompted the change process between the first and second stone. The interview duration varied between six and forty five minutes. During the interview where the participants had chosen to have their peers present, the young people frequently supported one another with language difficulties although they were reminded that each of their interviews were their own.

4.4 Data analysis procedures

All data was analysed using Braun and Clarke's (2006) six stage thematic analysis framework. Table 8 provides a summary of all RQs in addition to the sources of data used for each RQ.

Table 8

Summary of data source and data analysis by research question

Research Question	Data Source	Analysis
RQ1: School and college staff experiences and understandings	<ul style="list-style-type: none"> Interviews with school and college staff (part 1) 	Thematic Analysis using Braun and Clarke’s (2006) 6 stage framework
RQ2: Opportunities and challenges for school and college staff	<ul style="list-style-type: none"> Interviews with school and college staff (part 1) Group supervision sessions (part 2) 	
RQ3: Experiences and views of UASC (part 1)	<ul style="list-style-type: none"> Interviews with UASC (part 1) 	
RQ4: Strategies and/or approaches	<ul style="list-style-type: none"> Group supervision sessions (part 2) 	
RQ5: Benefits of group supervision	<ul style="list-style-type: none"> Group supervision sessions (part 2) 	

Thematic analysis was chosen for all data analysis as an analytical method due to its flexibility of use across different kinds of qualitative data and as a result of such an approach concurring with my social constructionist epistemology. I will now outline how I carried out Thematic Analysis for both parts of the research.

Transcription Participants were provided with copies of the transcription to check for accuracy, there were no changes made to transcripts once received back from participants as the participants felt that the responses accurately matched their views and experiences and what they had reported during the interviews. .All audio digital recordings were transcribed by paid secretarial professionals. Each transcription was then checked and reviewed for accuracy against the original audio file. This process also enabled my submersion into the data sets and allowed me to become more

familiar with each interview for Part One and each group supervision session for Part Two. Through this process I began to form some views about potential findings.

Coding The data was then inputted into NVIVO v11 qualitative data analysis software. The thematic analysis adopted was based upon the approach of Braun and Clarke (2006). The data was coded into nodes line by line regardless of question restrictions with an aim of identifying themes arising from the data. However, the nature of the interview schedule for school and college staff and the literature which had informed my thinking prior to interviewing the unaccompanied asylum seeker children reflects top down influences. As such, the thematic analysis is considered to be 'theoretical thematic analysis' as opposed to 'inductive thematic analysis' (Braun & Clarke, 2006, p. 83).

The coding process involved coding the explicit meanings of words and phrases in the data-set. Thus in terms of the level of the themes identified, it can be considered that these themes are at the 'semantic' or 'explicit' level (Braun & Clarke, 2006, p. 84). The school and college staff and the unaccompanied young people's interviews were analysed separately as the qualitative interviews were designed to answer separate research questions.

Analysis The initial themes which arose from the data were explored further to analyse the data sets for core themes and were then de-constructed further to identify subordinate themes. The themes which were identified reflect the nodes (or initial themes) which were most frequent and also most significant to the research questions. In line with recommendations by Miles and Huberman (1994) Initial codes,

sub-ordinate themes and overarching themes were reviewed by an external researcher for compatibility with the text. This process was conducted both during the initial stages and final stages of the data analysis.

The themes which derived from the responses of school and college staff interviews were then used for initiating reflections on the second part of the research and as part of the Collaborative Action Research. The data from the interview responses forms the first part of the Collaborative Action Research approach, reflecting upon current practice.

4.5 Ethical considerations across both parts of the research

Ethical guidelines provided by the University of Exeter and outlined in the British Psychological Society Code of Ethics (BPS, 2014) were followed for this research.

Ethical approval was granted via email from the ethics committee at the University of Exeter on the 6th March, 2017 (ref. D/16/17/35). Ethical approval from Exeter University and examples of informed consent and information documents can be found in Appendix 4 and 5.

Chapter 5

5 Findings and Discussion: Part One

The purpose of this chapter is to present the findings and discussion for Part One of the research. The higher order themes identified across the data set are presented within Table 9 and explored within the sections below. The discussion reviews the findings to the research questions in the context of previous research findings.

Table 9

Themes and sub-themes identified from interviews with professionals

Themes	Sub-themes
Language as a barrier for communicating, learning and for supporting needs.	<ul style="list-style-type: none"> • Language as an academic barrier • Supporting needs • Communication and understanding • Barriers for communication
Personal and moral development and learning opportunities.	<ul style="list-style-type: none"> • Learning opportunities and raising awareness • Personal and moral development • Developing relationships
Understanding the experiences and social and emotional needs of UASC and the challenges of meeting these needs.	<ul style="list-style-type: none"> • Seeking asylum and impact on emotional health • Social and emotional needs in provision • Home placement and other experiences • Challenges of meeting needs
Political and wider context factors.	<ul style="list-style-type: none"> • Political and global factors • Asylum status • Inclusion and Diversity
Perceptions and identities of UASC	<ul style="list-style-type: none"> • Changing identities • Experiences and views of UASC
Funding and available resources to meet needs	<ul style="list-style-type: none"> • Funding and money • What is achievable • Time and obstacles • Additional support

As can be seen from Table 9, thematic analysis generated six higher order themes in addition to sub-themes from the data set. In this section, the higher order themes are

discussed for each of the research questions. Examples of themes, sub-themes and initial codes are included in Appendix 7 and 8. Further illustrative examples of the themes are included in Appendix 9.

5.1 Research Question 1: What are school and college staff experiences and understandings of UASC and their educational needs in school/college?

The themes to be discussed will be split into three broad areas:

- Language as a barrier for communicating, learning and for supporting needs.
- Understanding the experiences and social and emotional needs of UASC and the challenges of meeting these needs.
- Perceptions and identities of UASC

These three overarching themes reflect the nature of the interview question schedule in the semi-structured interviews and as such can be considered ‘top down’ influences on the data. Within these broader categories, sub-themes are also considered where relevant to the research question and will be discussed respectively, with examples of professional’s responses included to reflect the content of the theme.

Quotations are marked with SS or C to indicate whether the participants worked at a secondary school or a college. This is then followed by a 1 if their role is within a teaching capacity or 2 if they are a Higher Level Teaching Assistant (HLTA). This is illustrated in Table 10. These distinctions are not made for the purpose of a comparative analysis, however, some of the distinctions between the responses will be considered further in the discussion.

Table 10

Terms used to identify participant’s educational setting and professional role

Educational setting	Professional role	Example
SS- Secondary school staff	1- Teacher	<ul style="list-style-type: none"> • SS1- Secondary school teacher
C- College staff	2- Higher Level Teaching Assistant (HLTA)	<ul style="list-style-type: none"> • SS2- Secondary school HLTA • C1- College teacher

5.1.1 Language as a barrier for communicating, learning and for supporting needs

A common theme running throughout the responses from the interviews with school and college staff was the notion of language being a significant barrier for UASC.

Participants reflected upon their frustrations regarding what was available to support UASC acquiring English and the extent to which the students were able to access learning within the provision. For example, one HLTA commented:

‘there’s nothing he can do at the moment ...he just didn’t have the language to pick up where they would be, even in the bottom classes’ (SS2).

Such challenges were echoed by another participant who stated:

‘...one of our students can be really strong but then struggling with the English side. It really brings home how many of exams are dependent on really good literacy...’ (SS1).

These findings reflect that the UASC’s limited acquisition of English language impeded their ability to access a range of subjects within the school curriculum despite being perceived as academically able. Similar challenges have been discussed in previous literature. For instance, Appa (2005) reported that asylum seekers who had achieved a working knowledge of English were able to communicate verbally but still experienced

difficulties with academic lessons due to subject-specific vocabulary. These findings are in line with this research where school staff described challenges for UASC with accessing the GCSE curriculum as a result of their limited understanding of English language.

Such findings may be explained by Cummins' (1984, 2008) distinction between basic interpersonal communicative skills (BICS) and cognitive academic language proficiency (CALP). BICS refers to conversational fluency in a language, thus 'surface' level skills of listening and speaking and can take between one to three years for language learners to acquire (Collier, 1989). Alternatively, 'CALP' refers to students' ability to understand and express concepts and ideas which are relevant to success in educational settings and can take learners between five to seven years to acquire (Collier, 1989; Cummins, 2008). The distinction between BICS and CALP is important for the research findings as it helps to explain the challenges that UASC encountered for acquiring academic language. During the interviews, the secondary school teacher disclosed that the unaccompanied student had only been attending the provision for less than a year, thus according to Collier (1989), the UASC would not have had enough time to acquire CALP. This distinction may explain why the student was struggling with accessing the curriculum.

The responses of school and college staff suggested that the UASC's limited acquisition of language also had a significant impact on their social integration within the

provision. One teacher highlighted concerns with unmet social needs of one of the students:

‘...the year nine lad I suppose who’s struggling with his language... he feels quite socially [sighs] discluded... because of that barrier’ (SS1).

Another secondary teacher felt that UASC had to ‘work harder’ to be socially accepted by their peers compared to other students and commented on his concern for a particular young person who frequently spent social time within the provision alone:

‘there is one lad I do have a little concern for ...I see him walking around on his own a lot...the barrier for him is language.’ (SS1).

Thus, a relationship was stressed by the participants between the UASC acquisition of spoken English and their social and emotional needs being met. In some instances, the belief that the individual’s difficulties with securing English were not being acknowledged or noticed led them to feel that college staff ‘did not care’ about them (C1). The majority of participants also discussed the ‘frustration’ which the UASC experienced due to language barriers, ability to socialise, with accessing the curriculum and not progressing as quickly as they had hoped to. The extent to which the young people were able to express their needs on arrival at the provision was also discussed in relation to the impact that this had upon their social and emotional wellbeing, for instance, one participant commented:

‘when he first came he couldn’t really say anything so he was getting quite upset’ (SS2)

‘well his biggest challenge when he came was actually not being able to communicate with anybody. Now he gets very frustrated because he will say a sentence and then the key word that makes the sentence, he can’t think of, so

that frustration is still staying with him until he improves vocabulary even more.’ (SS2)

Little has been written regarding the relationship between the acquisition of language and the social and emotional needs of UASC. However, this relationship could be explored through consideration of Maslow’s (1970) hierarchy of needs. For instance, as previously highlighted, when an unaccompanied child arrives in a new country, their needs are likely to run the full range of Maslow’s hierarchy (Hopkins & Hill, 2010). It may be argued that as a result of their limited acquisition of language, there are barriers for the UASC communicating their needs and for having their needs met. Certainly, these challenges can have detrimental effects for both the social isolation of UASC and for their emotional wellbeing. It was highlighted within the findings that when the students were unable to articulate their feelings, socialise with their peers or access learning they became ‘frustrated’. In agreement, Appa (2005) stated that often asylum seeking students can become frustrated because although they are able to communicate using basic English, they can struggle with articulating how they feel. As discussed, there appears to be a close relationship between the acquisition of language for UASC and their social and emotional wellbeing. The current findings stress the frustration experienced by UASC and thus in order for school and college staff to fully support the social and emotional needs of UASC, a higher level of time and support is required for them to secure their acquisition and development of spoken and written English.

5.1.2 Understanding the social and emotional needs and experiences of UASC and the challenges of meeting their needs

The current theme considers the understanding of educational professionals in relation to the social and emotional needs and experiences of UASC. This theme also identifies the challenges that school and college staff face of meeting their needs, however, this sub-ordinate theme will be solely discussed in RQ2.

The asylum seeking process and the outcomes of this process upon the emotional wellbeing of the UASC was discussed by the majority of participants. One HLTA stated:

‘the visits to the Home Office have been very distressing for X...Occasionally when he’s been, he’s had the next day off because he is so upset and when he’s been in school he hasn’t really wanted to do anything...it has affected his education a lot’ (SS2).

Another participant commented upon the negative emotional impact of having an asylum-seeking request turned down on the emotional wellbeing of an UASC:

‘... for the individual concerned who hasn’t got it, I think he’s, I think he’s really fearful’(C1).

Similarly, the relationship between asylum status and mental health needs has been outlined within the literature. For instance, experiences and stressors in the host country such as awaiting news on their asylum status have been linked to depressive symptoms and high levels of psychological distress (Mels, Derluyn & Broekaert, 2008; Jakobsen, et al., 2017). These research findings suggest that school and college staff felt that the uncertainty of the future for UASC in addition to revisiting potentially

traumatic memories during Home Office interviews had a significantly negative impact on the emotional wellbeing of the students. These challenges will be discussed in greater detail in RQ2.

The social and emotional needs of the UASC were referred to across the data set.

Some participants described situations where they had felt that the UASC were trying particularly hard to 'fit in' with their peer group and the negative impact this was having on relationships with their peers. For instance, teachers commented:

'I'm seeing...some social and emotional needs to feel accepted by the group... someone who's trying too hard to make people laugh... I'm witnessing the dynamics in the group as a result of that'. (C1)

'I think a lot of them try to fit in with their peer groups as you would expect ... I've had cases, a year ten student, where he's quite over confident and he's trying to fit in with the lads. And he wants to show off... It's almost like he's trying to catch up on four years of- of- of being with the lads in- in a year'. (SS1)

In the research findings, gaining social approval from peers was suggested as being an important factor for UASC with cultural adjustment. However, theorists have suggested that UASC who have recently arrived have an increased chance of becoming socially isolated (Chapman & Clader, 2003; Doyle & McCorriston 2008). Alternatively, the findings of this research suggest that some of the UASCs described by participants were attempting to acculturate rapidly to living in the UK through developing social connections and seeking social support.

The notion of 'fitting in' with peers was also emphasised by a secondary school teacher who commented:

'... with unaccompanied minors...I don't think they themselves want to be singled out...and you know, be a child, be a student. Be like everybody else' (SS1).

Appa (2005) suggested that in secondary schools, ASR students experience far more pressure to conform compared to primary schools due to the size of the provision and the lack of inclination for these students to seek clarification from school staff.

Although, there are no such conclusions drawn in reference to colleges, it may be argued that these findings suggest that similar social pressures are also likely to apply within college educational provisions.

The accumulation of stressors and adverse experiences and their impact on the social and emotional wellbeing of UASC within the provision was discussed across the data set. For instance, many participants discussed the adverse experiences that UASC had experienced prior to arrival in the UK, one HLTA commented:

'his uncle put him on a refrigerated lorry and sent him over to have a better life; he's still got a brother over there. His dad's a militant, so he's on the run. I don't think he knew what to expect when he got here...' (SS2).

This participant also discussed the significant cultural adjustments that the UASC had to face. For instance, she commented:

'he doesn't understand a boy and a girl holding hands... children being naughty doesn't happen in Iran, people being rude, swearing... he has to cope with it all' (SS2).

Experiences of adversity and cultural adjustments for UASC arriving in a new country and attending British schools have been well documented within the literature. In particular, research has outlined the challenges for UASC with accessing the school curriculum and finding the approaches to teaching in England very different compared to their country of origin (Children's Legal Centre, 2003; Rutter, 2003a; Ryan et al., 2008; Doyle & McCorrison, 2008). In contrast, within the interviews with educational professionals, participants referred to the UASC's perceived social cultural differences, for example, in relation to their peer's behaviour and public displays of affection towards the opposite sex, as opposed to specific teaching approaches. As many of the UASC in this research had arrived in the UK more recently, the acculturation process was described by some school and college staff as being a particular challenge for these young people.

5.1.3 Perceptions and identities of UASC

Both the notion of 'resilience' and 'vulnerability' arose from the data as two perceptions of UASC. In terms of their 'vulnerability', school and college staff referred to some of the adversity which UASC had experienced and suggested that the students were struggling to self-regulate their emotions within the educational provision. Their difficulties were contextualised in relation to the UASC either becoming socially isolated or displaying challenging behaviour. For instance, one teacher described two scenarios where an UASC had implied vulnerability through demonstrating strong emotional responses in class. He commented that some of the UASC within his provision, 'struggle with the mechanisms... for coping'. Similarly, another teacher

described emotional 'outbursts' and described one of the UASC as 'somebody who'll be a little bit verbally aggressive or a bit isolated' (SS1). Other participants suggested that the UASC's vulnerability was illustrated by the unaccompanied students insisting that they did not want to 'talk about their past' (C1). In contrast, the 'resilience' of the UASC was discussed by all secondary school and college staff. One participant commented on the ways in which the UASC's had shown their resilience within the provision:

'they're quite adventurous... outgoing... opinionated...And for them to come into this... environment...and be themselves...that shows a huge degree of resilience as well' (SS1).

The identities of UASC as 'vulnerable and 'resilient' has been discussed throughout the literature. For instance, UASC are frequently depicted as vulnerable individuals who are 'at-risk' of developing mental health difficulties (e.g. Bean et al., 2007; Hodes et al., 2008). Yet, there has been a shift from emphasising difficulties towards identifying UASC's resilience (Rutter, 2006; Hulusi & Oland, 2010). As opposed to using one narrative to describe the complexity of the needs and identity of UASC, the research findings embrace a joint narrative of UASC as potentially both 'vulnerable' and 'resilient'. This viewpoint is in accordance with Ni Raghallaigh & Gilligan (2010) and Bronfenbrenner's (1979; 1989) Ecological Systems Theory and proposes that the process of resilience for UASC is likely to depend upon their interaction with the environmental systems surrounding them.

5.2 Research Question 2: What opportunities and educational needs of UASC?

The themes to be discussed will be split into five broad areas:

- Language as a barrier for communicating, learning and for supporting needs.
- Understanding the experiences and social and emotional needs of UASC and the challenges of meeting these needs.
- Political and wider context factors
- Personal and moral development and learning opportunities.
- Funding and available resources to meet needs

5.2.1 Language as a barrier for communicating, learning and for supporting needs

The majority of participants described challenges they experienced when identifying the social and emotional needs of UASC within their provision. For instance, difficulties with recognising whether UASC were reserved during lessons due to their lower language abilities or as a result of unmet emotional needs were outlined:

‘you’re never quite sure whether it’s because they’re upset or whether it’s just because they haven’t got the language skills’ (C1).

The challenges which staff faced with not being able to communicate were also expressed. One teacher described the ‘frustration’ that she shared with the UASC within her school as a result of not being able to access further English language support, she stated:

‘the language barrier’s part of that...I feel that I can’t explain to them as well as I’d like to ... I’d love to be able to give them that and something, you know, really bespoke and I share their frustration with them but I can’t kind of express that to them’ (SS1).

Furthermore, some participants referred to the difficulties they had with supporting the needs of UASC without having any information regarding their backgrounds:

‘I also feel frustrated that I don’t always know their story. So maybe they don’t want to talk about it ... it’s just emotionally really difficult, they don’t have the language for it’. (SS1).

Little has been written regarding the relationship between the acquisition of language and the social and emotional needs of UASC. Yet, this research identified a striking relationship between language as a barrier for communicating, learning and the associated challenges for school and college staff supporting the social and emotional needs of UASC. As outlined within the findings, participants drew upon: the challenges of recognising needs; their capacity to communicate with the UASC; the limited information provided regarding the histories of the UASC; and the challenges with eliciting this information as a result of language barriers.

Although these challenges have not been explored by the literature with UASC, Bailey (2011) suggested that a lack of background information regarding the histories of refugee children creates a challenge for school staff. Similarly, some participants highlighted this challenge in the research for supporting the needs of UASC. In order for school staff to be able to meet the social and emotional needs of UASC, it appears

that they have to overcome some of the challenges which are associated with the acquisition of language.

The interconnecting relationship found in this research between language and the social and emotional needs of UASC is demonstrated pictorially in *Figure 3*.

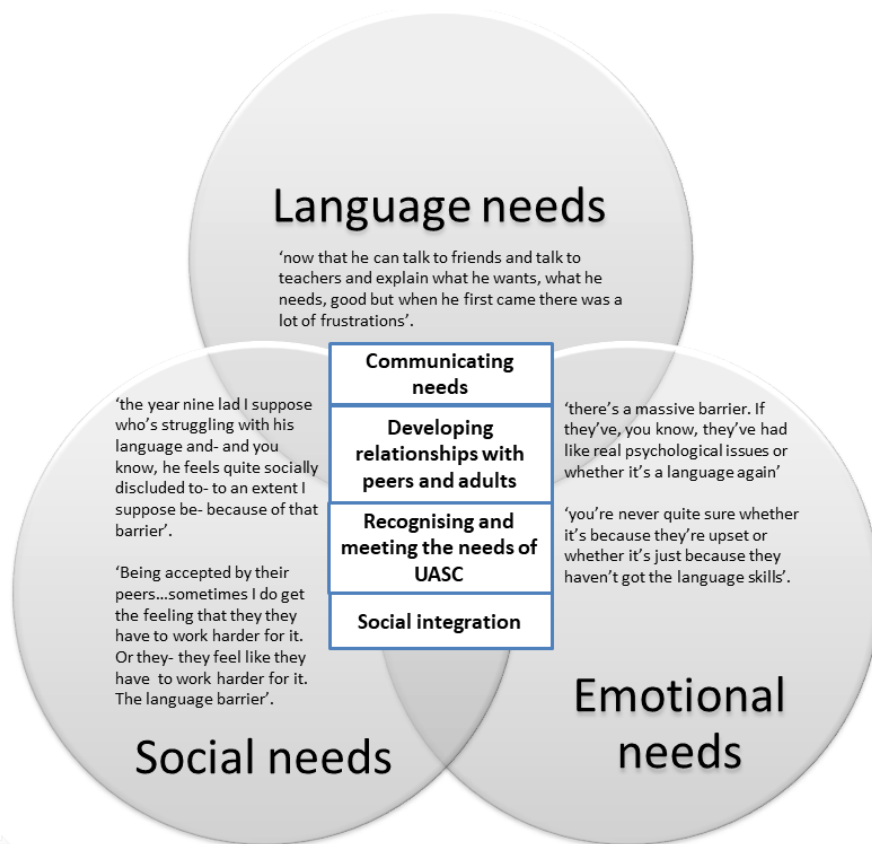


Figure 3. Thematic analysis Venn diagram of the interconnecting relationship between the language and social and emotional needs of unaccompanied asylum seeker children

5.2.2 Understanding the experiences and social and emotional needs of UASC and the challenges of meeting these needs.

Participants reported feeling unqualified for recognising and supporting the social and emotional needs of UASC. For instance, one college teacher reported challenges she faced with recognising whether challenging behaviour was a symptom of trauma, she commented:

‘what could be described as challenging behaviour might be symptomatic of trauma’ (C1).

Another participant stated that she had not received any ‘specific training’ to support the needs of UASC and felt that the educational provision should have provided her with ‘support’ (SS2). A second participant reported that he did not ‘feel qualified to deal with massive emotional problems’ (C1).

The perceptions of not feeling ‘qualified’ to identify and support the social and emotional needs of UASC has been somewhat cited within the literature. Research which has explored the experiences for school staff supporting UASC has found several challenges including: lacking skills for practical intercultural competence to meet the needs of UASC; requiring further training on supporting the needs of UASC and staff not feeling that they had sufficient knowledge of competence for supporting the emotional needs of UASC (Popov & Sturesson, 2015; Pastoor, 2015). Within the research findings, school and college staff described a lack of training and qualifications for feeling able to support the social and emotional needs of UASC, more specifically, a lack of competence for both identifying and supporting some of the

emotional difficulties which the UASC were displaying within their provisions. In agreement with these findings, researchers and legislative guidance have identified particular skill shortages amongst school-based staff in relation to providing emotional support to refugee children (see Jones & Rutter, 1998; DfES, 2003; DfES, 2004).

The challenge of balancing dual roles and maintaining professional boundaries within their work with UASC was also discussed by the majority of participants. Some secondary school staff discussed the challenges they faced with performing different roles within the school. For instance, one participant discussed the challenge of building a trusting relationship with the UASC as a result of her dual role of class teacher and assistant headteacher, she commented:

‘building up that trust with them...One minute I’m trying to support them in school but the next minute I’m there listening to their legal status, you know, and they’re aware of all of that’ (SS1).

Other participants discussed the challenge between being responsible for their academic success whilst supporting their social and emotional wellbeing, through comments such as:

‘trying to balance...you being the pastoral gateway to them to socialise in a safe environment... But also you’re also in charge of their education and as horrible as it might sound you are trying to equip them presumably for a life in the UK’ (SS1).

Personal emotional challenges for participants were also raised during the interviews.

All participants commented on the relationships which they had developed with the

UASC within their provision. As a result they described how hearing the stories and background of the UASC had been personally difficult for them. For instance, one college teacher commented:

‘I’ve felt really quite upset ... there’s a difference between an intellectual knowing of events that happen in the world and... emotional understanding...we’ve formed relationships... so that separation it’s, it’s not really possible’ (C1).

The emotional challenges faced by school and college staff in supporting UASC have not been fully explored within the literature. However, Pastoor (2015) suggests that the role of teachers in supporting UASC can be emotionally challenging due to the level of social and emotional support provided to students. These findings were illustrated in this research through school and college staff expressing the emotional challenges of separating their knowledge of the pre-migration experiences with the emotional responses they experience when supporting UASC. Moreover, Kohli (2006a) found that social workers who supported UASC became increasingly attached to them and the line between professionalism and friendship/family became blurred. This was illustrated somewhat within the research where participants described the emotional ties which they developed with UASC and they asserted that they found it difficult to separate their intellectual knowledge of the adverse experiences of UASC and their feelings of sadness towards the students within their provision.

5.2.3 Political and wider context factors

Political factors were raised by the majority of participants during the interviews. One college teacher discussed her concerns regarding the 'current political climate' and the impact of some of the attitudes from the community towards the UASC (C1). All participants discussed the asylum statuses of the UASC within their provision and the majority of participants described the implications for the UASC not being granted their asylum status. College teaching staff commented upon the emotional impact that the uncertainty of their future had on the behaviour and the emotional wellbeing of the UASC as well as how the ambiguity had affected their own frustrations and anxiety:

'when they get to eighteen there's... huge uncertainty as to what they're status will be and whether they'll be allowed to stay in this country which to my mind may result in some behavioural issues'. (C1)

'you're helping these children, these youngsters build a life in this country and you know that on an almost political whim they could be sent back tomorrow... if that's a worry to me it must be far more of a worry to them'. (C1)

Similar findings have been illustrated within the literature. For instance, Bronstein, Montgomery and Ott (2013) found that the majority of male Afghani UASC in their research did not have permanent status to stay in the UK and emotional and behavioural difficulties were found to increase amongst this group in relation to the length of time that they had been in the UK. Bronstein et al. (2013) suggested that these behaviours may have arisen as a result of high levels of contextual stress which was associated with uncertain refugee status and the threat of a forced return to Afghanistan. As discussed above, similar findings were discovered in this research where one of the college teachers referred to the 'huge uncertainty' regarding an UASC's asylum status potentially resulting in behavioural issues.

Inclusion and integration of UASC was discussed across the data set. More specifically, the academic pathways, curriculum and the support for UASC's integration within the provision were described. One participant reported disappointment regarding the lack of inclusivity and support that the UASC had received from other members of staff regarding meeting his needs, she stated:

'the only time his head of year got involved was his timetable at the beginning... There didn't seem to be any thought of what was good for X... almost like we're going to babysit him now until he leaves' (SS2).

It is worth noting that this was the secondary school's first experience of supporting UASC. As a result, the findings from this research suggest that the extent to which the UASC were integrated into the provision and the curriculum on offer depended upon the previous experience and skill set of the staff within the provision. For instance, in the secondary provision which had only had experience of supporting one UASC, the curriculum on offer to this student was narrow in scope with only few subjects available. Yet, for a secondary school which had placed several UASC, a broader curriculum with a range of academic pathways was offered.

Challenges in relation to the inclusion of UASC were raised by all participants and tended to vary across provisions. One secondary school HLTA stated that she did not think 'enough is done' to support the needs of UASC within her provision and felt that the expectation from teaching colleagues was for the 'onus' to be placed onto the EAL coordinator for supporting both the learning and social and emotional needs of the UASC. Taylor (2008) found that there are significant challenges of the inclusion and

integration of refugee students into mainstream schools, one of which was the difficulties for ESL (English as a second language) teachers to provide holistic support for the needs of refugee students which were beyond their 'normal' role of English language support and which they felt ill equipped to provide. Similarly, the HLTA in the research described feeling responsible for the inclusion of the UASC within the school and felt accountable for supporting the student's learning, social and emotional needs.

In contrast, one of the college teachers highlighted the inclusive ethos of the college and described the UASC as being 'embraced by the college'. Similarly, one of the secondary school participants described the opportunities for the whole school for having UASC attending the provision, including encouraging other students to challenge 'dubious assumptions' regarding asylum seeker and refugees and promoting an 'open inclusive environment' within the wider school environment (SS1). Other participants described challenges which had arisen as a result of the UASC arriving 'quite late up into the school' (SS1). As a consequence, school staff reported that they did not have long to support the UASC with acquiring English and academic qualifications. This suggested that time in education posed as a significant barrier for supporting the learning and social and emotional needs of UASC.

The difficulties expressed by participants regarding the level of inclusivity by individual members of staff for supporting both the learning and social and emotional needs of UASC does not appear to have been explored by previous research. Instead, literature which has considered inclusion has tended to focus upon addressing discrimination

within educational provisions for ASR (see Arnot & Pinson, 2005; Moscardini et al., 2008; Deveci, 2012). Rutter (2006) has identified three discourses that dominate the 'good practice' literature for supporting ASR, as opposed to UASC, in educational provisions, this includes: the importance of a welcoming environment; the need to meet psycho-social needs; and the importance of meeting linguistic needs. However, previous research fails to identify that for UASC, the level of social and emotional support required from educational staff is likely to be more significant as a result of the level of previous adversity and often not having a key adult to support their social and emotional needs (Pastoor, 2015).

5.2.4 Personal and moral development and learning opportunities

Personal and moral development and learning opportunities for supporting UASC derived from the data set as an overarching theme and appeared to be divided into four domains: learning opportunities; making a difference; personal growth; and the development of relationships with UASC.

The first opportunity outlined was related to the learning opportunities which the young people offered to both the professionals and for other young people within the provision. Similarly, they described having UASC within their provision as promoting other student's awareness of 'real world issues'. One secondary teacher discussed the significance of raising awareness to other students, that UASC are 'not just names, numbers and things you hear about on the news' (SS1). Opportunities for school and

college staff were also highlighted. All participants stressed that they had developed their own professional practice as a result of supporting UASC. Another participant reflected upon the opportunities for having UASC in terms of encouraging her to have 'a better understanding' regarding 'world politics and impact of those things' (SS1).

The majority of participants also described how supporting the UASC had been a 'rewarding' experience; this included the notion of 'making a difference' in the lives of the UASC and:

'having some input into these people trying to put their lives together again' (C1).

Similarly, several participants discussed how supporting the students had enabled them to feel that they were helping with the global refugee crisis. One secondary school teacher described the moral sense of responsibility she had experienced and described feeling 'emotionally quite passionate' about the refugee crisis; she felt that supporting the UASC with 'a new life' was 'the right things to do' (SS1).

Thirdly, the opportunities for personal development were also discussed. Some participants referred to their empathy towards the UASC, whilst others discussed their personal growth whilst supporting the UASC within their provision. A HLTA commented that it had encouraged her to 'grow as a person' (SS2). Finally, all participants referred to the development of positive relationships which they had fostered with the UASC. Some of these relationships were described in the context of

the positive traits and characteristics of the UASC, for instance, the majority of the participants described the UASC as 'enthusiastic', 'polite' and 'well mannered' (SS1). Another participant described how she had 'really enjoyed working' with the UASC (C1). In one instance, a secondary HLTA described the 'close relationship' with whom she had developed since working with the UASC (SS2).

To date, there has not been literature which has elicited the views of school and college staff in relation to the challenges and opportunities for school and college staff supporting UASC. However, Bailey (2011) identified some opportunities for teachers who had supported accompanied asylum-seeking refugee children (ASR). For instance, findings suggested that supporting ASR had encouraged personal growth (empathy and understanding) and created an experience of 'humanism'. Similarly, in this research participants described the personal development and benefits of supporting UASC including personal growth and developing their empathy towards these young people.

5.2.5 Funding and available resources to meet needs

Funding and available resources to meet needs was discussed by all participants in both the context of challenges and opportunities for supporting the social and emotional needs of UASC. The majority of participants felt that the unaccompanied students within their provision required and wanted 'one-to-one' support in lessons which was not possible due to financial constraints. The majority of participants

reported that availability of time for developing skills and spoken English in addition to meeting the needs of UASC posed to be a significant challenge for professionals. For example, 'the allocation of time, for EAL, is five hours per week, which has gone down considerably... so it's quite difficult ... trying to give them both what they need' (SS2). Limitations were discussed in relation to what school and college staff felt that they could do to support the social and emotional needs of UASC. Such challenges included time, money and the age of the students on arrival. Several participants discussed the challenges with UASC arriving later into the school and the limited time available for school staff with equipping the UASC with the skills (academic, language, social and cultural) and qualifications required for employability and living independently. For instance, one teacher commented:

'time, money, the limitations of what we can do and also what the other professionals can do... we're living in austerity... also that as it happens they've arrived quite late up into the school as well, so actually... we haven't got very long either' (SS1).

However, several opportunities also stemmed from this theme for supporting the social and emotional needs of UASC. College staff referred to being 'given a budget' to deliver 'enriching and supportive' activities. Whilst a secondary school described initially having some 'bi-lingual support' paid for by the LA.

As discussed, all participants described the 'lack of experience and knowledge in dealing with asylum seekers' (SS1) which they themselves and their provision had with supporting the needs of UASC. For many of the participants, the current UASC was the school or college's first experience of having UASC attending the provision. Taylor

(2008) asserts that one of the central challenges for school staff supporting refugee children is inadequate resources to meet the complex needs of growing numbers of refugee students in schools. Taylor (2008) interviewed educational professionals in Australia and found that school staff reported that more ESL teachers, support staff and professional development were needed to provide support and upskill mainstream teachers with supporting the complex needs of refugees. Despite the research taking place outside of the UK, these findings align with the challenges faced by school and college staff in this research whereby resources, time and limitations on what school were able to do to meet the needs of UASC was discussed.

Additional support for participants was framed as an opportunity for school and college staff, this included communicating with and receiving support from colleagues within the provision and communicating with and receiving support from external professionals. However, regular communication with colleagues was described as both an opportunity and a challenge. One secondary school participant described how being a 'talky school' was very beneficial for communicating difficulties. Participants explained that having other colleagues to share ideas and to problem solve aided them with supporting the needs of UASC. However, school and college staff described some of the difficulties with not having enough time or the platform to be able to discuss particular concerns with UASC within their provision. One secondary school teacher suggested that it would have been 'beneficial' to have 'more meetings' about the UASC (SS1).

5.3 Research Question 3: What are the experiences and views of UASC in UK schools?

As can be seen from Table 11, thematic analysis generated six higher order themes in addition to sub-themes. In this section, the higher order themes identified from the data set are discussed in further detail in relation to RQ3. Each theme will also be presented alongside quotations from the data set.

Table 11

Themes and sub-themes identified from interviews with UASC.

Themes	Sub-themes
Adverse experiences and the importance of relationships and support	<ul style="list-style-type: none"> • Experiences of adversity in home country • Friendships • Home-placement • Importance of family and emotional impact of loss of family • Past experiences and journey • Support
Emotional states and wellbeing	<ul style="list-style-type: none"> • Positive states • Negative states
Language and cultural adjustment	<ul style="list-style-type: none"> • Acquisition of English • Cultural adjustment
Educational experiences	<ul style="list-style-type: none"> • Support and encouragement by staff • Positive school experiences
Suppression and moving forward	<ul style="list-style-type: none"> • Not thinking about the past • Moving forward and changing
Uncertainty of the future linked to asylum status	<ul style="list-style-type: none"> • Differing asylum outcomes • Emotional responses to asylum status

As a result of the small number of UASC within the county, the quotations from the interviews with the six UASC are marked with P1-P6 to ensure the full anonymity and confidentiality of the UASC. The nature of the flexible interview design ‘Talking Stones’ meant that the UASC were able to discuss any of their experiences of education since

arriving in the UK. Although the sole question posed to the UASC encouraged them to discuss their educational experiences, the majority of the young people also chose to discuss how some of their previous experiences had affected their social and emotional wellbeing whilst attending their educational provision. Examples of themes, sub-themes and initial codes are included in Appendix 10 and 11. Further illustrative examples of the themes are included in Appendix 12.

5.3.1 Adverse experiences and the importance of relationships and support

The first theme which arose from the interviews was adverse experiences and the importance of relationships and support. Several of the participants discussed the adversity which they had experienced within their country of origin. One of the UASC stated that it had been 'too difficult' to live in their country due to the national control which oppressive groups such as the 'Taliban' had within the country. He reported:

'we couldn't go to school...Taliban will kill us or they will not like' (P1).

All UASC reflected upon the emotional impact of leaving their home country and the loss of their family and friends either through bereavement or through leaving their families and friends behind. Some of the other UASC described 'feeling sad' as a result of a 'split in their family' (P5) and described the impact that an accumulation of stressors and adverse experiences had on their emotional wellbeing. For instance one UASC commented:

'I'm cry for family; I'm cry sometimes for Home Office' (P5).

The accounts of these young people are consistent with the literature. For instance, Thomas et al. (2004) found that reasons for the departure of UASC from their home countries included the death or persecution of family members or themselves, experience of war and leaving for educational reasons when schools had closed down. Similarly, the UASC interviewed cited persecution, the loss of family and friends and not being able to attend educational provisions as being reasons for leaving the country.

The significance of friendships since arriving in the UK was also discussed by all of the young people. For instance, one UASC reported how he had been surprised at how 'good' his British friends had been (P2). Some of the other young people described the UASC in their class as being like family:

'my friends they are like sister...if I sad they ask me and they give me advice' (P3).

A range of external support was described during the interviews. Some of the UASC described the support they had received whilst staying in the refugee camp 'the jungle' in Calais, France including English lessons and support they had received from charities. For other UASC, religion was a significant source of support. The home placements of the UASC were also discussed. Some of the UASC described having positive and close relationships with their foster family 'like a real mum and a dad' (P3) where 'they give you advice and if you are sad they say to you anytime, anywhere you can speak to me' (P3). However, not all placements were described as successful. One of the UASC became upset during the interview and described having a difficult

placement as a result of the lack of support and communication with her carer; she commented

‘I stay in my room. She no speaking...to me’ (P4).

The social support received from peers and from their home placement was found to be critical in relation to the UASC’s social and emotional wellbeing when attending the educational provision. This was illustrated by several of the UASC in this research, comments included:

‘very happy in school because all student, all teacher help me’ (P2).

‘here we just start with my friends; they are not just for me, my friends they are like sister. We treat each other, if I sad they ask me and they give me advice. If they sad I give a hug and something nice’ (P3).

‘we go there like we see our friends we forget our problems’ (P6).

These quotations suggested that receiving support from their peers and from teaching staff promoted the UASC’s emotional wellbeing, particularly during difficult times.

Participants also described how spending time with their friends helped them with forgetting their past. Furthermore, this research found that forming close friendships on arrival in the UK in addition to developing close and supportive relationships with carers and foster family was fundamental for supporting the UASC’s needs both inside and outside of their educational provision. Similar findings have been found within the literature. For instance, Williamson (1998) stressed the importance of social support for UASC in developing resilience. She suggests that forming close relationships with carers and developing relationships in school is central to supporting the emotional

needs of UASC. Further research has supported these claims by suggesting that a good level of support from a carer reduces the risk of UASC developing psychiatric disorders (Oppedal Seglem & Jensen, 2009; Eide, 2012).

5.3.2 Emotional states and wellbeing

During the interviews, all of the UASC described their emotional states since arriving in the UK. They described feeling 'sometimes happy, sometimes sad' (P4). All of the UASC discussed some of the opportunities which they had experienced since attending school or college in the UK. One of the UASC discussed 'trying hard' and receiving 'the highest like merit in my tutor'. He also discussed his enjoyment of studying new subjects at school for instance, he commented:

'last term ... science was like too difficult and I hate science, and now I just love science because now I can speak like English like a bit more something'. (P1)

However, the UASC also described some of the negative feelings which they had experienced since arriving in the UK. The majority of the unaccompanied children linked their feelings of sadness to thinking about their family and friends and the adversity which they had experienced in their country of origin or with reference to the uncertainty of their asylum status. For instance, one of the UASC commented:

'happy for college...For another people like sad' (P4).

Several of the UASC associated their sadness to their frustration with not understanding or forgetting 'lots of words' in English (P2). This student also described feeling 'sad' that he could not speak or understand:

'I can't understand, I don't understand' (P2).

Another of the UASC reported that he had been placed in classes which were 'too difficult like for everyone, not just me'. He also commented:

'they just put me in year ten... If you like speak like another language they put you in... Like it's too difficult right'? (P1)

This quotation highlight the frustration to which this particular student felt of being 'dumped' in a lower class, purely because of a language issue as opposed to as a result of full consideration of whether the student was academically capable or not. This finding was also echoed in another secondary school student's response and emphasised some of the challenges around inclusion for UASC in secondary school provisions.

The variations in emotional states appeared to be linked to several factors including: the extent to which the students felt able to access the curriculum, their acquisition of expressive and receptive English language, their enjoyment of attending an educational provision and learning new subjects and their perceptions of success with their academic progress and attainment. In agreement with the findings outlined, schools have been identified as a significant factor in promoting the overall wellbeing

and achievement of refugee children and with promoting their social and emotional development (see Rutter 2003a; Kia-Keating & Ellis, 2007; Doyle & McCorrison, 2008; Bitzi & Landolt, 2017). In agreement with the findings from this research, previous literature has also identified that accessing the school curriculum for UASC can be difficult for a number of reasons including struggling with their lack of English proficiency and as a result of gaps in their learning due to a disrupted education or not having ever attended an educational provision in their home country (Rutter 2003a; Children's Legal Centre, 2003; Appa, 2005; Ryan et al., 2008; Doyle & McCorrison, 2008). These findings were illustrated in this research where English proficiency and accessing the curriculum were closely related to the emotional wellbeing of UASC. However, the salient findings in this research of the UASC's perceptions of success, progress and academic attainment have been less studied.

5.3.3 Language and cultural adjustment

All of the UASC discussed the difficulties which they had experienced acquiring English. Many described having limited English when arriving in the UK and finding it difficult to understand lessons in their educational provision. Some of the UASC described how accessing additional English lessons and receiving support from their educational provision had helped them to learn English. For instance, one student described how he had felt 'nervous' when he arrived in the UK and could not speak English, but was supported to learn English through receiving 'extra English'. Another UASC expressed frustration regarding his language barrier:

'I like talking same as another student, but I can't' (P2).

One UASC reflected upon the progress she had made with learning English:

‘before no speaking English, now better speaking’ (P4).

Several of the UASC’s discussed the challenges of adjusting culturally when arriving and during their stay in the UK. One of the UASC described how he had ‘learnt’ the English culture and described the differences between his own culture and English culture. He commented:

‘in Afghanistan you’re- you’re not allowed to like speak like with girls...And here it’s normal’. (P1)

A second UASC described cultural challenges for him since arriving in the UK. He emphasised several differences between attending school in Iran compared to attending school in the UK:

‘in school Ira- different lessons, different language and lots of difference for me. Hard for me’. (P2)

5.3.4 Educational experiences

The majority of the UASC described positive educational experiences. For some of the UASC, they described how happy they had felt when going to school or college as they had been unable to attend an educational setting in their home countries. Other UASC described how since learning to speak English and the positive attitudes from the

teaching staff at their provision promoted their enjoyment for studying. For instance, they commented:

‘before no speaking English, now better speaking...Very, very good in the college and the teacher is nice’. (P4)

All of the UASC discussed the support and encouragement from the teachers at their provision. Several of the students referred to teachers showing patience towards the young people when supporting the UASC with the acquisition of English. For example, two of the UASC commented:

‘when I come, I first come here, I don’t know English. And now I am studying they support us in everything...all the teachers they are good’. (P6)

‘the things that make it really good for you is that the teachers are breaking things down. They are treating you with love and care’. (P3)

However, not all of the UASC described all of the secondary school staff to be supportive. For instance, one of the UASC reported that although some of the teachers at his school had been providing him with support this was not the case across all school secondary staff. He expressed his frustration that he had been studying for his maths GCSE examination and that his maths teacher was not providing him with enough support with reading the questions in lessons:

‘I am happy being in school... But... maths exam teacher don’t help me...sometimes just ask teacher just one word just reading for me. Just told me I can’t read’. (P2)

Such findings in are in line with the literature, for instance, Farmbrough (2014) reported that UASC’s report mixed experiences with attending school. This was as a

consequence of some educational provisions not facilitating integration or provide for the needs of the young person either culturally or educationally. However, these findings contrast with the majority of the UASC interviewed in this research who described positive educational experiences. Such experiences were explained as a result of being able to learn, develop fluency with spoken English and as a consequence of the positive and supportive relationships which they had formed with school and college staff. Smyth, Shannon and Dolan (2015) proposed that UASC attributed education as the singularly most important factor for enabling on going access to social support thus enhancing resilience. Their findings suggested that the presence of a supportive adult who ensured their primary needs were being met was essential to the wellbeing of UASC. This is supported by the findings of this research where the UASC referred to school and college staff treating them with 'love and care'. These findings are prominent as they stress the significance for educational provisions to be able to provide a safe and stable environment whilst providing trusting and positive relationships with staff within their educational provision.

5.3.5 Suppression and moving forward

Within the theme of 'suppression and moving forward'-two coping strategies for managing emotional difficulties were described by UASC. The first described was not wanting to think about the past. During the interviews, the majority of the UASC emphasised how suppressing their past aided them with coping. Some of the participants described how attending their educational provision and spending time with their friends enabled them to forget their past and their problems:

‘we go there like we see our friends we forget our problems’ (P5).

One of the unaccompanied students explained the rationale behind wishing to suppress and forget the past:

‘we don’t have any good memories... just go forward...and not think about the past’. (P5)

The second strategy outlined was ‘moving forward’, Some of the participants discussed moving forward through developing a new identity since arriving in the UK, whilst others discussed their future aspirations. Some UASC described how they had changed since when they first arrived, for instance, some described developing their confidence with speaking English. A female UASC described feeling more confident in the UK as a result of feeling less ‘scared’ and experiencing equality. For instance, she reported:

‘I am with confidence because when I was in my country I was shy... and I scared...I feel safe in England. And there is equality’ (P6).

Most of the participants talked about their future aspiration and discussed moving forward although for some this was difficult due to the uncertainty around their asylum status. Several of the UASC discussed what they would like to do after leaving education and their future aspirations. For instance, one of the young people described wanting to ‘go to like university’ (P1) and a second young person stated:

‘I want to learn more... I want to be a nurse’ (P3).

The notion of UASC not talking about the past has been widely documented by other theorists. For instance, Kolhi (2006) examined the existing literature on the silence of UASC and suggested that their silence is a complex phenomenon. She suggested that the maintenance of silence can both constrict and defend the particular positions which UASC adopt at particular times along their journey of resettlement. However, Chase (2010) argues that UASC's decision regarding how much of their lives they share with others is complex as choosing to not disclose information could provide UASC with a mechanism to cope through looking forward and retaining some control over their lives. Within this research, the UASC students described not wanting to talk about their past due to the emotional distress which was associated with disclosing such information as well as trying to keep positive for one another. 'Looking forward' towards the future was a coping strategy which UASC described as supporting them with promoting their emotional wellbeing. Similarly, Chase and Statham (2013) reported that UASC felt that learning and education had helped them to re-establish order, structure and routine to their lives and cope with the significant adversity to which they had experienced whilst offering 'a way forward'.

5.3.6 Uncertainty of the future linked to asylum status

The uncertainty of the UASC's future as a result of waiting for news on their asylum status reflects a significant theme that was derived from the data. Some of the UASC described their distressing experiences of attending asylum interviews at the Home Office and having to answer emotionally difficult questions about their past. One of the UASC described feeling 'scared' and 'afraid' about her future after attending the

interview. The result of the UASC asylum status being turned down was described as having a significant impact on all of the UASC emotional wellbeing. All of the UASC discussed the emotional challenges associated with the uncertainty of their future, many describing the anxiety and worry which they experienced in relation to returning to their country of origin and the length of time they had to wait for news on their appeal. One of the UASC commented:

‘I am very sad because I don’t have the paper, still now I’m waiting. I don’t know what’s happening next’ (P3).

Uncertainty for the future was a salient emotional challenge for UASC. This challenge was discussed in relation to the UASC’s distressing experiences of attending Home Office interviews and the anxiety which was associated with the uncertainty over their asylum status. These findings are consistent with the literature. Unresolved asylum status has been found to be associated with higher PTSD and depressive symptoms and higher levels of psychological distress (Heptinstall, Sethna, & Taylor 2004; Jakobsen et al., 2017). Such indicators of psychological distress were highlighted by UASC where they expressed their anxiety and worry for the outcome of their asylum application.

The next chapter will outline Part 2 of the research. The findings of Part 1 of this research outlined a number of challenges found during semi-structured for educational staff with supporting the educational needs of UASC. This part of the research informed the ‘planning stage’ for the action research cycle 1 and aimed to examine some of the opportunities and challenges for secondary school and college

staff in relation to supporting the educational needs of UASC. Part 2 of this research aims to explore the ways in which educational professionals could incorporate continuous reflection with colleagues to inform and enhance their practice through the process of group supervision. Furthermore, a secondary aim was to identify what strategies and approaches could be used by professionals to support the educational needs of UASC and to address the challenges identified in both Part One and Part Two of the research.

Chapter 6

6 Design and Methodology: Part Two

This chapter outlines the design and methodology used for Part Two of the research.

Further detailed information will also be provided on the participants taking part in the research, the materials used and the procedures undertaken. This chapter also discusses data analysis procedures employed. This is organised as follows:

- Research methodology and design
- Sampling and participants
- Materials and procedures
- Data analysis

6.1 Research methodology and design

The research design implemented for Part Two took the form of a small scale Collaborative Action Research (CAR). According to Altrichter, Kemmis, McTaggart & Zuber-Skerritt, (2002) a pragmatic form of explaining action research is a diagrammatical model as a spiral of cycles, each consisting of four parts in action research and include recursive cycles of: Planning, Acting, Observing and Reflecting. These cycles are illustrated in Figure 4.

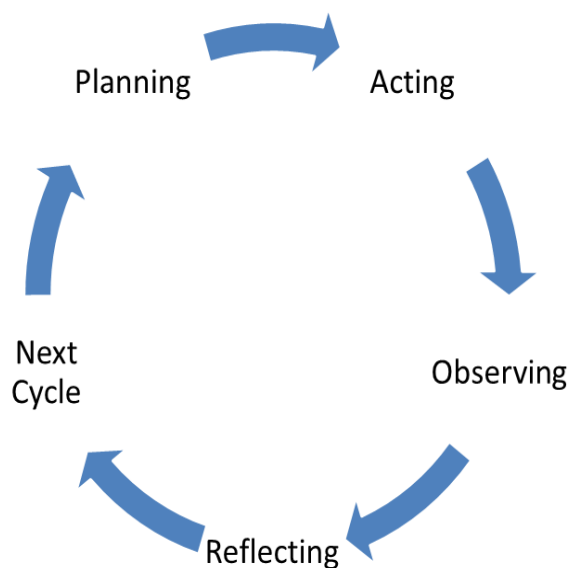


Figure 4. Approaches adopted from the CAR Cycle- adapted from Altrichter, Kemmis, McTaggart & Zuber-Skerritt (2002) and Schmuck (2006)

This model is a continuous and iterative process, which involves research and development, intellectual inquiry and practical improvement, reflection and action (Altrichter et al., 2002). Due to time allowances, this research was one cycle of CAR. During this cycle, I facilitated three group supervision sessions and collaborated with school and college staff to develop their knowledge and understandings, reflections and action for change. There was an opportunity for all school and college staff participants to discuss in-depth an UASC within their provision where they had experienced difficulties and problem solve some of the challenges that had arisen for them when supporting the needs of UASC and had been discussed and reflected upon during the semi-structured interviews during Part One. This process will be discussed in further detail within the 'procedures' section of this chapter.

CAR in this context refers to research conducted by practitioners which aims to improve practice (Kemmis, 2001). Thus, this form of research is grounded in the everyday issues teachers and school and college staff experience in the classroom (Meier & Henderson, 2007) and as a result was particularly appropriate for this research. According to Sagor (1992) CAR is a process which: enables school staff to improve student learning; can improve teacher's own practice; contributes to the development of the teaching profession; and overcomes the isolation commonly experienced by classroom teachers. Such an approach coincided with both the research aims for Part Two and my epistemological stance. The group supervision sessions used planned frequent reflections of the participants' professional practice and discussed new practices to enhance the social and emotional outcomes for UASC. I worked in collaboration with school staff, facilitating group supervision sessions with teachers and teaching assistants (TAs). Initially, I had planned to use a 'Participatory Action Research' (PAR) approach. PAR aims to be democratic, by positioning those usually thought of as participants as co-researchers and through involving them fully in the entire research process (Baum, MacDougall, & Smith, 2006). However, this was not appropriate for this research as an element of authority was required for two central pragmatic purposes. Firstly, as part of the research process, I was required to submit a research proposal outlining my aims, purposes and methodology. This was required prior to obtaining participants thus decisions about the research process were made unilaterally and not democratically. Secondly, the nature of the framework used in group supervision sessions, Solution Circles (Forrest & Pearpoint, 1996; Rees, 2009), required facilitation from the researcher thus preventing a solely democratic approach during these sessions.

6.1.1 Supervision and the benefits of supervision for school and college staff

Supervision is a joint endeavour in which a practitioner with the help of a supervisor, attends to their clients, themselves as part of their client practitioner relationships, and the wider systemic context, and by doing so improves the quality of their work, transforms their client relationships, continuously develops themselves, their practice and the wider profession.

(Hawkins & Shohet, 2006, p. 60)

In many helping professions, supervision is perceived as essential, in the field of Educational Psychology, for example, it is referred to as being central to the delivery of high quality services (Dunsmuir & Leadbetter, 2010). Nevertheless, Hulusi and Maggs (2015) suggest that unlike other professionals working with young people, teachers are not provided with the same 'safe' or 'boundaried' space in which to reflect on their professional practice. They suggest that the absence of professional supervision or support, in combination with the emotional demands placed upon them, can lead to high levels of stress, a lack of satisfaction and as a result, a decrease in motivation.

Craig (2007) asserts that young people's emotional and social needs may be met by supportive school ethos and teacher behaviour. Therefore, it may be argued that the extent to which school staff manage their own emotions and emotional responses impacts on their ability to manage the emotions of children in their care. Edwards (2016) found that during interactions with Looked after Children (LAC), teachers

experienced 'emotional labour' but these effects could be mediated by perceptions of support. It may be argued that teacher's interactions with UASC, as LAC, may require a high level of emotional management (Edwards, 2016).

6.1.2 Group Supervision and rationale

Group supervision, in contrast to individual supervision, is characterised by a fluid and changing dynamic as opposed to a hierarchical relationship between a supervisor and a supervisee. The group context allows for the contribution of multiple perspectives (Proctor, 2008). It is suggested that this approach to supervision has several advantages. For instance, Hawkins and Shohet (2006) outline several advantages for which three advantages are central to this research.

Firstly, group supervision can provide a supportive atmosphere of peers in which supervisees can share their concerns and recognise that other colleagues are facing similar issues (Hawkins and Shohet, 2006). At the time of this research, it had been identified that UASC in the LA had been placed in only five secondary schools and one college provision. The recent arrival of these young people in addition to their low numbers in this shire county in England has meant that supporting the social and emotional needs of this potentially vulnerable group of young people has been unprecedented. As outlined, it has been somewhat documented that some professionals feel unqualified to meet some of the complex needs of UASC. Barriers have also included: difficulties with providing language support; inadequate resources

for teachers; and a lack of opportunities to meet other teachers in a similar situation (Bhatti & McEachron, 2005; Appa, 2005; Taylor, 2008).

Some educational staff including secondary school teachers are required to undergo continued professional development (CPD) to enable them to improve teaching and learning (DfE, 2011a; DfE, 2011b). However, it has been reported that with enhanced pressure to improve standards, there can be few opportunities for school staff to engage within collaborative CPD opportunities (Ryan & Bourke, 2013). Yet, when teachers do have opportunities to take part in collaborative CPD, their capacities to effect change in the classroom can increase (Wright, 2015). Thus, a second advantage of using group supervision is that the group gains from the supervisee receiving reflections, feedback and input from their colleagues. It can be argued that the setting may, therefore, be less dominated by the supervisor (Hawkins & Shohet, 2006). This notion was particularly prominent within the nature of the research design, as AR benefits from personal growth through opportunities for reflection (Noffke, 1997; Reason & Bradbury, 2013; Inoue, 2015). The final advantage for using group supervision, as outlined by Hawkins and Shohet (2006) is as a result of the wide range of life experiences and professional expertise that can be brought to the group.

Consequently, this research employed group supervision with school and college participants for supporting them with recognising and meeting the social and emotional needs of UASC. The inspiration for using 'group supervision' for the second part of this research stemmed from the innovative work of Hanko (1999) and her

collaborative problem-solving groups. Hanks describes a three step structure to group consultation with teachers: case presentation including solutions already attempted; gathering of additional information, where group members' questions are the basis for gathering further information regarding the case; and joint exploration of the issue based on the information obtained (Hulusi & Maggs, 2015). Others have introduced Forrest and Pearpoint's (1996) 'Solution Circles' into schools (Brown & Henderson, 2012; Grahamslaw & Henson, 2015) to utilise school staff groups as a source of support and professional learning and development. As a result, the group supervision sessions applied the revised 'Solution Circles' (Rees, 2009) framework whilst providing opportunities for regular reflection both at the beginning and end of each session in accordance with an action research design.

6.2 Sampling and participants

For the second part of the research, the same school and college staff participants were invited to participate. When obtaining informed consent, the participants were asked to provide written informed consent for taking part in both parts of the research. All participants agreed to take part in both parts and provided written informed consent. However, during the second part of the research one participant decided to withdraw from the research due to workload and other commitments. This participant provided consent for his data to be used for the research from Part One.

A second participant was unable to make the second group supervision session but was provided with the audio-recording of the session in addition to the written transcription and was asked to reflect on his thoughts from listening to the audio-recording in the third group supervision session. The total number of participants for group supervision session one and three was five participants although due to injury, one participant participated in the third session via a conference telephone call. The participation for group supervision session two included four participants. Please see Table 12 for the final sample of school and college staff who participated in Part Two of the research.

Table 12

A summary of the final sample of school and college staff for Part Two of the research.

Part of the research	Job role	Gender	Total number of participants
Part Two: Professionals	<ul style="list-style-type: none"> • 2 Further Education (college) teachers • 2 secondary school teachers (subjects included English, and P.E) 1 teacher was also an assistant headteacher and SENco. • 1 Higher Level Teaching Assistant (HLTA) and EAL coordinator 	60% female and 40% male	Five participants took part in sessions one and three. Four participants took part in session two

6.3 Materials and procedures

6.3.1 Group supervision

A cycle of three group supervision sessions were held across a two month period. The initial request for participation in the research had requested five group supervision sessions, however, as a result of high workload and personal commitments, school and college staff felt that they could only commit to three sessions. It was also originally agreed that that the group would meet monthly across three months, however, due to changes in the school and college diaries and personal circumstances, dates of supervision had to be re-arranged. This meant that supervision session one was conducted in October 2017 with the remaining two sessions held two weeks apart in November 2017.

The cycle began with the first supervision session allocating the first part (thirty minutes) for an introductory 'contracting' meeting (Hawkins & Shohet, 2006). During this time, the remaining dates were discussed and it was agreed we would meet for approximately an hour and a half. The group also drew up a set of 'group rules', covering issues such as confidentiality, respectfulness and contribution within and outside of sessions. In the second part of the first supervision session, participants were introduced to Solution Circles (Forrest & Pearpoint, 1996; Rees, 2009) as a way of structuring case discussions.

6.3.2 Solution Circles (Rees, 2009)

There are four stages to Solution Circles as described by Forrest and Pearpoint (1996): problem description, brainstorming solutions, problem clarification and first steps.

However, Rees (2009) adapted the Solution Circles model to include stages which allowed for further discussion and clarification. The rationale for this was to encourage active problem solving as opposed to jumping straight from problem description to solution generation (Grahamslaw & Henson, 2015). The four roles for participants in a Solution Circle is as follows: a problem presenter who is responsible for outlining their problem; a process facilitator who keeps the time and manages the process; a note taker who records the discussions including the problem, the discussion and the solutions generated; and the brainstorm team- who work together to generate solutions (Forrest & Pearpoint, 1996; Rees, 2009; Grahamslaw & Henson, 2015). This process is illustrated in *Figure 5*.

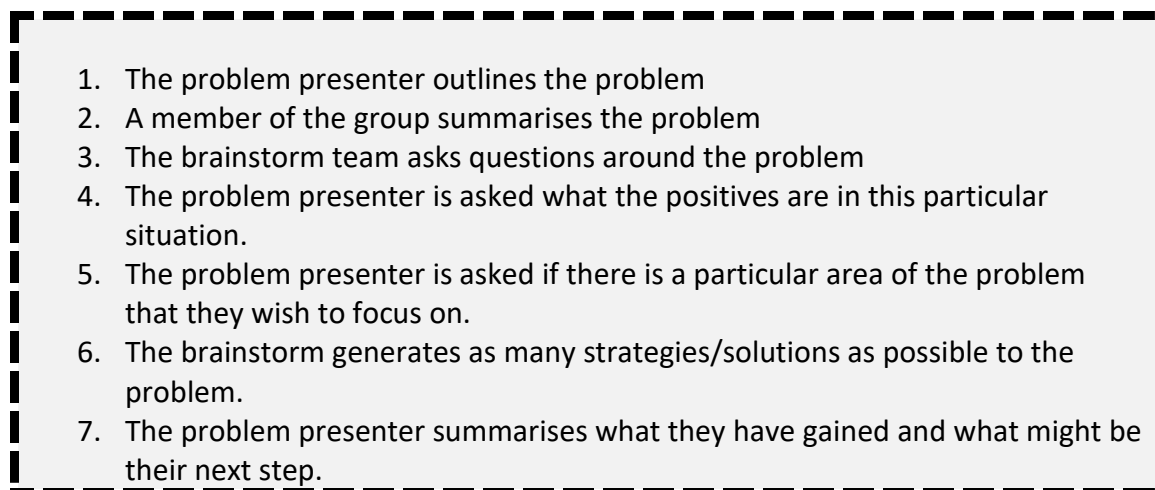
- 
1. The problem presenter outlines the problem
 2. A member of the group summarises the problem
 3. The brainstorm team asks questions around the problem
 4. The problem presenter is asked what the positives are in this particular situation.
 5. The problem presenter is asked if there is a particular area of the problem that they wish to focus on.
 6. The brainstorm generates as many strategies/solutions as possible to the problem.
 7. The problem presenter summarises what they have gained and what might be their next step.

Figure 5. The stages of a Solution Circle (Rees, 2009).

Prior to the group supervision sessions, a schedule was agreed which would enable all school and college staff to have an opportunity to present a challenge which they had recently faced with when supporting UASC. For each of three sessions, one school or college (one or two members of staff) were allocated time and participants had the opportunity to either present collaboratively for ten minutes or present independently for five minutes on the challenge which they had experienced.

The purpose of using Solution Circles (Rees, 2009) was to explore the difficulty outlined in more depth and to provide opportunities for group problem solving. The remaining time during the group supervision enabled participants to verbally reflect upon their thinking during and between sessions. Participants were given an optional reflection template to help them to structure their reflections. Participants were allocated time during the session to make notes on their reflections and were asked to feedback their reflections as a group in the last twenty minutes of each session. Participants were also asked to reflect between sessions and the first part of the second and third group supervision session encouraged participants to discuss thinking between sessions. A more detailed description of the group supervision sessions can be found in Appendix 13. The handouts used during these sessions can be found in Appendices 14, 15 and 16.

6.4 Data analysis procedures

All data for Part Two was analysed using Braun and Clarke's (2006) six stage thematic analysis framework. As previously outlined, thematic analysis was chosen as an analytical method due to its flexibility of use across different kinds of qualitative data

and as a result of such an approach concurring with my social constructionist epistemology. The process used and stages for thematic analysis were the same that were conducted for Part One (for more information see p. 67).

For Part Two, the data analysed for thematic analysis and for all research questions derived from three group supervision sessions. However, the data analysed for RQ2 and RQ4 was analysed separately to RQ5. This was as a result of the nature of the supervision sessions being participant led, thus reflecting more 'bottom up' influences. In contrast to this, the benefits of group supervision (RQ5) were determined predominantly through an evaluation in the second half of group supervision session three (see Appendix 13) although this question was also analysed through evaluative comments made in relation to the group supervision process throughout group supervision sessions 1-3. As a result of the structured evaluation, the data reflected top down influences. It was important that these themes were identified separately to ensure that the initial nodes and sub-themes identified were fully explored and as a result the higher order themes fully reflected the data set. As such, the thematic analysis conducted is considered to be 'theoretical thematic analysis' as opposed to 'inductive thematic analysis' (Braun & Clarke, 2006, p. 83). As with Part One, the coding process involved coding the explicit meanings of words and phrases in the data-set. Thus in terms of the level of the themes identified, it can be considered that these themes are at the 'semantic' or 'explicit' level (Braun & Clarke, 2006, p. 84).

Chapter 7

7 Findings and Discussion: Part Two

The purpose of this chapter is to present the findings and discussion for Part Two of the research. The higher order themes identified across the data set are presented within Table 13 and explored within the sections below.

Table 13

Themes and sub-themes identified from the group supervision sessions with professionals

Themes	Sub-themes
Political and educational systemic issues and challenges	<ul style="list-style-type: none"> • Educational systems and issues • Political systems and issues • Asylum process and challenges with the system • Inclusion and differentiation • Information sharing and communication with professionals and staff
Obtaining the experiences and voice of UASC	<ul style="list-style-type: none"> • Autonomy and voice of UASC • Learning information about the past of UASC • Developing relationships through trust, honesty and empathy.
The significance of social connections and relationships and the difficulties with recognising needs for supporting social and emotional needs.	<ul style="list-style-type: none"> • Social connections and relationships • Enjoyment of supporting UASC • Recognising and supporting social and emotional needs and challenges for staff
Importance of language and the relationship between language and SEMH	<ul style="list-style-type: none"> • Language development and the impact for meeting social and emotional needs • Acquisition and development of language
Pedagogical approaches, recognising needs and promoting the success of UASC	<ul style="list-style-type: none"> • Alternative methods for communication and support for developing spoken English • Providing UASC with additional support • Recognising the needs and success of UASC and having high expectations • Raising awareness and encouraging young people to support UASC
Uncertainty and legal changes of age for UASC and subsequent implications for education, social and cultural understanding and emotional wellbeing	<ul style="list-style-type: none"> • Social and cultural understanding, integration and behaviour • Impact on changes of age, systems and challenges for staff • Social and emotional impact • Processes

As can be seen from Table 13, thematic analysis generated six higher order themes in addition to sub-themes from the data set. In this section, the higher order themes identified are outlined and discussed for each of the research questions. Each theme will also be presented alongside quotations from the data set. Chapter 5 details how quotations are anonymised (see Table 10, p. 73). Examples of themes, sub-themes and initial codes are included in Appendix 17 and 18. Further illustrative examples of the themes are included in Appendix 19. Photographs and notes of each of the Solution Circles discussions from group supervision session 1, 2 and 3 can be found in Appendix 20.

7.1 Research Question 2: What opportunities and challenges are there for school and college staff with supporting the educational needs of UASC?

The themes to be discussed will be split into five broad areas:

- Political and educational systemic issues and challenges
- Obtaining the experiences and voice of UASC
- The significance of social connections and relationships and the difficulties with recognising and supporting social and emotional needs.
- Importance of language and the relationship between language and social and emotional needs
- Uncertainty and legal changes of age for UASC and subsequent implications for education, social and cultural understanding and emotional wellbeing

These five overarching themes arose from the three group supervision sessions and reflect both 'bottom up' and 'top down' influences on the data. A Solution Circles framework (Rees, 2009) was utilised during group supervision sessions. This process encouraged individuals to focus upon a difficulty which they had experienced when supporting UASC and provided a way of structuring case discussions. The sessions tended to have a high level of structure and included opportunities to reflect and provide an evaluation thus resulting in some 'top down' influences. However, during these sessions participants were able to share their experiences openly and were not directed to discuss particular issues. The conversations were formed by the participants leading to the data also reflecting some 'bottom up' influences.

7.1.1 Political and educational systemic issues and challenges

The theme of 'political and educational systemic issues and challenges' ran throughout group supervision sessions. All participants discussed the educational systems which either hindered or aided them with supporting UASC. One participant described how the lack of experience of school staff and the limited systems available for supporting UASC, posed a significant challenge for recognising and meeting their needs. For instance, one college teacher discussed the challenges of 'winging it' as a result of teaching a new course with a large number of UASC.

The limited experience of supporting UASC was also reflected by another participant who commented:

'I've been doing EAL for... nine years. So, this is our first refugee. And, I mean, it's completely different, to be honest' (SS2).

Balancing time, money and needs was discussed by all participants as a significant challenge in their educational provision. Several participants discussed the challenge of class sizes. For school staff, this was related to the accessibility of subjects and availability for additional support. For the college staff, challenges of class sizes were discussed in relation to opportunities for moving UASC into the 'higher' language set and the time and available support which they had to meet individual needs. For instance, one teacher commented:

'he just needed more time and a bit more support... But we were all doing the best we can do with the resources we've got' (C1).

As outlined, the majority of participants described how their own lack of experience of supporting UASC presented to be a challenge when recognising and meeting the social and emotional needs of UASC. There is a shortage of literature which has examined the challenges for educational professionals supporting UASC. However, Chase, Knight and Statham (2008) highlighted that social care staff working with UASC lacked the skills in identifying mental health issues experienced by UASC. They attributed these challenges to a lack of 'expertise and knowledge' in the needs of ASR. This research suggests that a deficiency of knowledge and expertise is also a challenge for educational staff with supporting the social and emotional needs of UASC. This lack of experience and knowledge in this research may be explained by two main factors: the location of the research and the national context.

This research took place in a shire county in England which had previously only placed small numbers of UASC within educational provisions. However, since the introduction of the National Transfer Scheme (outlined in chapter 1), in combination with the global refugee crisis, the numbers of UASC arriving within all local authorities have increased considerably (ADCS, 2016). This has resulted in challenges for educational staff as a result of skill shortage and an insufficient knowledge base for both recognising and supporting the social and emotional needs of UASC.

The second factor, the national context and economic climate, is reflected upon by participants in relation to reduced resources within educational provisions. For instance, Marsh and Higgins (2018) describe continuing pressure on budgets and the financial sustainability in local authorities and educational provisions. In agreement, participants described the challenges of supporting the social and emotional needs of UASC as a result of the political climate. Such challenges included balancing time, money and supporting individual needs in large classes. An implication for limited funding for some educational provisions has meant that the amount of additional support available has reduced in recent years, for example, fewer teaching assistants to provide academic, language and emotional support for UASC. Despite the July 2016 increased funding for newly arrived UASC, research has found that forty-three out of forty-four local authorities felt that national funding was insufficient for meeting the needs of UASC (ADCS, 2016).

Political issues were also discussed more broadly by the majority of participants. Some expressed their frustration and aversion for the treatment from 'the authorities' towards UASC:

‘the authorities... don’t seem to have that concern at all... they’re... pushed and shoved around in a hideously random way’ (C1).

The majority of staff also described the impact that the Home Office interviews had upon the emotional wellbeing of the UASC:

‘the main disruption to his education was all the meetings ...he would just sit with his head in his hands... sometimes it’d take a few days for X to get back to normal’ (SS2).

Some of the participants discussed the lack of autonomy and control which they felt UASC had over decisions. One teacher commented:

‘they haven’t got any power really, have they? ... it must just feel like decisions are made and stuff’s just done to them all the time’ (SS1).

Other participants discussed their concerns for the future of the UASC in relation to accessing further education and support after leaving their provision. The lack of agency and control for UASC has been widely discussed within the literature. For instance, Kohli and Mather (2003) stressed that when UASC arrive in the UK any sense of agency and control has been severely reduced. For many UASC, the decision to leave their country is often made by their families (Chase, 2010). Upon arrival in the UK, the lack of perceived agency and control is then further compounded by the asylum process and lack of certainty about their refugee status (Stanley, 2001; Ni Raghallaigh & Gilligan, 2010).

Within this research, the reduced agency and autonomy was described by participants as a consequence of the UASC being ‘shoved around’ by the authorities and as a consequence of the lack of autonomy which they had over their asylum status.

Throughout both parts of the research, the uncertainty of asylum status and the stress experienced due to Home Office asylum interviews was found to affect the emotional wellbeing of UASC. The uncertainty that results from not knowing the outcome of the decision further compounds this stress (Hek, 2005). As a result, school and college staff described supporting these needs to be a significant challenge.

The understanding of the social and emotional needs of UASC was highlighted as a challenge and tied in closely with some of the difficulties for inclusion. For instance, one HLTA felt that she was always 'fighting' for the student and 'trying to make teachers understand' the UASC's needs. However, not all participants felt that supporting the social and emotional needs of UASC was a part of their role. For instance, one teacher commented:

'there should be somebody else going through that thought process.' (SS1).

In particular, this participant felt that supporting these needs should be managed by the pastoral team within the school. All participants discussed the difficulties of inclusion and differentiation in relation to the systems within their provision. Both college teachers outlined a dilemma which they had been faced with as a result of a large class of UASC being split into two groups. These decisions were made based on the student's level of English. However, this had resulted in many of the UASC who had already been at the college the previous year feeling frustrated that they were in the lower group. Similarly, a HLTA commented on a UASC feeling 'angry and frustrated' as a result of having limited subject choices. Such findings reflect some of the challenges

which school and college staff experienced with meeting the needs of UASC. Despite recent legislation (e.g. DfES, 2015) outlining the responsibilities of **all** educational staff for supporting the social and emotional needs of young people, there appears to be an uncertainty for staff with their responsibilities for recognising and meeting the social and emotional needs of UASC. These findings emphasise the absence of training which schools and colleges have received to support them with feeling confident and competent to both recognise and meet the needs of UASC. Within this research, all participants reported that they had not received any additional training since supporting the UASC.

Information sharing and the extent to which staff communicated with one another and external professionals arose as a difficulty across the data set. However, the responses varied and tended to be dependent upon the educational provision. All participants reflected on the sessions encouraging them to consider the importance of sharing information and communicating with their colleagues and other professionals. One secondary school teacher described a need for:

‘better systems in place for joined up... thinking’ (SS1).

Likewise, one of the college teachers reflected upon her previous concerns for sharing information and her change of attitudes since attending the group supervision sessions:

‘I realised how important it is to share information...I’m now thinking about how... we might be able to recreate this group within college’. (C1)

7.1.2 Obtaining the experiences and voice of UASC

Obtaining the experiences and voice of UASC was discussed by the majority of participants as being both an opportunity and a challenge. For some of the participants, obtaining the voice of UASC was a challenge as a result of the limited language of the UASC. Some of the participants discussed alternative methods of communication in which they had elicited the voice of the young people, for example, through using non-verbal approaches, external professionals and other students as translators. In comparison to the findings in Part One, participants commented that as a result of time and trust, the UASC had started to disclose personal information and experiences regarding their past. For instance, one college teacher said:

‘I’m finding that my students are starting to offer up information... because I’ve been with them since January’ (C1).

As a result of the relationships which this college teacher had started to form with the UASC, she felt that she had been able to notice when the UASC had been feeling upset, she commented:

‘I felt that – pleased that I’d noticed ... that he was upset... it gave him a voice...And it gave me an opportunity to demonstrate that I did care’ (C1).

A couple of the participants drew upon the opportunities for eliciting the voice and experiences of UASC through developing positive and open relationships with the UASC. They suggested that these relationships were formed through promoting trust

and by demonstrating empathy. For instance, one of the college teachers described how she had built rapport with one of the UASC who had struggled with the acquisition of English, she commented:

‘I learnt a little bit of Arabic and his face lit up’ (C1)

Whilst another participant emphasised the relationship between time and trust:

‘the longer they spend with you, the more trust there is ...then, you know, they open up more’. (SS2)

The changes between the findings of Part One and Part Two of the research in relation to the UASC’s disclosure of information to educational staff may be explained by the findings of Kohli’s (2006b) small research study. It was found that UASC initially provided ‘thin’ narratives in which they talk ‘reluctantly and cautiously’ about their experiences and lives. Kohli (2006b) argued that this process acted as a protective mechanism; allowing UASC time to make sense of their experiences, to regain a sense of autonomy and to avoid discussing painful memories. However, social workers supporting UASC described ‘thicker’ narratives which tended to develop after a period of settlement in the UK. The UASC opening up about their lives was referred to as signifying the beginning of an emotional connection between the UASC and the social worker and stemmed from trust (Kohli, 2006b). Similar findings were found in this research, where UASC were described as beginning to open up and disclose personal information following the development of a trusting and open relationship with a member of staff within their provision. Conversely, it is possible that for some participants, such relationships may be more difficult to establish. For instance, a

couple of participants described having only weekly class contact with the UASC.

Limited contact time in addition to a lack of opportunities for forming one-to-one relationships with UASC is likely to signify a barrier for school and college staff with the development of trusting and open relationships with UASC.

7.1.3 The significance of social connections and relationships and the difficulties with recognising and supporting social and emotional needs.

All participants described the opportunities and challenges of developing relationships with the UASC for recognising and meeting their social and emotional needs. Several participants drew upon the 'different' relationships which UASC formed with school and college staff. The development of trusting relationships was framed as an opportunity for eliciting information about the UASC. This information was then described as informing the implementation of additional support for the UASC social and emotional needs. For instance:

'he did come and see me and that's how he got into the counselling and things like that. But, you see, again, its different children, different relationships'.
(SS1)

Another teacher described the challenges with forming relationships with UASC and eliciting information about their past. She suggested that the extent to which UASC were likely to disclose information and form connections with school and college staff may depend upon the UASC's perceptions of the role of the adult including the extent to which they might facilitate change for the young person:

‘if they think that you can do something for them, they might be more likely to open up to you in some way’. (C1)

One participant also highlighted one of the challenges of building rapport and forming connections with all UASC, she commented:

‘I don’t feel like I have that relationship with X... I don’t think he’s gonna choose me in the way that XX did.’ (SS1)

The majority of participants discussed the emotional challenges of supporting young people who were vulnerable and had experienced significant adversity. More specifically, they commented on the challenges of identifying the UASC’s social and emotional needs:

‘the thing that...surprises me with this group of learners is how, presumably, deeply buried their trauma is’ (C1).

As previously mentioned, the contact time that UASC spend with school and college staff in addition to the opportunity for one-to-one contact may influence the extent to which UASC form trusting relationships with particular school and college staff.

Although not related to school or college staff, Wade et al. (2012) found that strong relationships between UASC’s and their carers was related to the extent to which the foster carer demonstrated they were on the young person’s side through being an advocate for the UASC as well as making themselves available to UASC and demonstrating trust. This research highlights some of the challenges for educational professionals including recognising potentially ‘hidden’ needs of UASC and being able to meet these needs through having the time and opportunities to form trusting social connections with UASC. It is worth noting that the school and college staff who

reported developing the closest relationships with the UASC within their provision, had the highest amount of contact time with these students.

Whole school systems and Home Office meetings regarding asylum status were also highlighted as having some negative impacts on meeting the social and emotional needs of UASC. For instance, a HLTA described the Home Office meetings having a significant impact on the unaccompanied student's mental health and emotional wellbeing. As a consequence, some of the challenges of accessing school-based support with supporting his emotional needs were outlined:

'I was lucky because I had such a fantastic relationship with his carer at the time... But if I hadn't had that, I mean, I just wouldn't have known, half the time, where to go' (SS2).

One college teacher recounted how she had met some of the social and emotional needs of one UASC through demonstrating that she 'cared' about the UASC by learning some of his language, communicating with him through another student and by providing additional support. However, a school teacher highlighted that this may be difficult to provide for several UASC, she commented:

'I guess the big problem is how you do that for everybody' (SS1).

Various systems were found by this research to influence the extent to which the social and emotional needs of UASC are or are not recognised and met. These include, but are not limited to: governmental (e.g. politics including funding, educational systems and asylum status), cultural (religion and cultures), housing (carers and low versus high supported housing) and immediate influences (family, friends and school).

Although not discussed in relation to UASC, such systems in terms of the challenges and opportunities for school and college staff can be likened to the systems described in Bronfenbrenner's (1979; 1989) Ecological Systems Theory. For instance, throughout the findings in Part Two, school and college staff described some of the educational and political issues and challenges including resources, funding, curriculum and class sizes. The UASC's current asylum status and the uncertainty of their future were also discussed as significant challenges of supporting the social and emotional needs of UASC. For the purposes of this theme, supporting the social and emotional needs of the UASC was highlighted as a challenge as a result of the current context and having to abide by 'rules and regulations' (SS2) both inside and outside of the educational provision. The lack of agency over these systems compounded by the lack of resources for providing additional support for 'everybody' was suggested as being substantial barriers to meeting the social and emotional needs of UASC. These findings have concerning implications for UASC, particularly as a result of few young people being able to identify anyone to talk to about their emotional needs (Stanley, 2001).

7.1.4 Importance of language and the relationship between language and social and emotional needs

In agreement with the findings outlined in Part One of the research, the importance of language and the relationship between language and social and emotional needs arose as a central theme. The acquisition and development of language were discussed as a challenge by all but one of the participants. For instance, college teachers drew upon the challenges which they faced as a result of teaching a group of UASC with varying levels of English and different needs. The relationship between language and social

and emotional needs was also discussed across the data set. Some participants discussed the difficulty with UASC need's being met as a consequence of their barrier to language. For instance, one participant stated:

'I think if their language is very poor, that they can't make their feelings known and understand what's going on a lot' (SS2).

During a case discussion, the college participants reflected upon some of the challenges which had arisen as a result of their unaccompanied students being split into two groups based on their level of English. This process was described as having a significant impact on the emotional wellbeing of the unaccompanied students. One teacher commented:

'we've divided into two groups... some of the students in the lower group have been very unhappy ... they feel they're covering the same language skills that they were looking at last year' (C1).

However, this was reportedly not the case for all of the UASC according to college staff. Another teacher described how having a lower English set was an opportunity for supporting the UASC with a lower level of acquired spoken English, she commented:

'now that he's in the lower level of the- the new groups... he's reading out in class and he seems to be thriving' (C1).

The importance of language and the relationship between language and social and emotional needs arose in both phases of the research for the research question. As a consequence, this theme will be discussed in reference to the findings of both parts of the research within the overall discussion in Chapter 8.

7.1.5 Uncertainty and legal changes of age for UASC and subsequent implications for education social and cultural understanding and emotional wellbeing

A further theme which arose from the group supervision sessions was the uncertainty of the ages of the UASC and the subsequent implications of changes of age for education, social and cultural understanding and emotional wellbeing. Although this theme was originally presented as a challenge for one of the secondary school teachers, the implications for the uncertainty of UASC age and legal changes of age whilst in education was reflected upon by all participants. School and college staff discussed the difference between the initial and most recent age assessment and the impact that the process had upon the change of year groups for the UASC. A college teacher and a secondary teacher discussed the 'ad-hoc' method of processing and determining the age of the UASC on arrival to the UK:

'most of our Afghan students are born on the first of January, just cos it's the simplest thing to go for'. (C1)

'I think they'd age assessed his brother as younger, and then there'd been some calculation based on the age gap that was also then not right' (SS1).

The implications for the UASC and the challenges for school staff were highlighted. In addition to significant gaps in learning due to missed education, participants discussed their concerns regarding how they were able to meet the social and emotional needs of the UASC within their provision including developing self-esteem and social and cultural needs and adjustments for UASC as a result of changed legal ages following age assessments. One secondary school teacher described how an UASC within her

provision had received a re-assessment for his age which had determined that he was subsequently older than his original assessment and had moved year groups three times within one school term. As a result, it was described that there had been significant educational repercussions for the changes of legal age for the unaccompanied minors. Such implications included the changes of year group (either moving several years up or moving down within the school). This secondary school teacher also outlined the difficulties with unaccompanied students arriving from primary school into year seven and then being age assessed with the outcome suggesting the student should be moved into year ten. School staff described the dual challenges with supporting young people to meet unreasonable targets when they have missed several years of education in addition to maintaining and promoting their self-esteem, she commented:

‘but his targets for us, which we can’t get the DfE to alter...he’s got eights...the equivalent of A*. So, what that does for your self-esteem as well... we’re trying to say, ‘you’re doing really well’ (SS1).

Several participants discussed how they had provided opportunities for developing cultural understanding and awareness of socially appropriate behaviour in the classroom. However, the challenge and impact of moving year groups on missed opportunities for staff to develop social and cultural understanding were communicated by all participants:

‘it’s been an issue with both of them... levels of cultural understanding ...age appropriate behaviour and how children get treated differently in different cultures... how he relates to girls in the community... about what’s okay’ (SS1).

Challenges were framed in terms of the social and emotional impact that changes of age and year group had upon the UASC. The implications for the UASC's eighteenth birthday were discussed in relation to them living independently, the length of time they were able to access education and in reference to their potential return to their country of origin in circumstances where an application for asylum was turned down. One teacher also described the challenge of the UASC not communicating about how they were feeling:

'he's in a foster placement that is working towards independent living... it is hard to talk to them about how they're really feeling' (SS1).

Social barriers were also discussed. A HLTA described the different 'outlooks' that different aged students had and as a consequence the issues which are likely to arise for UASC when developing friendships. Social barriers were also referred to in relation to attitudes towards learning. One Secondary school teacher referred to an UASC who had been aged as significantly younger than his initial age assessment and was described as 'regressing' from 'quite a studious committed year eleven student' to a young person who was no longer displaying as much 'commitment' towards his school work.

Although challenges of age assessment have been cited within the literature (see Stanley, 2001; Crawley, 2007; Kvittingen, 2010) much of this research has considered the age assessment and asylum seeking process from a legal perspective (Crawley, 2007; Derluyn & Broekaert, 2008). Thus, the findings realise a 'gap' within the research as they suggest some of the educational and psychological implications for age

assessments for UASC. Access to, and success in, education is viewed by the majority of UASC as one of the most important aspects of their lives, yet, UASC who are age disputed have considerable difficulties in accessing appropriate educational provision (Crawley, 2007).

Luster et al. (2010) suggests that successful adaptation for UASC is linked with education and school performance. Similarly, Eide (2000) highlighted the importance of school performance whilst placing emphasis on social bond and relationships for UASC's development. Considering these findings, within this research it appears that changes as a result of age assessments are having an impact on the social and emotional development of UASC. School and college staff described the challenges they were faced with in relation to providing opportunities for cultural and social adjustment, missed personal social and health education learning and missed academic learning. Furthermore, it was discussed that change of year groups for the UASC led to difficulties with social relationships and integration. One participant commented upon the difficulties with language for UASC and the challenge for readjustment when communicating with peers of different ages. The central challenge which arose for school and college staff was how to best support UASC with transitioning between year groups whilst meeting their learning and social and emotional needs.

RQ2 was explored in both Part One (secondary school and college staff interviews) and Part Two (group supervision sessions) of the research. As a result of this, the data for

this research question was triangulated using two sources. These findings are collated and visually demonstrated in Table 14 (see p. 320). Where similar findings arose in both Part One and Two of the research these are indicated at the top of each section of Table 14.

7.2 Research Question 4: What strategies and/or approaches do school and college staff use to support the educational needs of UASC?

The themes to be discussed will be split into two areas:

- Obtaining the experiences and voice of UASC
- Approaches, strategies and support for meeting the needs of UASC

During the group supervision sessions, participants were introduced to Solution Circles (Rees, 2009). During this process, participants were encouraged to collaboratively 'problem solve' solutions to the difficulties which had been presented by other participants in the group. As a result, the higher order theme of 'approaches, strategies and support for meeting the needs of UASC' did not arise purely through a 'bottoms up' process. The sub-themes within this higher order theme included: alternative methods for communication and support with developing English, providing UASC with additional support, recognising the success of UASC and having high expectations and raising awareness and encouraging young people to support UASC.

7.2.1 Obtaining the experiences and voice of UASC

The majority of participants described approaches and strategies which they had used to elicit the experiences and voice of UASC. For instance, two of the participants discussed at great length the importance of building trusting relationships and developing a good rapport with supporting and meeting the social and emotional needs of UASC. One participant commented:

‘the longer they spend with you, the more trust there is and, you know... they open up more’ (SS2).

Similarly, a second participant recalled one of her experiences with supporting an UASC where she had demonstrated trust and care and had built a connection with the UASC through learning some of his language. As a consequence of these approaches, the teacher described being able to elicit his views and better support his needs:

‘we were able to reassure him and we’re now catering for his needs much better... just having that little bit of connection over the language and- and seeing that I was trying and seeing that I cared...he gave more back’. (C1)

Environments conducive to building rapport between school and college staff and eliciting the voice for identifying the social and emotional needs of UASC were also discussed during the group supervision sessions. One of the college teachers described how she had fostered these in her setting:

‘I was able to do a lot of informal learning where we would take [them] out on trips... in terms of ... trust and...for building rapport and encouraging open communication, it was really good’ (C1)

‘it was about a twenty-minute walk to the sports centre ... conversation developed and happened quite spontaneously during the walk... that was quite useful in terms of building rapport’. (C1)

This participant described some of the environments that she felt were conducive to building rapport. These included opportunities for spontaneous conversation such as walks between locations and going on extra-curricular trips. However, as a result of contact time with the students and different responsibilities between and within provisions, not all of the participants felt able to create environments for open conversations with the UASC to spontaneously materialise. One secondary school teacher suggested that these conversations tended to occur during the PEP Children in Care meetings. To date, there has not been a substantial volume of research which has considered specific approaches and strategies for supporting the social and emotional needs of UASC. However, theorists have found other beneficial effects of trips and visits for the social and emotional wellbeing of UASC. For instance, Allsopp, Chase and Mitchell (2015) found that engaging in visits to museums, trips to the countryside or participating in youth clubs or religious groups allowed each day to flow in an orderly way and enabled UASC a sense of moving forward during precarious waiting for their asylum status. It may be argued that the more relaxed and less pressured environments that are created on trips and visits enable the UASC to feel more able to 'open up' about themselves to school and college staff. This suggestion was implied by several school and college staff during the group supervision sessions.

Within this research, as discussed, several of the participants described forming one-to-one trusting and open relationships with the UASC. The importance of a key adult for supporting UASC within educational provisions has been discussed within the literature. For instance, the importance of having a caring and supportive adult with whom a child can build a trusting relationship has been discussed in relation to

promoting social and emotional wellbeing and promoting a sense of belonging (see Rutter 2003a; Deveci, 2012) This was illustrated in this research whereby one participant described a UASC giving 'more back' as a result of the reassurance and development of a connection with a member of college staff. These findings emphasise the importance of a key adult for promoting the social and emotional wellbeing of UASC.

7.2.2 Pedagogical approaches, recognising needs and promoting the success of UASC

The majority of school and college participants described using alternative methods and approaches for supporting UASC. Some participants discussed the external support which they have received from professionals who provided interpretation, ESOL (English for speakers of other languages) and bi-lingual support for UASC. One of the college teachers described how she had used non-verbal strategies, through using art, to elicit the voice of UASC in addition to embedding English within more practical based activities and enriching activities including trips.

Following problem-solving discussions, a secondary teacher reflected upon ways in which he would change his practice in the future:

'one thing I certainly would do...is try to learn some of the...language ... to be able to just have a try and have a little bit more rapport'. (SS1)

All of the participants discussed the ways in which they had provided additional support for the UASC within their provision, these approaches and strategies varied

and additional support was described as both being provided by internal school/college staff and through seeking support from external professionals. One of the teachers from the college recalled seeking support from a social worker and education welfare officer following one of the UASC's asylum statuses being declined. Participants also referred to signposting UASC towards external agency and community support including refugee support, the local mosque and local charities for supporting minority ethnic groups. Local university links and support offered to children in care and UASC was also discussed by several participants. For instance, one teacher described young adult mentors coming in to support the UASC:

'they've trained mentors to come in and work with children in care for the university' (SS1).

One of the participants expressed the importance of seeking additional support from external agencies for the UASC in relation to preparing them for adulthood and ultimately, support for independence, he commented:

'we're talking about them as unaccompanied asylum-seeking children and it just worries me a little bit what happens when they cease to be children...I suspect that they're gonna need support' (C1)

As discussed within the literature review, good practice guidance for supporting refugee children in schools and guidelines for practitioners to follow have been relatively outlined within the literature (see Ofsted, 2003; DfES, 2004; Doyle & McCorrison, 2008). Furthermore, Arnot and Pinson (2005) recommended from their research with Local Authorities in England an extensive induction package that included an in-class teaching assistant for six weeks, classroom resources for EAL

(English as an additional language) students in mainstream classrooms and other dual language resources. However, more specific good practice guidance for supporting UASC is emerging yet still lacking within the literature. It is important to note that whilst ASR children's needs may demonstrate some similarity to UASC, by definition, UASC are without parents or carers to meet their needs and as a consequence, it has been increasingly acknowledged that UASC have a unique set of experiences which make them more vulnerable than the wider population of refugee young people (Crawley, 2007; Farmbrough, 2014).

Some of the present research findings are in accordance with the good practice guidance outlined, for instance, there was an emphasis on school and college staff using non-verbal and alternative language based approaches to communicate with UASC. In addition to these strategies, participants described using internal (e.g. TAs, EAL and pastoral support) and external professionals for supporting the language needs (e.g. bilingual support) and the social and emotional needs (e.g. mentors and counsellors) of UASC. These findings are in agreement with Bronstein and Montgomery (2011) who found that school staff identified access to English/in-class support as an important factor impacting on the needs of UASC. This research also emphasised the importance for school and college staff to receive additional support and guidance for preparing the UASC's for adulthood and independent living. These findings are in agreement with Cassity and Gow (2006) who argued for integrated approaches towards schooling for the settlement of refugee students which focus not only on transition to schools, but also for the longer term participation of refugee young people in their new society.

In relation to internal additional support, the majority of participants described how their provision had implemented a 'buddy system' to support the integration of UASC into the provision. In one school, this was also designed to support the UASC with communication and language in instances where there was a student at the school who spoke common languages with the UASC. One teacher described the positive benefits of this approach:

'his buddy was a really good- good character... helped to- to build, sort of, friendships within the school' (SS1).

The use of mentoring buddying systems to facilitate the development of friendships has been discussed within the literature. Moscardini et al.(2008) and Mohammad and Thomas (2017) recommend that buddy systems can promote friendships, guidance and support on a day to day basis within a school. Similarly, Deveci (2012) suggests that UASC's experience of loneliness and isolation can make them more vulnerable and at risk of entering potential unhealthy and exploitation relationships. As a result, Deveci (2012) stresses the importance of social connection and the development of relationships for UASC. Within this research, the buddying system aided the UASC with developing friendships and being socially integrated within the provision. One secondary school teacher also described how an UASC's 'buddy' had encouraged him to take part in sporting activities such as football which aided with social inclusion.

Strategies for providing additional support to meet the UASC's social and emotional needs were also highlighted during group supervision session. One teacher articulated

to the group how she had provided information to the UASC which included different organisations in the local area who supported refugees in addition to other information which helped them in keeping and feeling safe.

‘I printed off...a list of all the different organisations in X who support refugees... I wanted them to see that there are people concerned and interested ...alsoa little thing of keeping safe...who to ring in an emergency’. (C1)

During the group supervision sessions, all of the participants considered the adversity which the UASC had experienced and the potential impact that these experiences may be having on their learning. A college teacher described some of these challenges and reflected upon how her understanding of the UASC’s experiences and social and emotional needs might inform and change her/their future teaching approaches and strategies, she commented:

‘they’re holding all this ...And then they’re expected to concentrate and focus and learn another language... So, I think that that could change how we teach. And we could factor in more break times a- or, you know, games’ (C1)

Similarly, two participants reflected upon the importance for providing engaging activities which relaxed the students and supported their emotional needs:

‘we used a lot of games, like Scrabble and things like that...’ (SS2)
‘yeah I did... last year. But now I’m thinking, actually, I need to ... Bring that back in and – because of, yeah, how hard it is for them to absorb all this information’. (C1)

Such approaches and strategies highlighted that some school and college staff recognised the importance of meeting the UASC’s ‘basic needs’ prior to their ‘learning

needs'. As previously outlined, within his hierarchy of human needs Maslow (1970) posited that in order for 'higher' needs (e.g. self-actualisation) to be met, firstly, 'basic' needs (e.g. basic safety and security needs and belonging) will need to be achieved. As a consequence, according to Maslow (1970) learning will be affected by those children whose basic needs are not met. Within the research findings, one participant described meeting the safety and security needs of UASC. Safety needs may be seen on two levels: physical and emotional. One participant described using specific strategies to support the physical safety needs of UASC through providing information including where the UASC could access support, emergency services information, for example, showing the young people using Google Maps street view where they were within the college and where important locations (e.g. police stations) could be found. Other participants reflected upon the extent to which the experiences of UASC affected their ability to access learning within the provision. As a consequence, participants described opportunities for providing games and a high level of additional emotional support to meet the language, learning and social and emotional needs of UASC.

The majority of participants discussed the importance of the UASC's recognising their own success. One of the participants discussed a difficulty which he had been experiencing with some of the UASC within his provision experiencing low self-esteem and feeling frustrated at being placed in a lower English group:

'I suppose if I'm honest, I want them to feel as good as the upper group. That's the truth' (C1).

This evoked an extended discussion among participants as to how the UASC's could recognise their own successes and what approaches and strategies school and college staff could use to promote these feelings:

'I think your issue re-revolves around their perception... The way they see themselves... That they are as valued as the upper group.... is there a need of a- some sort of- more of reward or recognition system there to how well they're doing?' (SS1)

Further group supervision sessions illustrated that other participants had also considered how the UASC within their provision were recognised and rewarded for their successes. The changes of thinking for the participant who had presented the original difficulty as a result of considering the importance of UASC recognising their successes was also emphasised:

'the notion of making the student or helping the students to feel they're being rewarded for their achievement is hugely important... I think for them to feel that there are people who are pleased with what they're doing is crucially important'. (C1)

The specific approaches and strategies involved in facilitating UASC to recognise their own success stemmed from group supervision sessions. Participants suggested that the perceptions which UASC's had regarding their academic success were important for their self-esteem, whilst the extent to which they felt valued by school and college staff appeared to be related to their sense of school belonging. During discussions, school and college staff deliberated as to the strategies and approaches that they could use for enhancing UASC's perceived sense of success, for example, recognising success through rewards and displaying students' academic work. The importance of educational success for these students has also been deliberated within the literature

(Farmbrough, 2014; Wade et al., 2005). Taylor and Sidhu (2012) found that successful inclusive approaches to refugee children included educational provisions establishing clear indicators for success which did not focus solely on academic attainment. Within Part Two of this research, UASC were described as attributing success to the amount of progress they made with their language and their perception of doing well at school and college. Kohli and Mather (2003) suggest that UASC are known to want to succeed educationally, with this determination to succeed being in agreement with established paradigms on the resilience of UASC (Kohli, 2011). However, the research findings on the needs of UASC's to perceive success has implications for the approaches and strategies which school and college staff may use in educational settings. This will be discussed when considering implications for EP and other professionals practice in Chapter 8.

Raising awareness and encouraging other students to support unaccompanied asylum seeker children and young people was also discussed by several educational professionals. As outlined, the approach and strategy of using 'buddy systems' within schools and college was described by several participants. A couple of participants also discussed the opportunity for tackling racist and discriminatory views by other students and within the community through raising awareness of the needs and experiences of UASC and by encouraging students to provide support.

7.3 Research Question 5: What are the benefits to introducing the process of group supervision for school and college staff when supporting UASC?

As can be seen from Table 15, thematic analysis generated four higher order themes in addition to sub-themes from the data set. In this section, the higher order themes identified from the data sets are outlined for each of the research questions and are discussed in further detail. Each theme will also be presented alongside quotations from the data set. Some of these findings will also be discussed in light of theory and research. Examples of themes, sub-themes and initial codes are included in Appendix 21 and 22. Further illustrative examples of the themes are included in Appendix 23.

Table 15

Themes and sub-themes identified from the group supervision evaluation with professionals

Themes	Sub-themes
Enjoying the process of group supervision and the practical and supportive benefits	<ul style="list-style-type: none"> • Enjoyable, supportive and valuable • Future supervision and wanting to carry on
The importance of reflection for managing difficulties and changing perspectives and attitudes	<ul style="list-style-type: none"> • Managing difficulties • Changing perspectives
Communicating with other professionals and colleagues and feeling able to share information, knowledge and strategies	<ul style="list-style-type: none"> • Having a confidential space • Opportunities for developing practice and sharing information
Challenges around time and educational provisions' priorities	<ul style="list-style-type: none"> • Not everyone attending all sessions • Time and prioritising

The themes to be discussed will be split into three areas:

- Enjoying the process of group supervision and the practical and supportive benefits
- The role of reflection for managing difficulties and changing perspectives and attitudes
- Communicating with other professionals and colleagues and feeling able to share information, knowledge and strategies

Although the fourth theme did not answer the research question, the theme will be outlined briefly in relation to some of the challenges of introducing secondary school and college staff to the process of group supervision for supporting UASC.

- Challenges around time and educational provisions' priorities

7.3.1 Enjoying the process of group supervision and practical and supportive benefits

All of the participants outlined benefits which had arisen from the process of group supervision. Some participants described how the process had supported them with gaining a better understanding of the needs of the unaccompanied students. For instance, two teachers commented:

‘it has been good for me... to think seriously about the trauma, the problems, the difficulties, things that they do have to face’. (C1)

‘greater awareness of the issues around effectively supporting these children’. (SS1)

Several of the participants also discussed the benefits of the opportunities to problem-solve with others. For instance, one participant described feeling ‘isolated’ as a result

of her previously having been the main support for the UASC in addition to being the EAL coordinator for school:

‘...as EAL coordinator, nobody else really understood EAL in the school, I was always quite isolated... I like this process of, you know, trying to draw on different ideas and different ways of looking at things’ (SS2)

Similarly, a college teacher explained that he had been both ‘impressed’ and surprised by how useful it had been to discuss the difficulties that he had experienced with UASC with other school and college staff:

‘even though other people don’t know that learner, they can offer really helpful suggestions...I wouldn’t have thought it could be as productive as it has been’. (C1)

All participants referred to the supportive and pragmatic advantages of the group supervision sessions. One secondary school teacher described how it had given her ‘time to think’ which she described as being a difficulty in her role. Several participants described recognising ‘common threads’ which they had experienced when supporting UASC and found the ideas and advice ‘really beneficial’. All of the participants discussed future opportunities of continuing the supervision and discussed different ways of doing this, for example, through using technology. The majority of participants suggested that they would like to continue the group supervision and were considering getting other school and college staff involved.

As outlined, some participants described how the process had enabled and developed their understanding of the needs of the UASC. Hanko (1999) suggests that participating in collaborative problem-solving groups- a process similar to group supervision and for

which the group supervision sessions were based on- can deepen teachers' insight into emotional and social factors which contribute to children's learning. This notion was especially illustrated in this research by school and college staff reflecting upon their 'greater awareness' and understanding of some of the difficulties, experiences and needs of UASC. Of particular note were the suggestions from a couple of participants who described how they would change their practice as a result of such increased understanding. These findings are particularly significant given that school and college staff described a lack of experience and training for supporting the needs of UASC.

Sagor (1992) asserts that CAR, which was facilitated through the process of group supervision, overcomes the isolation which is commonly experienced by classroom teachers. In agreement, the findings of this research suggested that group supervision reduced school and college staff's experiences of isolation and enabled them to share their experiences with UASC whilst fostering new strategies and approaches for supporting the social and emotional needs of UASC. The aim of CAR in this context is to improve practice for educational practitioners (Kemmis, 2001). Thus, it may be argued that the benefit of improving awareness of practice was achieved. The supportive and pragmatic advantages of group supervision were discussed in reference to having additional time to think and being able to recognise and discuss common themes with colleagues and other school and college staff whilst seeking and offering ideas and advice within the group sessions. The theme of 'time' also arose as a challenge for some participants engaging in the group supervision process and somewhat appeared to be a double-edged sword (Greenfield, 2016). On one hand, having 'time to think' was perceived as a benefit to the group supervision sessions. However, making the

time to attend sessions to enable to have the time to reflect was a significant challenge. Similar findings have been discussed in the literature (Wright, 2015; Greenfield, 2016).

7.3.2 The importance of reflection for managing difficulties and changing perspectives and attitudes

Most of the participants described how having opportunities to reflect during the group supervision sessions had aided them in developing their thinking and pedagogic practice. More specifically, the 'Solution Circles' approach was described as being beneficial for problem-solving and changing educational professionals' perspectives and practice. For example, one teacher described how she had been 'accepting' things how they were instead of challenging systems and looking for solutions:

'I was thinking well this is how it is. We're all doing the best with what we've got... but...sometimes when you look at something as a problem, that can be useful because then you can start to look for solutions'. (C1)

School and college staff all spoke about the barriers of time for attending group supervision sessions. However, time barriers were also discussed in relation to the difficulties which staff had for 'bouncing' ideas with other colleagues in the same department or provision and for this reason, group supervision was seen as being particularly beneficial. Whilst all participants discussed the importance of reflection, several described the challenges of having the time to reflect outside of group supervision sessions. For this reason, the group supervision sessions gave them the time to be able to do this:

‘...like X said, giving me time to reflect... it’s forced me to think about the learners as individuals. Cos there is – personally, there’s this, sort of, danger of thinking of the group rather than thinking about the individuals’ (C1)

Several participants also stated that being encouraged to reflect upon their practice had enabled them to recognise their own successes:

‘...reflection on what you were doing and sometimes realising that, you know, what you do is okay’. (SS2)

As outlined, participants described the benefits of having time to reflect. These benefits included changing perspectives of the way in which they perceived and understood the UASC within their provision. Ryan and Bourke (2013) argued that reflective practice is an essential element of teachers’ professionalism so that they can mediate the diverse conditions within which they work. Yet, national professional standards for teachers exclude reflexivity as an overarching discourse of teachers’ professionalism (Ryan & Bourke, 2013). Thus the group supervision and collaborative problem-solving opportunities enabled school and college staff to reflect upon their practice, problem-solve challenges which they faced and recognise their own successes and as a result, change their perspectives and attitudes. The benefit of changing perspectives and attitudes as a result of the collaborative problem solving process has also been cited in the literature. Within her doctoral thesis, Wright (2015) found that collaborative problem-solving groups encouraged teachers’ with changing their perspectives and that this process frequently led to enabling practical changes within their practice. Within this research, one college teacher reflected upon how the group supervision sessions had encouraged her to change her way of thinking and described

how looking at something as a 'problem' and challenging specific issues when supporting UASC had enabled her to look for a solution and as a result, change her practice.

7.3.3 Communicating with other professionals and colleagues and feeling able to share information, knowledge and strategies

Confidentiality and being able to share information about the past and current experiences of unaccompanied asylum seeker children and young people were discussed as being a significant benefit for group supervision. For some of the participants, prior concerns were raised as to what could and could not be discussed during group supervision. Their comments reflected their changed perspectives of sharing information during the sessions as a result of the respectful attitudes from others and the nature of the process:

'...I was concerned about what can I and can't I share... it is that feeling of I want to be respectful in this process and now I'm realising that this is a really respectful process in itself' (C1).

The significance of communicating with other professionals was emphasised by all participants. This was in relation to opportunities for sharing information regarding particular young people that were known to more than one participant and for sharing strategies for supporting the needs of UASC. For some of the secondary school staff, group supervision was an opportunity for them to find out more information about the local college 'Living in Britain' course which the majority of the UASC within their provision would be joining at sixteen years old. One teacher commented:

‘even knowing, like, some quite practical things about, like, what this course looks like, knowing that some of our students go on to it, has been really helpful’ (SS1).

Several of the participants reflected upon the importance and value for communicating with other professionals both outside and within their own provisions.

Participants discussed how useful it was to gain other’s views and to meet other professionals supporting UASC: ‘

it’s been really great to share with others, problems that we’re facing and to brainstorm to find a solution’ (SS2).

Several participants found it helpful to share concerns and problem solve difficulties with professionals who understood and experienced some of the same challenges that they had experienced. A couple of the participants referred to ‘common problems’ or ‘common threads’ arising from discussions and the usefulness of sharing ideas, approaches and strategies to supporting the social and emotional needs of UASC. Similarly, another college teacher reflected on the importance for professionals to communicate and described how the process had been ‘quite rewarding in terms of the value’ that she felt she gained from the process.

Hawkins and Shohet (2006) suggest that group supervision can provide a supportive atmosphere of peers in which supervisees can share their concerns and recognise that other colleagues are facing similar issues. This concept is illustrated within this research where participants described feeling able to share confidential information

and identified 'common threads' of difficulties which were arising between and within provisions for supporting the needs of UASC. As found within Greenfield's (2016) doctoral thesis on teacher's resilience and peer group supervision, participants within this research were able to develop trusting, supportive relationships with one another where they felt able to disclose personal information about the UASC. It may be argued that these relationships were formed as a result of the 'boundaried' and 'safe' space to reflect on their practice which is often absent within educational settings (Hulusi & Maggs, 2015). This process supported participants to feel able to share approaches; strategies and problem solve difficulties when working with UASC. Figure 6 below illustrates the findings of the benefits of group supervision from this research.

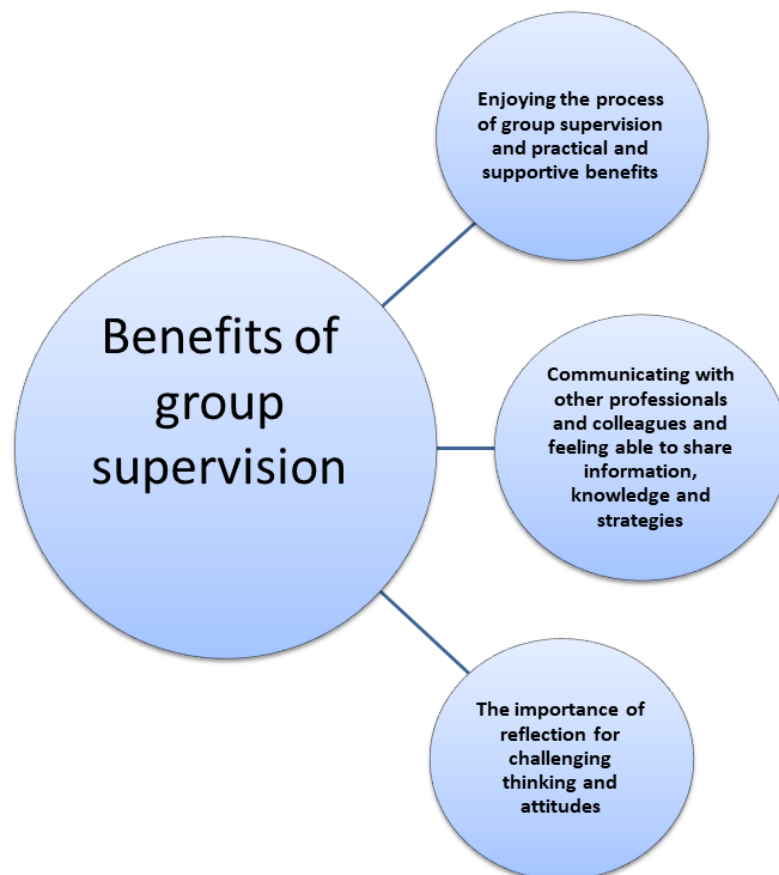


Figure 6. Thematic network relating to the benefits for educational professionals with partaking in group supervision

The final theme that arose from the analysis does not directly answer RQ5. However, for the purposes of considering the benefits of group supervision it is also useful to consider the challenges of taking part in group supervision and the implications for school and college staff. Therefore, this final theme will briefly be discussed with a view to informing the development of future practice.

7.3.4 Challenges around time and educational provisions priorities

The only disadvantage described by all participants was the challenges around time. All participants discussed how group supervision was beneficial; however, having the time to attend the supervision was a challenge. For instance:

‘time is the big pressure... it has been really beneficial, but that’s the only drawback’ (SS1).

The majority of participants stated that they would have liked more time, both longer sessions and more sessions. However, they also knew that as a result of time, they would not have been able to commit to this:

‘it’s a shame that, you know, – that we can’t continue a bit more. But at the same time, I’ve got a lot of time commitments elsewhere’ (C1).

Within the responses of the participants, some participants suggested that group supervision and the research was not in accordance with school priorities. One secondary teacher stated that the biggest disadvantage for him had been that he was unable to use the research as part of his performance management as the only UASC within the school had recently left. These findings suggest the influence of school

policies and whole-school priorities can have significant implications for the support and training accessed by school and college staff.

Chapter 8

8 Overall Discussion and Conclusions

The studies outlined in Part One and Two of this research contribute uniquely to the knowledge base regarding educational professionals' experiences and perceptions of supporting the social and emotional needs of UASC. The findings also provide an insight into some of the educational experiences of UASC within a shire county in England. This chapter will summarise and link the findings from both parts of the research. Consideration is also given to the implications of these findings for educational psychologists (EPs) and other professionals. Finally, the methodological strengths and limitations within both parts of the research will be outlined.

8.1 Bridging Part One and Two: Summary of key findings

In summary, the findings for both parts of the research are as follows:

- The acquisition of language was found to play a critical role in UASC's social and emotional wellbeing. More specifically, language proved to be a significant barrier for the students integrating within the educational setting. Fluency of language affected whether students felt able to communicate and integrate with their peers and express their needs to staff. Language barriers also led to UASC's experiencing significant frustration and affected their emotional wellbeing.

- Educational professionals described challenges with recognising and identifying the social and emotional needs of UASC due to language barriers and being unable to determine the underlying functions of specific behaviours.
- Numerous challenges were outlined in relation to the inclusion of UASC. These challenges included the acquisition of the students' English for accessing the curriculum and the amount of support available for students.
- Several participants expressed their lack of experience for supporting unaccompanied students and asserted that this represented a challenge when recognising and meeting the students' social and emotional needs. As a consequence of the limited level of experience and training opportunities available for educational professionals, participants implied that there were often no systems in place within their provision to aid them with supporting these students.
- Funding and available resources were described as both opportunities and challenges of recognising and meeting students' needs. For instance, the economic climate was described as impacting upon the availability of funding and resources for supporting UASC. Yet, some participants described being given additional funding and additional bi-lingual support paid for by the LA. Seeking additional support internally in addition to external support was emphasised as being critical for meeting the social and emotional needs of UASC.
- The importance of sharing information about the UASC and communicating with colleagues and external professionals was echoed throughout the research. Communicating with and receiving support from colleagues and external professionals was perceived to be a central opportunity for school and

college staff. However, participants suggested that this was often a challenge due to available time.

- The uncertainty of the future as a result of unknown or unresolved asylum statuses was discussed throughout the research. All educational staff described the negative effects that waiting for news of the outcome of their asylum status had upon the social and emotional wellbeing of the young people. The result of the UASC's asylum status being turned down was described as having a significant impact on their emotional wellbeing. Both school staff and the UASC commented on the Home office interviews affecting the emotional wellbeing of the students and, as a result, often affecting their education.
- Supportive and trusting relationships were found to be crucial for meeting the social and emotional wellbeing of UASC. Professionals described the opportunities of developing relationships with the young people for recognising and meeting their social and emotional needs. In comparison to Part One where educational professionals outlined that UASC did not wish to talk about their past, Part Two findings suggested that as a result of developing trusting and open relationships with staff over time, the students had started to disclose information about their past. Building these relationships was also seen as enabling some staff to elicit the views and voice of the young people.
- Similarly, the students themselves described the significance of relationships with staff, their peers and their carers. They suggested that social support and supportive relationships were substantial factors for supporting their needs and for acting as protective factors both within and outside the educational setting.
- Adverse experiences and accumulation of stressors for UASC were discussed by school and college staff and the UASC throughout the research. Such stressors

included pre-flight adverse experiences (e.g. persecution of the young person and their family) and post-migration stressors (e.g. the uncertainty of the young person's future, their home placement, challenges with the acquisition of language and challenges with cultural adjustment). The students and the educational professionals described some of the challenges surrounding acculturation including gender inequality, the perception of childhood and social and cultural norms and the impact of these factors on social integration within the provision. These factors outlined contributed to the school and college staff building a narrative of the UASC's as both 'vulnerable' and 'resilient'.

8.2 Relevance for practice: Educational psychologists and other professionals

Both Part one and Part Two of the research have highlighted a range of roles for educational psychologists and other professionals in relation to supporting the social and emotional needs of UASC in secondary school and college provisions. This section will briefly outline the role of the educational psychologist (EP), the current context and will then identify some of the potential implications for practice as a result of the research findings.

EPs work with a range of children and young people including those with special educational needs, social and emotional difficulties and children with mental health issues (DfE, 2014b). As a result, EPs are in a unique position to actively apply psychology to policies and research (Mohammad & Thomas, 2017). They carry out

their work at an individual level (e.g. with a young person), group level (e.g., teachers, families) and organisation level (e.g. LA services, schools, community settings) (Fallon, Woods & Rooney, 2010). At each of these levels, they perform five core functions: assessment, intervention, consultation, research and training (Toland & Carrigan, 2011). The United Conventions on the Rights of the Child (UN, 1989) and Chapter 6 of The Children and Families Act 2014 have recognised the importance of the voice of the child and in doing so have influenced the role of the EP. According to the Educational Psychology Services Report of the Working Group (Kelly & Gray, 2000), EPs are well placed to elicit and include the views of children in a neutral way and including them in plans. Moreover, Mohammad and Thomas (2017) assert that involving young people in decision making promotes resilience and self-efficacy.

Prior to this research, there had been limited literature which had focussed upon the educational experiences of UASC and yet, the most recent SEND Code of Practice (DfE, 2015) has stressed the importance of the voice of the child in matters pertaining to their educational needs. Thus, it is likely that there is a role for EPs with supporting and eliciting the voice and views of UASC within educational settings. As found in this research, eliciting the views and voice of these students can be challenging as a result of their potentially traumatic experiences, tendency to suppress their emotions and memories (Kohli, 2006b) and their barriers to communication. Using alternative communicative strategies in addition to translators is likely to be important when obtaining the voice of these young people.

The increase in social, emotional and mental health needs of children and young people (MacKay, 2006) has meant that there has been a greater responsibility for

educational staff to support their social, emotional and mental health needs (DfE, 2015; House of Commons, 2017). This is in line with recommendations proposed by the 'Future in Mind' document (DoH, 2015) which asserts mental health as everyone's responsibility. However, as a result of the reported increase in social and emotional and mental needs of young people and the current UK national context, mental health services such as Child and Adolescent Mental Health Service (CAMHS) are under increased pressures to deliver more care with less resources and this has meant that lengthy waiting lists are frequent (Fuggle et al., 2016; BPS, 2018). As a consequence, EPs are becoming increasingly involved with supporting the social, emotional and mental health needs of young people within educational provisions.

Hart (2009) argues that refugees' experiences of trauma are rarely limited to experiences of loss, violence or persecution. Rather, there are multiple experiences during migration and on arrival in their host country that are likely to have adverse effects upon a young person's development. The BPS (2018) asserts that there is much that psychologists can do in terms of improving outcomes for UASC and that this contribution should be viewed at a multi-systems level; supporting local authorities, schools or colleges and with working at the individual level. One of these recommendations is related to providing specific training to the LA and schools and colleges, this will now be explored in the context of this research.

Training needs for recognising and meeting the needs of UASC

The findings of the research suggest that the school and college staff felt unqualified and inexperienced in recognising and meeting the needs of UASC. As a result, there are implications for educational psychologists and mental health care professionals for

providing training for staff from educational provisions. Whilst it is important to note that UASC are not a homogenous group, as they originate from many different countries, cultures and religions and have independent needs and experiences, it could be argued that as a result of arriving unaccompanied, many of these young people will share similar experiences. Thus, such training may entail promoting the understanding of school and college staff with some of the most commonly cited pre- and post-migration experiences of this group of young people. In line with Bronfenbrenner's (1979; 1989) Ecological Systems Theory, it is also important for the delivery of whole school/college training to encourage professionals to consider the impact of the systems (e.g. educational, political, cultural and immediate systems such as carers and peers) around the young person for their social and emotional wellbeing. Several educational staff reflected upon how they would change their teaching strategies and approaches as a result of having a clearer understanding of some of the social and emotional needs of UASC such as meeting their basic safety and security needs. Such strategies included factoring in additional breaks to support concentration and using games to aid the students to feel more relaxed within the lessons. Training opportunities could consider specific strategies and approaches for supporting the social and emotional needs of UASC and could signpost professionals towards resources.

This research highlights the importance of trusting and open relationships for UASC. As a consequence, training packages may consider the role and responsibilities of a key adult within the educational provision for promoting emotional wellbeing and social integration of unaccompanied students. Several participants referred to the lack of 'systems' and good practice guidance for supporting the needs of UASC within their

provision. This was related to the lack of experience which schools and colleges had within the LA for supporting these students. Consequently, it could be argued that an implication for educational psychologists and professionals within the LA may be to support schools and colleges with writing good practice guidance and implementing systems for supporting the varied needs of UASC. Given the emphasis that was stressed within the research between language and social and emotional needs, training and assistance with supporting language needs is likely to be particularly useful. A high level of guidance and training and close working relationships with external professionals with specific EAL specialisms (e.g. bilingual support and Advisory teachers) in relation to pedagogical approaches and teaching strategies for best practice when supporting language barriers and promoting inclusion is likely to be beneficial. Research findings highlighted the need for supporting UASC arriving to a school without knowledge of the local language. Yet, it is also worth emphasising that findings from the interviews with UASC suggested that developing social connections and social support networks within educational settings will be critical for meeting the social and emotional needs of these students.

Providing emotional and practical support for educational staff

This research highlighted some of the emotional challenges for educational staff supporting UASC. Challenges were associated with hearing emotionally upsetting past and current experiences of the students and at times, providing a high level of support with challenging post-migration experiences. Such difficulties included emotional and mental health needs relating to the uncertainty surrounding the unaccompanied students' future and asylum status. Within the research, all participants described the

benefits of group supervision and the Solution Circles process for providing pragmatic and emotional support. Opportunities for communicating with and meeting other professionals facing similar challenges within a safe, confidential space were also highlighted as beneficial. These findings imply that such collaborative problem-solving and group supervision groups are likely to be beneficial for supporting educational staff with managing difficulties and meeting the social and emotional needs of UASC. As a consequence, there are implications for EPs and other professionals to provide a platform for such groups whilst offering their expertise as facilitators to deliver collaborative problem solving groups. Moreover, the EP knowledge of local schools and colleges in addition to the relationships which many EPs have with school and college staff is likely to be useful within rural areas where there are low numbers of unaccompanied students thus smaller numbers of schools and colleges involved with supporting such needs.

Perceptions of success

School and college staff described the importance of the UASC experiencing success. It was found that recognising 'success' was a challenge for these students as a result of their language barrier and associated challenges with accessing the curriculum.

Similarly in Part One of the research, some of the UASC described the importance of making progress and receiving recognition for doing well at school/college. These findings may have implications for professionals with developing the self-efficacy of these students. As discussed by Cummins (1984, 2008), acquiring BICS and CALP is a lengthy process. Many of these students arrive at a late stage of their education with significant gaps in their educational experience whilst being encouraged to meet targets in line with their English speaking peers. Yet, it is likely that many of these

young people will attain results which are significantly below those of their peers. These challenges are further exacerbated by the external pressures faced by educational staff in relation to the meeting the objectives which are set out in the National Curriculum. These findings have highlighted a role for EPs with providing school and college staff with support in relation to how they encourage these students to recognise their own success and enhance their self-efficacy.

8.3 Methodological strengths and limitations of the research

This section will consider the methodological strengths and limitations of both parts of the research. It is especially important to take into account the limitations when considering the findings of this research.

According to Willig (2008), the methods by which quantitative research is evaluated are not appropriate for judging qualitative research. Similarly, McGhee (2011) argues that the criteria specific to judging the 'validity' and 'reliability' of quantitative research are different from that of qualitative research with such terms being replaced by broader conceptions of how the quality of interpretation can be secured and enhanced. A number of authors have proposed criteria for evaluating the validity of qualitative research (Willig, 2008), however, for the purposes of this research, the criteria outlined by McGhee (2011) will be discussed. Such criteria include: 'credibility', for ensuring the research is based on a range of evidence; 'dependability', for considering if similar findings would be found in similar settings by using systematic and well-documented data collection and; 'transferability', the

application of findings from one setting to another whilst considering each setting individually. These concepts will be used in relation to the evaluation of this research.

Strengths

One advantage of the research is the way in which data collection methods were combined for answering one of the research questions. Both parts of the research sought to obtain a deeper understanding of some of the challenges and opportunities for school and college staff with supporting the educational needs of UASC within schools and colleges in this LA (RQ2). This enabled the process of triangulation as the responses from participants were viewed from different angles (Willig, 2008) thus enhancing the credibility of the research. Furthermore, the perceptions and experiences of both the UASC and the school and college staff were used for triangulating different data sources within the research. This facilitated a more holistic understanding of the experiences of the participants.

The use of thematic analysis was appropriate for the methodological approach used and the method of data collection because it allowed the unique experiences of the participants to be communicated through identified common themes whilst maintaining the rich nature of the data. To enhance the dependability of findings, one important step in thematic analysis is that the 'themes' need to be evaluated to ensure they represent the whole of the text (Alhojailan, 2012). According to Miles and Huberman (1994) validating themes in both the early and later stages of data analysis is essential and should involve an outside researcher to review and evaluate identified themes. A benefit of the research was that an external researcher, a colleague also undertaking the doctorate, examined the themes both in the early and later stages of

analysis. Furthermore, the consistency of the transcripts was also checked by participants as they were provided with copies of their transcripts and asked to check for accuracy. These processes enhanced the creditability and dependability of the research findings.

The originality of the research aims and questions was a fundamental advantage.

There has been a broad range of research which has considered the experiences and mental health needs of UASC. However, there has been a paucity of literature which has considered the experiences of school and college staff with supporting UASC.

Likewise, there has been a lack of research which has considered the opportunities and challenges for educational staff and for unaccompanied children within small rural local authorities. This research is particularly pertinent given the surplus of these young people entering less experienced local authorities as a consequence of the National Transfer Scheme. As a consequence, this research offers insight into the experiences of UASC and the school and college staff supporting these students.

Furthermore, pragmatic recommendations are made with supporting the social and emotional needs of these students within educational provisions in similar local authorities. Nonetheless, it should be noted that in considering the findings of this research, there are a number of potential limitations which may have implications for the transferability of such findings to similar settings. These will now be outlined.

Limitations

One of the central difficulties with the research was the recruitment of participants and the small number of secondary school and college staff and UASC who took part.

From a social constructionist perspective, this research did not aim to make

generalisations. Furthermore, the small number of UASC placed within the LA meant that the numbers of school and college staff and students who were able to take part in the research were limited. At the time of recruitment, only six secondary schools and colleges within the LA had unaccompanied students on roll and out of the six educational provisions, three of these provisions gave permission for the individual school or college staff to be contacted whilst three declined. All of the schools and colleges who took part gave permission for their staff members to participate in the research, however, none of these settings wanted to be part of the research. Consequently, the six school and college staff and the six unaccompanied asylum seeker young people may not provide a full picture from the LA and whilst contributing valuable insights the experiences of these participants are unlikely to be fully representative of practice across the area.

The timescale of this research and the availability of school and college staff posed further limitations. I began the action phases of the research in September 2017 and ceased my involvement with the research by December 2017. This meant that the number of group supervision sessions on offer within this time were limited. Initially, five group supervision sessions had been proposed within this period. However, as a result of recruitment difficulties and participants' time commitments, the number of sessions was reduced to three. This meant that only one cycle of action research was possible for this small-scale research and it was not possible for me to witness the effects of the sessions on professional practice. In relation to the challenges with the availability of school and college staff, there were a number of limitations with Part Two of the research. One male secondary school teacher participant withdrew from phase two after not attending the first two group supervision sessions. This had an

impact on the dynamics of the group as it meant that only two out of the five remaining participants had secondary school teaching responsibilities. One participant commented upon this as a disadvantage for the participants that took part as they felt it led to discussions being skewed towards college teachers and non-teaching staff, and consequently may not have reflected a full picture of some of the opportunities and challenges for secondary teaching staff. The lack of engagement from some staff meant that as a researcher, I needed to be proactive with engaging educational professionals. Challenges also arose with one of the unaccompanied students leaving one of the secondary schools part way through the research. This was significantly problematic as it had implications for the extent to which staff felt that they were able to change their practice as a result of the action research and group supervision sessions.

Furthermore, as a result of school and college extracurricular commitments and sessions being required to take place outside of school and college working hours, it was difficult to schedule the three group supervisions where all participants could attend. After dates had been confirmed, adjusted and re-confirmed, at late notice one participant was unable to make the second session. In order to counteract this limitation, I provided this participant with an audio recording of the session in addition to the transcript so he was able to reflect upon his thinking during the third session. A further participant could not attend the final session due to an injury and instead participated through the means of a conference telephone call. As a result of the reduction of numbers of participants taking part in the group supervision sessions, the solution focussed circle approach was more difficult to facilitate. Consequently, I asked an educational psychologist colleague to support with the role of 'the note taker' who

was responsible for recording the discussions, so all participants were able to fully engage with discussions and reflections during the sessions. I felt that some of the difficulties that were experienced during the research were a reflection of the current climate and context for the increased pressures placed upon school and college staff nationally. Therefore, there is a likelihood of similar challenges occurring in similar settings. However, it is possible that these factors impacted upon the creditability, dependability and transferability of the research.

A further challenge of the research arose when interviewing the UASC. All of the students had been asked if they would like to be interviewed with the support of a translator. However, none of the participants requested this support. The varied levels of spoken English meant that the length of interviews ranged between five and fifty minutes and it is possible that not all of the young people were able to fully express their views. Thus, it is possible that not all of the experiences and views within the research fully represent the views of unaccompanied asylum seeker young people within this small LA. Furthermore, there are likely to be implications for practice for educational psychologists when recognising and supporting the needs of UASC as a result of these young people not requesting translators. For instance, eliciting the views of UASC and obtaining an in-depth assessment of the needs that a young person may have is likely to be challenging in circumstances where the individuals spoken English is limited. The next chapter will outline the overall conclusions from the research and will make recommendations for future research.

Chapter 9

9 Conclusions, Recommendations and Future Directions for Research

This chapter will consider the final conclusions drawn from this research. The findings from both parts of this small-scale research uniquely contribute towards the literature exploring the experiences, opportunities and challenges of supporting the social and emotional needs of UASC in educational settings. Recommendations and future directions for research will also be outlined.

9.1 Final conclusions and recommendations

Common themes and final conclusions in relation to each research question will now be briefly outlined alongside recommendations for practice.

Research Question 1

A key relationship was found between the language and social and emotional needs of UASC. Educational professionals reported that the students' language barriers had a significant impact on their social and emotional wellbeing including their social integration within the setting, feeling able to communicate their needs and the extent to which they felt that their needs were noticed by educational staff. Participants also described associated challenges between UASC's barriers with language and accessing the National Curriculum. Findings in relation to inclusion and the curriculum on offer for UASC varied significantly between educational provisions. An accumulation of

stressors and adverse experiences of the young people were also discussed. Such experiences were described as having a significant impact on the social and emotional wellbeing of UASC's within the educational setting. Most commonly cited were the previous pre-and during flight experiences of the UASC, the distressing Home Office interviews and challenges for students with uncertainty around their asylum status and future. Cultural adjustments were also outlined as a challenge for integrating UASC within the provision. Gaining social approval, 'fitting in' with their peer group and forming social connections and friendships was described by participants as being a significant social need for unaccompanied students. Based on these findings, it is likely that there are implications for the level of support provided to UASC for learning English language, supporting the development of social connections and ensuring that consistent 'good practice guidelines' are implemented across all secondary school and college settings (in line with DfES, 2004; Doyle & McCorrison, 2008; Taylor, 2008). Based upon these findings, such guidelines should include an inclusive ethos, an emphasis on language support, individualised curriculums and specific support for meeting the social and emotional needs of UASC.

Research Question 2

A range of challenges and opportunities were described by school and college staff for supporting the educational needs of unaccompanied students. Such challenges included but were not limited to: a lack of training and feeling unqualified for supporting the social and emotional needs of UASC; difficulties with recognising and meeting the social and emotional needs of UASC as a result of language, social and cultural barriers; and political systemic difficulties. The later challenge encompassed

several factors including a lack of resources (e.g. additional staff, funding and time), attitudes towards inclusion, and difficulties with providing emotional support in times of uncertainty and emotional distress, particularly in relation the asylum application process. Opportunities for supporting the social and emotional needs of UASC were also described by educational professionals. These included developing trusting relationships with UASC, receiving support from colleagues and external professionals, and raising awareness and developing understanding of the experiences of UASC for the staff and students within the educational provisions. While these findings suggest that there is some good practice within these provisions, participant responses suggested that there are also significant training needs for educational settings with supporting the social and emotional needs of UASC. Several staff also described the lack of 'systems' in place for supporting such needs. As a result, whole school training is likely to be useful in relation to what constitutes as 'good practice' when supporting the social and emotional needs of UASC.

Research Question 3

Overall, the UASC described positive experiences of attending their school or college. Such experiences were explained as a result of being able to learn and work towards meeting future aspirations and the opportunities for developing relationships with peers and school or college staff. All participants emphasised the importance of the friendships and social connections which they had formed since arriving in the UK or enrolling in their educational setting. In particular, trusting and caring relationships with peers, carers and educational staff were described as being significant for meeting their social and emotional needs. Many of the UASC described the challenges

with their emotional states fluctuating between 'happy' and 'sad' and reported using suppression strategies for not thinking about their past. All of the UASC described the language barrier and uncertainty of their asylum status significantly impacting upon their social and emotional wellbeing. These findings stress the importance of forming relationships for UASC in relation to supporting their social and emotional needs. As a result, there may be implications for the responsibilities of key staff when planning the integration of these students. It is also important to consider the significance of having a key adult within the setting responsible for overseeing the holistic needs of UASC. These needs may include basic needs (e.g. safety, language, communication and home-placement), social needs (e.g. friendships, integration and inclusion) and emotional needs (e.g. belonging, connection and self-esteem). In fact, recommendations were made by one of the participants who suggested that unaccompanied students would benefit from having a member of staff within the school responsible for coordinating their overarching needs and integrating them into the community. Similarly, research has endorsed an integrated, holistic approach to meeting the needs of UASC (Arnot & Pinson, 2005; Taylor, 2008).

Research Question 4

A range of approaches, strategies and additional forms of support were described by school and college staff as being useful for supporting the educational needs of UASC. All participants outlined the importance of communication with colleagues and external professionals. External professionals were described as being significant for providing ESL support, additional support for staff and the young people and for providing background information and the current circumstances of the UASC.

Alternative methods of communication, extra-curricular opportunities and embedding English within activities were all described as existing or potential pedagogical approaches for supporting the needs of UASC. 'Buddy Systems' were also described as being effective for integrating UASC within the setting and for supporting them with developing friendships. Some participants also discussed the significance of buddy systems for supporting the student's acquisition of English. Meeting the basic safety needs of UASC and strategies of supporting these needs of UASC through providing the students with emergency contacts and organisations where they could seek support were outlined. The findings from Part One and Two of the research suggest that staff had differing levels of understanding of the needs of UASC and approaches for meeting their social and emotional needs. Consequently, opportunities for school and college staff to participate in collaborative problem-solving groups in addition to accessing further training is likely to be beneficial. It is important to highlight that this research was only able to conduct one cycle of AR as a result of time restrictions and the commitments of school and college staff. In order to gain a deeper understanding and to develop their pedagogical practice, it would be useful for a potential second cycle of AR to consider the implementation of such approaches and evaluate these approaches in relation to the impact such strategies may have upon the social and emotional outcomes of UASC.

Research Question 5

During the group supervision sessions, staff began to consider the impact which some of the students' experiences may have on their ability to concentrate in lessons. As a result, some school and college staff reflected upon the importance of using relaxation activities and frequent breaks to support the social and emotional needs of UASC.

Recognising the success of the students and encouraging the students to view their own success stemmed from the group supervision as being critical for supporting their needs. These findings suggested that the process of group supervision enabled professionals to have a space in which to share ideas, develop strategies and to reflect upon their own practice. The group supervision sessions were described as being considerably beneficial for practical and supportive purposes. These factors included gaining a clearer understanding of the needs of the UASC, being able to share information and communicate with other professionals including sharing knowledge and strategies in a safe space and being able to reflect and challenge prior thinking and attitudes toward supporting UASC. Despite the time commitments required for such a process, the findings suggest that group supervision is a beneficial process for aiding educational professionals with supporting the social and emotional needs of UASC. Therefore, it is likely that professionals supporting the needs of UASC within educational settings would benefit from having on-going access to individual or group supervision. This process may be particularly beneficial for professionals with limited experience of working with unaccompanied students.

Research findings situated within psychological theory

All of the experiences, perceptions, challenges and opportunities outlined from educational professionals and from the UASC may be explored through Bronfenbrenner's (1979; 1989) Ecological Systems Theory as operating at differing systemic levels.

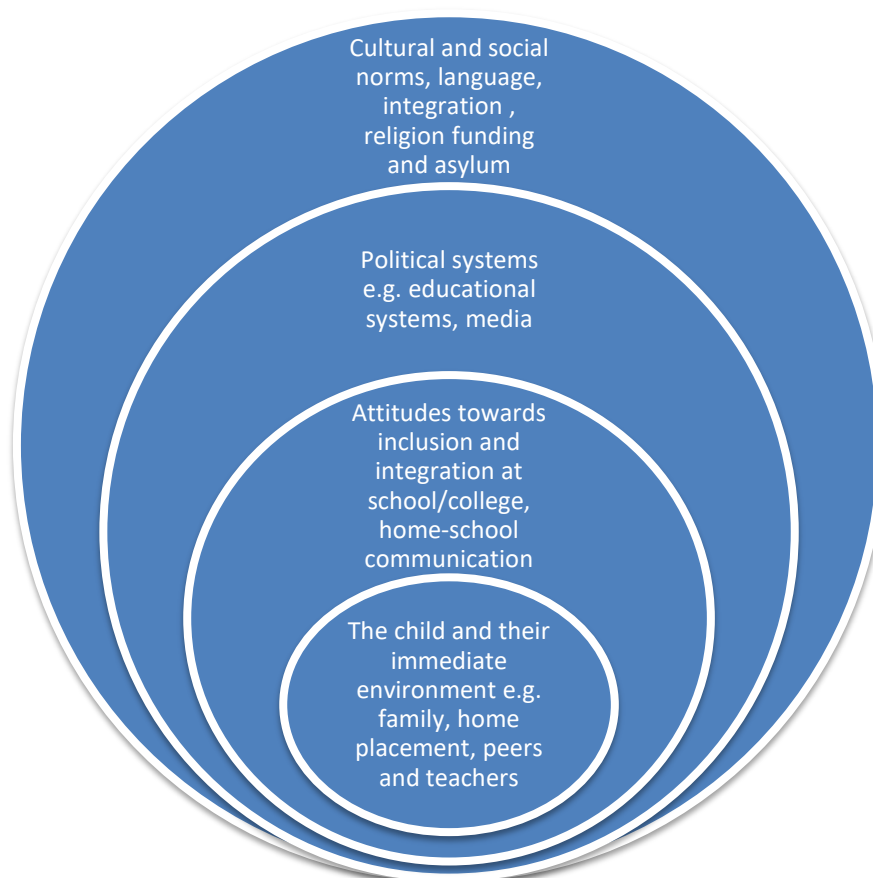


Figure 7. Adapted from Bronfenbrenner's (1979; 1989) Ecological Systems Theory: Visual representations of some of the opportunities and challenges faced by UASC and their educational staff for recognising and meeting social and emotional needs.

Bronfenbrenner's (1979; 1989) Ecological Systems Theory proposes five levels of environmental influence which influence an individual. These levels have been discussed within the literature review and the figure above is an adapted version of the theory illustrating how some of these environmental systems have impacted upon the social and emotional wellbeing of the UASC in this research. The initial level considers the influence that the child's family, peers and teachers may have upon the young person.

Within this research, it was found that having supportive carers and educational staff contributed towards the social and emotional wellbeing of the young person. The second layer refers to the interconnection and interactions between the child's immediate context (the school/college) and outer influences, for example, the attitudes towards inclusion and integration. As outlined, attitudes from school and college staff and the availability of support was variable between provisions. The third level considers local educational and political systems and preconceptions of 'unaccompanied asylum seekers' in the media upon the social and emotional wellbeing of UASC.

The final level accounts for the much wider influence of political, social, cultural and religious factors. For the purposes of this research, the political and educational systems and stakeholders influence the opportunities and challenges of supporting UASC, for instance, funding, resources and the impact of the asylum process. The challenges with cultural adjustments, language and social norms and behaviours are extensive at this level. Furthermore, within this research, the current national context in terms of the global refugee crisis and the difficulties with austerity were discussed in relation to supporting these students. It is likely to be beneficial for school and college staff to receive training reflecting all of the systems which impact the social and emotional wellbeing of UASC and for this theory to be used to explain how to recognise and meet the needs of UASC. This has already been achieved in terms of providing a platform for considering how protective processes can play a role in supporting UASC to overcome adversity (Maegusuku-Hewett Dunkerely, Scourfield and Smalley, 2007).

9.2 Directions for future research

This research found that social connections and relationships were especially important for UASC within educational settings. However, further research into 'school belonging' for promoting unaccompanied students' social and emotional wellbeing is likely to be useful. Hastings (2012) identified several factors which contributed to a sense of belonging for refugee children in educational settings. These included: learning the language, getting to know and be known by people around them, increasing familiarity with the environment and being listened to and respected by others. However as previously discussed, the needs of UASC are distinctive. Therefore, it would be useful for future research to consider whether these factors contribute to the social and emotional wellbeing of UASC across a range of educational provisions as this was not examined in this research.

Given some of the challenges with meeting the language and social and emotional needs of UASC, there is likely to be a significant risk for these young people with becoming NEET (not in educational, employment or training) after leaving their educational setting. Thus, longitudinal research for post-16 unaccompanied students is required for gaining a clearer picture of 'what happens next' for these young people. Such research may then inform practice in relation to the support which can be provided for the unaccompanied young people after leaving education with independent living and accessing further education or full-time employment. One of the aims of this research was to examine both the opportunities and challenges for secondary and college school staff in relation to supporting the social and emotional needs of UASC. However, during the course of the research, inclusion arose

as a central theme. School and college staff outlined the varied attitudes from school and college staff towards the inclusion of these students and described the varying curriculums, level of integration into mainstream classes and support the students received. In line with these findings, it may be useful for future research to consider the different teacher, school and college staffs' attitudes towards inclusion with UASC to gain a clearer understanding of some of the challenges of implementing classrooms conducive to inclusion. Furthermore, it is likely to be beneficial for researchers to consider the systems and good practice guidelines which different provisions use and their implementation within educational settings. It is important to note that this research only considered secondary school and college provisions due to the typical age of when unaccompanied children arrive in the UK. However, it may be useful to consider primary settings within future research.

Finally, one of the central findings was the importance of communication for meeting the needs of UASC. The group supervision sessions facilitated the discussions of a small number of school and college professionals. However, having a broader range of professionals and adults who support the needs of UASC (e.g. social workers, EPs, CAMHS, carers, independent living organisations and refugee support) would provide a deeper and more diverse pool of experience and philosophy to inform future research and offer a robust insight into how to provide multi-agency support for UASC.

9.3 Conclusion

This two-part research has offered a rich picture of the experiences and perceptions of school and college staff and UASC in a shire county in England. This research has also

considered some of the distinctive opportunities and challenges for educational professionals with supporting the social and emotional needs of UASC. This research has addressed a gap in the literature by enabling a deeper insight into the perceptions of UASC regarding their UK educational experiences alongside a consideration of the views of professionals in relation to supporting UASC. As a consequence, recommendations can be used to inform an ecological-systems approach for supporting the social and emotional needs of UASC in educational provisions.

Reflection

The present research has enabled me to identify some of the individual needs that UASC have within educational provisions. As an educational psychologist, I have been involved with casework with children in care and those 'looked after' by the local authority. This research has provided me with an insight into the distinct educational needs of UASC apart from other 'looked after' young people. In particular, I was surprised by the extent to which the acquisition of language impacted upon the social and emotional wellbeing of the student participant and the significant impact of the asylum-seeking process and uncertainty upon the emotional wellbeing of this group of learners. I have become increasingly aware of the way in which systems (e.g. asylum, political, cultural and educational systems) affect the social and emotional wellbeing of UASC and I have recognised the importance of educational staff and professionals building rapport for trust and for being able to communicate with these young people.

The level of integration and inclusion within educational settings for these students was highlighted as both a challenge and an issue across settings. This has encouraged me to consider the importance of inclusion of these students within my practice as an educational psychologist. The educational psychology service has recently won a bid from the Department of Education to support the educational needs of UASC. The findings from this research have greatly influenced some of the packages on offer to educational staff and carers. For instance, one of the packages which are on offer includes supervision and collaborative problem solving opportunities for educational staff and systemic support for promoting inclusion (e.g. considering timetabling and the integration of students) for UASC in schools.

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Appendix 1- Search terminology and strategy for the literature review

To review recent literature a selection of resources were selected. These included 'PsycArticles', 'JSTOR', 'Elsevier' and 'EBSCO', which are 'host' services facilitating access to a greater selection of online journals. The most recent editions of the most relevant journals were accessed, including, 'Educational Psychology in Practice' and 'Educational and Child Psychology'. Electronic databases such as the Exeter University library catalogue and the internet search engines 'Google' and 'Google Scholar' were also used to access relevant articles, websites and central and local government publications. These electronic data base searches were conducted between 01st January 2017 and 28th February 2018. Key search phrases within these searches included variations of the words, 'social factors', 'emotional wellbeing', 'risk and protective factors' 'teachers experiences', 'support in school', 'perceptions', 'successes and challenges', 'resilience', 'inclusion', 'practical strategies', 'school interventions' and were in combination with 'unaccompanied asylum seekers and refugee children' and 'unaccompanied children'. Cross referring of reference lists in found studies was also conducted, to maximise the number of relevant studies found.

Appendix 2- Concept map for the interviews with professionals

Area	1 st	2 nd	3 rd
Experiences	Role in school/college in relation to working with unaccompanied asylum seekers and refugees		
		Teacher/TA	
			Experience of working with UASC in the past
	Recent experiences of working with UASC		
	How has the work made you feel		
		In what ways have experiences been positive	
			In what ways have experiences been negative
	History of the unaccompanied asylum seekers who you work with		
		Country of origin/ language/religion, why they had to leave their country	
			Previous experience of education
	Factors which may affect the UASC young person in school		
		Living arrangements	
			Information about asylum status
	What information were you provided with when starting your work with UASC		

		Where did this information come from	
			Is there any information you didn't have that would have been helpful for supporting UASC
	How well do you feel the UASC's are doing in school		
	Some people say that resilience is an important factor for UASC, what do you think		
		Tell me about the ways in which you've noticed them being resilient	
	How well do you think they are settling into your setting		
		social and emotional wellbeing	
	What opportunities are there for UASC attending your school/college setting?		
		Are they able to take part in all activities in the schools	
	What challenges do the UASC or young people you work with face in the setting?		
Needs of UASC	What additional needs do the unaccompanied children whom you work with have in the classroom?		
		Emotional needs	

			In what ways do you think these additional needs might affect their learning
	Tell me about any social needs that UASC may have		
		In what ways have these social needs been positive	
			In what ways have these social needs been negative?
	In what ways do you think these social needs might affect them in school?		
		Their mental health/ emotional wellbeing?	
	What processes are there in school/college for supporting these needs?		
		In-house support?	
			External professionals?
Resilience /protective processes	Are you aware of any protective processes e.g. social support that the UASC you work with use?		
		Individual/group/community support?	
	Do you feel these coping strategies support the young person in your setting?		
School factors	Can you describe any strategies/approaches that your school uses with UASC		
		Induction procedures	

	What whole school approaches does your school use for supporting the needs of UASC		
		Good practice guidelines?	
			School training?
	Are there any school interventions used with this group of young people?		
		E.g. ELSA/therapeutic approaches?	
Approaches/ strategies	Tell me about your teaching practice when supporting/teaching unaccompanied asylum seekers and refugees?		
		Specific approaches/ strategies?	
			To what extent are these new approaches/ new strategies?
	How different has the teaching been from your typical teaching with young people who are not unaccompanied asylum seekers?		
Opportunities of working with UASC	What are the opportunities for working with unaccompanied asylum seekers and refugees?		
		As a professional?	
			Whole school?
	What are the opportunities for supporting individual needs of UASC?		
		Social and emotional wellbeing?	

Challenges of working with UASC	What are the challenges you face as a professional working with unaccompanied asylum seekers and refugees?		
		As a professional?	
			Whole school?
	What are the challenges of supporting the social and emotional wellbeing of UASC?		
	Have you identified any other obstacles with teaching unaccompanied asylum seekers and refugees?		
		Time	
			Experience
	How do you approach the challenges you face with working with UASC?		
		Additional support?	
			LSAs/TAs?
	Have you received any internal support for teaching UASC?		
		SENCO?	
			Other?
	Have you received any external support for teaching UASC?		
		Refugee specialists?	
		EP/CAMHS?	

Appendix 3- Interview schedules for the interviews with professionals

Area	1 st	2 nd	3 rd
Experiences	Can you tell me about your role in school/college in relation to working with unaccompanied asylum seekers and refugees?		
		Teacher/TAs?	
			Have you had any experience of working with this young group of young people in the past?
	Tell me about your recent experiences of working with _____/unaccompanied asylum seekers and refugees.		
	How has the work with these young people made you feel?		
		In what ways have these experiences been positive?	
			In what ways have these experiences been negative?
	Are you aware of the history of the unaccompanied asylum seekers who you work with?		
		Country of origin/ language/religion, why they had to leave their country?	
			Previous experience of education?

Are you aware of any factors which may affect the UASC young person in school?		
	Living arrangements?	
		Information about their asylum status?
What information (if any) were you provided with when starting your work with UASC?		
	Where did this information come from?	
		Is there any information you didn't have that would have been helpful for supporting UASC?
How well do you feel the UASC's are doing in school?		
Some people say that resilience is an important factor for UASC, what do you think?		
	Tell me about the ways in which you've noticed them being resilient?	
How well do you think they are settling into your setting?		
	What about their social and emotional wellbeing	
What opportunities are there for UASC attending your school/college setting?		
	Are they able to take part in all activities in the schools?	

	What challenges do the UASC or young people you work with face in the school/college setting?		
Needs of UASC	What (if any) additional needs do the unaccompanied children whom you work with have in the classroom?		
		Emotional needs?	
			In what ways do you think these additional needs might affect their learning in school?
	Tell me about any social needs that UASC may have/have in school?		
		In what ways have these social needs been positive? (e.g. developing new friendships)	
			In what ways have these social needs been negative? (e.g. bullying racism and difficulties with social inclusion).
	In what ways do you think these social needs might affect them in school?		
		Their mental health/ emotional wellbeing?	
	What processes are there in school/college for supporting these needs?		
		In-house support e.g. qualified counsellors/mentors?	
		External professionals e.g. EPs or CAMHS?	

Resilience /protective processes	Are you aware of any protective processes e.g. social support that the UASC you work with use?		
		Individual/group/community support?	
	To what extent do you feel these coping strategies support the young person in your setting?		
School factors	When an UASC or young person arrives, can you describe any strategies/approaches that your school uses?		
		Induction procedures?	
	What whole school approaches does your school use for supporting the needs of UASC?		
		Good practice guidelines?	
			School training? Key adults?
	Are there any school interventions used with this group of young people?		
		E.g. ELSA/therapeutic approaches?	
Approaches/ strategies	Tell me about your teaching practice when supporting/teaching unaccompanied asylum seekers and refugees?		
		Specific approaches, resources and strategies?	
			To what extent are these new approaches and involve new strategies?

	How different has the teaching been from your typical teaching with young people who are not unaccompanied asylum seekers?		
Opportunities of working with UASC	What are the opportunities/good things for working with unaccompanied asylum seekers and refugees?		
		As a professional?	
			Whole school?
	What are the opportunities for supporting individual needs of UASC?		
		Social and emotional wellbeing?	
Challenges of working with UASC	What are the challenges you face as a professional working with unaccompanied asylum seekers and refugees?		
		As a professional?	
			Whole school?
	What are the challenges of supporting the social and emotional wellbeing of UASC?		
	Have you identified any other obstacles with teaching unaccompanied asylum seekers and refugees?		
		Time?	
			Experience?
	How do you approach the challenges you face with working with UASC?		
	Any additional support?		
		LSAs/TAs?	

	Have you received any internal support for teaching UASC?		
		SENCO?	
			Other?
	Have you received any external support for teaching UASC?		
		Refugee specialists?	
			EP/CAMHS?

Appendix 4-Certificate of ethical research approval



GRADUATE SCHOOL OF EDUCATION

St Luke's Campus
Heavitree Road
Exeter UK EX1 2LU

<http://socialsciences.exeter.ac.uk/education/>

CERTIFICATE OF ETHICAL APPROVAL

Title of Project: Action research with unaccompanied asylum seekers and refugees (UASRs) and teachers: Exploring views and experiences and formulating collaborative strategies to support the social and emotional well-being of UASR's in school settings.

Researcher(s) name: Aimee Morgan

Supervisor(s): Andrew Richards
Christopher Boyle

This project has been approved for the period

From: 06/03/2017
To: 07/01/2018

Ethics Committee approval reference:

D/16/17/35

A handwritten signature in black ink, appearing to read 'P. Durrant', with a small star-like mark at the end.

Signature:
(Dr Philip Durrant, Graduate School of Education Ethics Officer)

Date: 23/02/2017

Appendix 5- Ethics proposal including consent forms and information sheets for professionals, children, carers and social workers



Ref (for office use only)

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COLLEGE OF SOCIAL SCIENCES AND INTERNATIONAL STUDIES

When completing this form please remember that the purpose of the document is to clearly explain the ethical considerations of the research being undertaken. As a generic form it has been constructed to cover a wide-range of different projects so some sections may not seem relevant to you. Please include the information which addresses any ethical considerations for your particular project which will be needed by the SSIS Ethics Committee to approve your proposal.

Guidance on all aspects of the SSIS Ethics application process can be found on the SSIS intranet: <https://intranet.exeter.ac.uk/socialsciences/staff/research/researchenvironmentandpolicies/ethics/>

All staff and postdoctoral students within SSIS should use this form to apply for ethical approval and then send it to one of the following email addresses:

ssis-ethics@exeter.ac.uk This email should be used by staff and postdoctoral students in Egenis, the Institute for Arab and Islamic Studies, Law, Politics, the Strategy & Security Institute, and Sociology, Philosophy, Anthropology.

gsaethics@exeter.ac.uk This email should be used by staff and postdoctoral students in the Graduate School of Education.

Applicant details	
Name	Aimee Morgan
Department	Education
UoE email address	Am880@ex.ac.uk

Duration for which permission is required		
You should request approval for the entire period of your research activity. The start date should be at least one month from the date that you submit this form. Students should use the anticipated date of completion of their course as the end date of their work. Please note that <u>retrospective ethical approval will never be given.</u>		
Start date: 06/03/2017	End date: 07/01/2018	Date submitted: 02/08/2017

Students only	
All students must discuss their research intentions with their supervisor / tutor prior to submitting an application for ethical approval. The discussion may be face to face or via email.	
Prior to submitting your application in its final form to the SSIS Ethics Committee it should be approved by your first and second supervisor / dissertation supervisor/tutor. You should submit evidence of their approval with your application, e.g. a copy of their email approval.	
Student number	560008049
Programme of study	Doctor of Educational Psychology (DEdPsych) If you selected 'other' from the list above please name your programme here
Name of Supervisor(s)/tutors or Dissertation Tutor	Andrew Richards and Christopher Boyle
Have you attended any ethics training that is	If yes, please give the date of the training: 16th November 2016. I received ethics for Educational Psychology practice training during year 1.

available to students?	of the doctorate course and more recently, I have also received Ethics for practice training on the 16th November 2016 delivered by Chris Boyle.
------------------------	--

Certification for all submissions
 I hereby certify that I will abide by the details given in this application and that I undertake in my research to respect the dignity and privacy of those participating in this research. I confirm that if my research should change radically I will complete a further ethics proposal form.
Aimee Morgan
 Double click this box to confirm certification
 Submission of this ethics proposal form confirms your acceptance of the above.

TITLE OF YOUR PROJECT
 Action research with unaccompanied asylum seekers and refugees (UASRs) and teachers: Exploring views and experiences and formulating collaborative strategies to support the social and emotional well-being of UASR's in school settings.

ETHICAL REVIEW BY AN EXTERNAL COMMITTEE
 No, my research is not funded by, or doesn't use data from, either the NHS or Ministry of Defence.

MENTAL CAPACITY ACT 2005
 No, my project does not involve participants aged 16 or over who are unable to give informed consent (e.g. people with learning disabilities)

SYNOPSIS OF THE RESEARCH PROJECT
 As a guide - 730 words.

Introduction: Research problem and rationale
 The number of Asylum Seeking and Refugee children (ASR) and Unaccompanied Asylum Seeking Refugee children and young people (UASC) has dramatically increased over the last ten years with the UK government promising to accept 20,000 Syrian refugees alone in the next ten years (BBC News, 2015). In the UK, numbers of asylum applications have increased over recent decades and as a result, there has been a subsequent increase in the number of ASR and UASC children in schools (Hart, 2009). Currently, the countries with the highest percentages of applicants granted refugee status in 2016 include: Syria (371), Iran (364) and Sudan (303). The number of applications from unaccompanied children stands at 1,319 for the period January 2016- August 2016 with only 7% of these applications having been made by females (The British Refugee Council, 2016). This increase in the number of refugees has implications for education as well as for the work of educational psychologists (EPs). For instance, with little experience of working with ASR and UASC, teachers have begun to express concerns regarding how to best support these vulnerable children and young people (CYP) thus requiring further guidance from their school EP (Arnot & Pinson, 2005; Hart, 2009).

Accessing the school curriculum for these young people can be challenging for several reasons. For example, it was found that school aged asylum seekers and refugees who have attended school in their country of origin found the approach to teaching in England very different. Many of these young people struggled with the language due to their unfamiliarity with speaking English and many of the older UASR had been out of education for some time (Appa, 2003). In addition to these more concrete learning barriers, there are also concerns surrounding the emotional well-being of these young people. For instance, whilst there has been some research which has examined the emotional difficulties and mental health concerns that UASC experience (e.g. Rutter, 2003). There is also a lack of research which has considered teachers perceptions and views around particular barriers or difficulties surrounding supporting

these children or research which considers how such professionals can support the emotional well-being of this vulnerable group. Within education, EPs have a professional responsibility to improve the outcomes of all children, in accordance with the Every Child Matters agenda (DfES, 2004). However, newly arrived children and young people (CYP), specifically UASC's, are identified as a cohort where the skills of an EP can improve outcomes (Farrell et al., 2006). The next section will outline a brief review of the literature which has considered the effects of war-related trauma on emotional well-being and the impact of these effects within schools.

The current research proposes to; elicit the perceptions and views of teachers themselves in relation to the opportunities and challenges for working with UASC and separately obtain the perceptions and views of UASC themselves (phase 1). The second phase aims to develop a series of peer supervision sessions to discuss particular challenges and successes of working with UASC focussing specifically on social and emotional development, providing a platform to collaboratively problem solve and to provide a supportive network to share ideas for supporting UASC in schools. This research will be carried out in a rural local authority where many unaccompanied asylum seeker children and young people have recently arrived. This process will be evaluated using a pre- and post- target monitoring evaluation questionnaire.

Aims and objectives

Phase 1

- To explore the perceptions, views and experiences of teachers who work with UASC children and young people.
- To identify challenges and opportunities which teachers have experienced within their classroom in relation to supporting the emotional and social needs of UASC learners. (Semi-structured interviews leading to focus groups).
- To explore the perceptions, views and experiences of UASC children and young people and identify the challenges and successes that they have experienced within their school setting in relation to social and emotional difficulties. (Using the phenomenographic approach of personal construct psychology)

Phase 2

- To explore and understand how the findings from phase 1 can be used to develop peer supervision sessions which can provide teaching professionals with strategies and support for working with UASCs within this sample.
- To discuss and formulate a range of strategies (through peer supervision) that can be used to support the emotional well-being and social needs of UASCs.
- To evaluate the effectiveness of phase 2 using a scaling measure.

Research questions

Phase 1

1. What challenges and opportunities arise for teachers working with UASC?
2. What are the experiences of the UASC in terms of the opportunities and challenges for them in attending school in the UK?

Phase 2

3. What strategies and techniques can teachers use to support the social and emotional well-being of UASC in their classroom?
4. To what extent do teachers feel that peer supervision and EP input is useful for supporting the emotional well-being of UASCs?

INTERNATIONAL RESEARCH

N/A

The following sections require an assessment of possible ethical consideration in your research project. If particular sections do not seem relevant to your project please indicate this and clarify why.

RESEARCH METHODS

Data Collection: Phase 1

A pilot interview will be conducted in order to test the interview schedule and obtain feedback from the pilot interviewee regarding the process of the interview and to gather feedback for any amendments required. A scale measuring the confidence of teachers in supporting social and emotional needs in their classroom will be conducted prior to the semi-structured interview and post phase 2 which will measure quantitatively the impact that the peer supervision and EP support has had on the self-efficacy and confidence of the professionals who have been involved with supporting the social and emotional needs of UASC.

Semi-structured interviews will be carried out individually with all the teaching staff of the UASC. These interviews will aim to elicit information for RQ1: What challenges and opportunities arise for teachers working with UASC? Through eliciting information independently, the likelihood of responses being affected by the opinions of other teachers will be minimised. This aim of these interviews is also to provide a safe space for the teachers to discuss both opportunities and challenges when working with UASC. Interview questions will be designed using a concept map. Questions will be designed as open-ended questions which will encourage rich in-depth descriptive data where possible. A mixture of unstructured and structured questions will be used which to promote the interviewee in guiding the conversation but to confirm focus upon the research question. All semi-structured interviews will be recorded using a Dictaphone.

The data obtained from the semi-structured interviews will inform focus group questions and discussions. The focus group will consist of all participants who took part in the semi-structured interviews. These questions and topic discussions will be provided to the participants a couple of days prior to the focus group session to ensure that participants have some time to collect their thoughts prior to the session. The sessions will follow Krueger's (2002) guidance on 'Designing and Conducting Focus Group Interviews' including his guidance around questioning, number of participants, environment and moderator skills. This method is also particularly appropriate for the current research as it has been suggested that research subjects are empowered as part of this process. This sense of empowerment comes from being valued as experts (Byron, 1995) having the opportunity to work collaboratively with researchers and other participants (Gibbs, 1997) and being able to use their experience to articulate their views. This method ties in closely with the peer supervision model which will be explored in phase 2 whereby participants will be encouraged to find solutions to their own difficulties/challenges. The focus group sessions will be recorded using a Dictaphone.

Individual work with Unaccompanied Asylum Seeker and refugee children (UASC): Interview technique 'talking stones' (Wearmouth, 2004).

The UASC and young people will be asked to take part in an interview using the 'talking stones' technique which is designed to obtain their views and thoughts about opportunities since arriving and starting school in Britain (for example, e.g. What has worked for you so far since arriving at school in Britain) and challenges/barriers that have arisen during their time in British schools, (for example what has not worked for you/has been difficult for you since arriving at school in Britain). The method is appropriate for the current research as it is designed for students whose views may be difficult to ascertain (Wearmouth, 2004). The technique involves presenting a young person with a selection of stones which are different colours, textures and sizes and asking the young people to pick stones which represent their emotions and experiences. The aim of this work will be solely to elicit their views and for this reason, only young people with some spoken English will be asked to take part. The young people will be invited to discuss anything

they wish to but will be reminded that information that may involve personal harm to themselves or others will be passed on. These interviews will be between 15-40 minutes dependent on how comfortable the young person is to speak with the interviewer and their acquired level of spoken English.

Although the topics of the questions asked in the interviews are not significantly sensitive (successes and barriers within school) it is vital to state that the young people interviewed in this study might be particularly vulnerable due to their refugee and asylum seeker status and their previous adverse experiences. They are likely to have experienced pre- and post- migration trauma and it may be that being part of the research itself results in re-lived traumatic experiences resulting in high levels of stress. If distress becomes apparent, questioning must and will be stopped. The young people will also be informed that they do not have to answer any questions which they feel uncomfortable in doing so. If at any stage of the interview, the young people interviewed become distressed, the interview will be terminated immediately and the school will be notified and school protocols will be followed for when a child or young person is experiencing difficulties. In addition to this, as a trained professional who has regular supervision, I can provide a certain degree of support (e.g. for low levels of anxiety or worry) to the young person at the specific time as long as their needs are within my professional remit and do not show or report high levels of physical or psychological distress. If they display or report distress, I will have spoken to the school in advance to ask for capabilities to support but in the case where this is not possible, I will have made a prior arrangement in advance to deal with any adverse effects of my research with a contact through CAMHS (Children and Adolescent Mental Health Service) so that the young person has appropriate external support. Similarly, if any safeguarding concerns arise during the interview, the schools safeguarding protocols will be followed to ensure the safety and protect the psychological wellbeing of all young people. Prior to starting the interview, the young person will have the opportunity to have another UASC/student or member of staff (not taking part in the research) present to support them and to support them, if necessary, with language. If further questioning is required than open and non-directive questions will be asked to show respect and privacy of the young person.

Data Collection: Phase 2

Peer supervision sessions will be offered to participants who took part in phase 1 (teachers only). The sessions will potentially use both a problem-solving framework and a solution-focussed framework in which teachers will be invited to discuss both the opportunities and challenges that they face when working with UASC. However, the needs of the teachers will be discussed and the framework used will be dependent upon their own needs and the needs of the UASC and will depend on the outcomes that they wish to achieve. There will be a total of six sessions which will be between 60-90 minutes long. All sessions will be recorded. The first session will provide an opportunity to discuss the findings from phase 1 and will inform how the peer supervision sessions will run. The focus on the challenges will be in relation to social, emotional and well-being not academic progress and this will be made explicit although it is worth noting that these factors may be interlinked and therefore may arise during discussions.

I am anticipating that many of the challenges that arise from the interviews, focus groups and phase 1 of the supervision will include: working with children/young people who have experienced trauma, difficulties around English as an additional language/ level of acquired English spoken at the point of arrival, lack of understanding or experience around education, cultural differences, difficulties around transition and developing friendships/bullying from other children. These sessions will change dependent on child/teacher need. The initial session will formulate a plan that will be re-visited and reflected upon with changes made during the peer supervision cycle if necessary. The remaining five sessions will encourage teachers to bring case examples (one in each peer supervision session) to problem solve and discuss during the sessions. This method is designed to provide teachers with skills to work with UASC and to not be intimidated by their lack of skills around supporting them. These case studies will include the young person's backgrounds and potential difficulties they are experiencing in school. The description of individual children will be anonymised for confidentiality through the removal of names to ensure anonymity and will be provided to me prior to the session. If required, some brief strategies/ideas around the particular need, for example trauma may be shared and discussed during this session by me after the

group have had some time for problem-solving. At the end of the final session, participants will be given a TME evaluation where they can record how helpful they found the process to be. There will also be an opportunity in the session for feedback of the overall process. These sessions will also be recorded using a Dictaphone.

Data/Information Analysis

As a mixed methods design has been used within this research. The section below outlines how both the qualitative and quantitative data will be analysed.

Phase 1: Analysis of semi-structured interviews with both staff and UASC and focus groups

Semi-structured interviews and focus groups will be recorded and transcripts read to identify re-occurring themes that emerge within the data.

A thematic analysis approach will systematically be used to analyse the data, involving 6 stages (Braun & Clarke, 2006). This approach will enable flexibility, allowing both inductive and deductive analysis of data and will provide rich data to inform the subsequent action research stage. Codes and themes generated will be examined repeatedly using NVIVO and mind maps. Both inductive and deductive approaches will be used for analysis. Semi-structured interview questions and focus group questions (and thus research questions) will be used to provide initial codes. Once data is sorted into these codes, data will be further analysed using an inductive approach to generate additional codes and themes.

The details of the steps that will be taken in the six stages are detailed in the table below.

Stage	Details of the steps that will be taken
1.	Transcription of data (imported into NVIVO)
2.	Deductive approach: Broad codes will be used as a template for analysis. Transcripts will be methodically searched to identify data which fit under each of these codes.
3.	Inductive approach: generation of additional codes (sub codes) within the template of broad codes.
4.	Generation of themes by merging similar sub codes.
5.	Original data within each theme will be checked to ensure that it is suitable to each emergent theme.
6.	Each theme will be defined and data will be re-analysed to ensure that the theme and definition is representative of the raw data. Themes, definitions and examples of data will be recorded in tabular format in preparation for reporting the results.

Phase 2: Analysis of peer supervision sessions

The same method outlined above for the analysis of the semi-structured interviews and focus groups will be used to analyse the peer supervision sessions. These sessions will be recorded and transcripts will be read to identify re-occurring themes that emerge within the data.

Phase 1 and 2: TME evaluation (quantitative data)

The target monitoring evaluation (TME) which will be completed pre- and post- research will be analysed at the end of the research. Paired samples T-tests and effect sizes will be used to assess the significance of any changes in scores on the TME before and after the peer supervision sessions have been carried out. This will be conducted using the SPSS program. NB: I will check that none of the assumptions underpinning the use of parametric statistics have been violated and if so I will use the appropriate and equivalent non-parametric tests.

Expected project outputs

It is expected that after the research is completed, the research and the subsequent findings may be written up published in a journal article or discussed during a conference presentation. However, there will

be specific protocols to ensure that all names/personal details of participants involved will be anonymised to ensure that they cannot be identified.

PARTICIPANTS

Secondary schools will be contacted (specifically the school's special needs coordinator (SENCo)) via e-mail. They will only be e-mailed if they are registered as having unaccompanied asylum seeker or refugee young people attending their schools. This information will be accessed via my Educational Psychology service and will be provided by Devon County Council.

Around ten secondary school teachers will be asked to take part in the research; the reason for this number is that action research tends to be more effective with between 3-10 participants taking part. Some of these teachers may work at the same school but all must have direct teaching and regular contact (at least weekly) with the UASC. The teachers could be teaching any subject. The same teachers will be used for the semi-structured interviews (phase 1), the focus group (phase 1) and the peer supervision sessions (phase 2). The respective secondary school-aged unaccompanied asylum seeker and refugee children (up to ten students) who are taught by the teachers taking part in the research will be invited to take part in semi-structured interviews. They will only be involved within this area of the research to elicit their views of the opportunities, successes, challenges and difficulties of attending school in the UK. As all the young people involved within the research will be secondary aged, it is estimated that these young people will be between the ages of 11-18 years. As statistics suggest that a high number of UASC are male, it is likely that the majority of the participants taking part in the research will also be male.

All of the UASC taking part will be vulnerable due to several factors. Firstly, many may be children in care due to arriving in the UK unaccompanied. Therefore, some of these children may also be in foster care or in the process of being adopted. During the interviews, the young people will have the option to have an adult or a peer at the interview to support them or aid them with language but not with their responses. These young people are also vulnerable due to the pre- and post-migrations trauma that they are likely to have experienced.

THE VOLUNTARY NATURE OF PARTICIPATION

The teachers involved within the research will be recruited through contacting the school's SENCo via e-mail. They will all have volunteered to take part in the research. The young people involved will be invited to take part in the research through discussions with the school; this will be on a volunteer basis only. No participants will be invited to take part who are knowingly engaged in illegal activities.

Written consent will be obtained from both the teachers involved within the research and the young people involved including a parent/carer/social worker dependent on their personal situation. Written and verbal consent will also be obtained from the head teacher of each school. To ensure that the young people have an understanding of giving consent, only UASC with a good level of reception and expressive language will be asked to take part. This will also be discussed and confirmed with the teachers taking part and the specific secondary school.

Although it may have been deemed to be more ethically viable to only involve the teachers, thus the adults within the research, due to the limited research within the area of UASC I believe it to be imperative to have child voice within the research, particularly as the research aims to consider how UASC can be best supported within schools. The young people will not be asked questions about their pre-migration experiences although these will be discussed sensitively if such topics arise.

All participants involved in the study will enter the research willingly and will have been fully informed of the project and research process and will understand what they are agreeing to in taking part. All participants will be informed of their right to withdraw at any time and their right to withdraw or amend

their transcripts. All will be informed that their details will be kept confidentially and data will be anonymised.

SPECIAL ARRANGEMENTS

All adults and young people involved within the research will have the opportunity on the informed consent form to declare any special requirements/arrangements. For example, for adults with any special needs, all forms will be provided in a larger font, extra time will be provided for filling out documentation and extra time will be offered for answering interview questions.

For the UASC and young people involved in the study, extra time will be provided for answering questions. 'Talking stones' (Wearmouth, 2004) is an interview technique derived from Personal Construct Psychology (PCP) that is designed to support self-advocacy with individuals whose views may be difficult to ascertain. For the purposes of this research, Talking Stones will be used as an opening activity with UASCs during interview and will be adapted for them to share their successes and challenges of going to school in the UK.

THE INFORMED NATURE OF PARTICIPATION

All participants will be informed of the nature of the project at the first point of contact and will be given two information and consent form prior to participation. Informed consent will be obtained in line with the HCPC standards of proficiency. All participants will be fully informed of the aims, purposes and procedures of the research prior to participation. All participants will sign two copies of the consent forms prior to participation, one for them to keep and one for us as the researchers. Participants will be informed of their right to withdraw. Participants will be informed that they can review, amend or withdraw their transcripts should they wish to. Participants will be made aware that they can change answers or refrain from answering any questions during interview. Confidentiality will be maintained throughout and all data will be anonymised. No data will be used as part of an inspection process. All data and information will be kept securely and be password protected.

ASSESSMENT OF POSSIBLE HARM

The research is low-risk for possible harm for the teaching staff involved. The questions asked in the semi-structured interviews and focus groups will not be psychologically or emotionally harmful as they are not personal in nature, they will focus on the successes, opportunities and challenges for unaccompanied asylum seeker and refugee children (UASC) within their classroom. They may, however, lead to discussions around the challenges that the teachers themselves personally face when working with this vulnerable group. Within phase 2, teachers will be encouraged to 'bring' cases in their classroom to discuss and problem solve with their peers. It is possible that issues surrounding trauma may arise in relation to the UASC's experiences, if at any time the teachers appear to be emotionally or psychologically distressed, the sessions will stop and supervision and further support will be offered. Informed consent will be sought for the teacher interviews and focus groups and peer supervision sessions separately. Responses will be confidential and reported anonymously. Their right to withdraw at any point will again be made clear.

During the interview with the young people themselves, the questions asked will only focus on post-migration experiences within the secondary school setting, specifically the opportunities, successes and challenges that they have faced in the classroom since attending school in the UK. It is possible that they may discuss pre-migration experiences which may be emotionally or psychologically distressing for them. Although these topics won't be initiated, these matters will be discussed sensitively and with an active listening approach as opposed to exploring any of the matter raised. If the young people become distressed, the interview will be terminated and relevant school protocols for when a child (refugee or asylum seeker) is experiencing distress or difficulties will be followed. As a trained professional, I will be receiving regular supervision and will be able to support any immediate instances where a young person does become distressed. Informed consent will be sought for student interviews from the child themselves, the head teacher and their carer/foster parent/social worker as required. Responses will be confidential and reported anonymously. Their right to withdraw at any point will again be made clear.

My own safeguarding/well-being

It is important that I am aware of the sensitivity of this research and that I protect my own emotional well-being when working with vulnerable groups and their teachers. I may be susceptible to vicarious trauma when working within this field and therefore raising issues I may have during supervision will be important.

Power imbalances

My role in the research must be clearly defined as a 'researcher' as opposed to an Educational Psychologist. This is to help reduce power imbalances that teaching staff or the young people may experience whilst taking part in the study. I anticipate that this may be more challenging in the second phase for the study and therefore measures will be taken to help prevent these imbalances.

DATA PROTECTION AND STORAGE

Confidentiality of the data will be maintained at all times. No personal details of participants will be recorded except names. The names and personally identifiable data of all participants will be anonymised in the electronic research database that is created by the researcher using an alpha-numeric code. This information will be kept separately from any personally identifiable logs created for the researcher to identify connections between participants. This data will be backed up onto an encrypted storage device. Any individual files created for the purpose of the research will be stored under password protection and locked in a room in the researcher's residence. Any research will be published in an anonymised form. All data will be password protected. All participants will be made aware of their right to withdraw their data. Raw data will be kept for a maximum of 1 year and will be password protected until deleted/ destroyed.

Data obtained through interviews, focus groups and peer supervision sessions will be recorded on a portable device. This information will be kept securely in a locked cabinet and will be kept on the portable device for no longer than 7 days before being transferred onto a computer and deleted off the portable device. All data kept in electronic format will be kept on a password-accessed computer. This data will be backed up onto an encrypted storage device. Any personally identifiable information will be destroyed at the end of the study. All forms will also be kept securely and any personally identifiable information will be destroyed at the end of the study. The results of this research may be published or reported, but individual or school names will not be associated in any way with any published results

DECLARATION OF INTERESTS

No commercial interests.

Psychology Service to info

USER ENGAGEMENT AND FEEDBACK

As the research will use an Action Research methodology which is a reflective process, participants (both secondary teachers and young people) will be made aware that they have the option to give feedback after the interviews, focus groups and peer supervision sessions. A Target monitoring evaluation form will also be provided which will allow the participants an opportunity to review the targets they set prior to the research and assess if they have reached their goals.

INFORMATION SHEET

Information sheet
Student participants

Dear

I would like to invite you to take part in a research project about the successes and challenges for unaccompanied asylum seekers and refugee young people arriving in UK schools. I am interested in finding out what has gone well and also what challenges you faced. I would also like to know more about how UK schools can best support you with any social and emotional support you may need.

As well as making sure that you feel happy in taking part in the research, I will also need to ask your carers for their permission. I am sending them a letter like this one.

If you agree to take part in this research project, you will be asked to meet with me and answer some questions about your experiences in school in the UK.

- The session will last approximately 1 hour.
- It will take place in the summer term at your school or home, whichever you tell me you would prefer.
- I will ask you some questions to get the conversation started; however, there are no right or wrong answers.
- You can bring along a friend or an adult who you trust to sit with us during the session if you think this will help you to feel relaxed.
- I can arrange to have a translator with us during the session if you feel that you would like help speaking or understanding English.
- The session will be recorded on tape so that I have a record of what was said.
- The audio recording will be listened to and typed into a written transcription by me.
- Myself and my supervisors (Andrew Richards and Chris Boyle) will have access to your interview data. No one else will listen to the recording or read the transcription.
- At any time before or during the interview if you feel like you want to stop and do not want to take part in the research anymore, that is fine and you can just tell me.
- After the interview your recording will be stored for 7 days, during which time if you feel unhappy with your data being used you can ask to withdraw it from the study (just contact me using the telephone number or e-mail address at the end of this letter).
- After those 7 days, your recording will be given a unique ID number and your name will be taken off it. This is to make sure that your information is anonymous and confidential. However, it also means that at this point it will no longer be possible for you to withdraw your information.
- Finally, to say thank you for taking part in this study we will give you a £5 voucher of your choice (e.g. i-tunes, mobile phone top-up). If you do withdraw your data because you feel unhappy you can still keep this voucher.

All the information I get from the interviews with yourself and the other young people I speak to will be written up in a report that other people will read. Your name will not be put in the report so what you have said will not be linked to you in any way. I will not talk to anyone else about what you tell me about your experiences. However, if you share any information during the session that makes me seriously concerned about yours or somebody else's health and safety, I have a responsibility to tell one of the adults you work with and trust so that we can decide what we can do in order to support you. It is unlikely that this will happen, but if it does, I will discuss it fully with you first.

Taking part in this project is your choice. It is ok if you do not want to take part or if you change your mind later and want to stop half way through the session. You can choose to stop taking part at

any time and you won't need to give a reason why.
Finally, it is important to say that taking part in this research (or choosing not to) does not affect your asylum seeking status at all. I am a researcher based at The University of Exeter and not linked to The Home Office in any way. The information that we discuss will not be discussed with anyone else.

Please keep this information Sheet in a safe space in case you want to read it again in the future.
If you would like to ask me or one of my supervisors (Dr Andrew Richards or Dr Christopher Boyle) any questions you have about the research now or at any time during the project, these are our contact details:



Am880@exeter.ac.uk (Aimee Morgan)
A.J.Richards@exeter.ac.uk (Andrew Richards)
C.Boyle2@exeter.ac.uk (Christopher Boyles)



XXXXXXXXXX

Thank you for taking the time to read this information.
Yours sincerely,

Aimee Morgan
Educational Psychologist in training

NB The information sheet and consent form will be given at the same time which details the information regarding the study and confirms their consent to take part. The information sheet will be read to the children and young people and a space will be provided which will confirm that they understand and are happy to take part in the research. Both the instruction sheet and information sheet will be offered in English and Arabic.

Information sheet Carers/social workers

Dear carer

I would like to invite your foster son/daughter to take part in a research project about the successes and challenges for unaccompanied asylum seekers and refugee young people arriving in UK schools. I am interested in finding out what has gone well and also what challenges they have faced. I would like to know more about how UK schools can best support them specifically with social and emotional factors.

As well as making sure that you feel happy with them taking part in the research, I will also need be asking for their permission.

If you agree for them to take part in this research project, they will be asked to meet with me and answer some questions about your experiences in school in the UK.

- The session will last approximately 1 hour.
- It will take place in the summer term at their school or your home, whichever you tell me you would prefer.
- I will ask them some questions to get the conversation started; however, there are no right or wrong answers.
- They can bring along a friend or an adult who they trust to sit with us during the session if they think this will help them to feel relaxed.

- I can arrange to have a translator with us during the session if they feel that they would like help speaking or understanding English.
- The session will be recorded on tape so that I have a record of what was said.
- The audio recording will be listened to and typed into a written transcription by me.
- Myself and my supervisors (Andrew Richards and Chris Boyle) will have access to the interview data. No one else will listen to the recording or read the transcription.
- If at any time before or during the interview if they feel like they want to stop and do not want to take part in the research anymore, that is fine and they can just tell me.
- After the interview the recording will be stored for 7 days, during which time if you/they feel unhappy with their data being used you can ask to withdraw it from the study (just contact me using the telephone number or e-mail address at the end of this letter).
- After those 7 days, their recording will be given a unique ID number and their name will be taken off it. This is to make sure that your information is anonymous and confidential. However, it also means that at this point it will no longer be possible for you/them to withdraw their information.
- Finally, to say thank you for their agreement to take part in this study we will give them a £5 voucher of their choice (e.g. i-tunes, mobile phone top-up). If you/they do withdraw their data because you/they feel unhappy they can still keep this voucher.

All the information I get from the interviews with the young people I speak to will be written up in a report that other people will read. Their name will not be put in the report so what they have said will not be linked to them in any way. I will not talk to anyone else about what they tell me about their experiences. However, if they share any information during the session that makes me seriously concerned about their or somebody else's health and safety, I have a responsibility to tell one of the adults they work with and trust so that we can decide what we can do in order to support them. It is unlikely that this will happen, but if it does, I will discuss it fully with them first. Their participation in this project is your/their choice. It is ok if you/they do not want to take part or if you/they change their mind later and wish to stop half way through the session. They can choose to stop taking part at any time and you won't need to give a reason why.

Finally, it is important to say that taking part in this research (or choosing not to) does not affect their asylum seeking status at all. I am a researcher based at The University of Exeter and not linked to The Home Office in any way. The information that we discuss will not be discussed with anyone else.

Please keep this information Sheet in a safe space in case you want to read it again in the future.

If you would like to ask me or one of my supervisors (Dr Andrew Richards or Dr Christopher Boyle) any questions you have about the research now or at any time during the project, these are our contact details:



Am880@exeter.ac.uk (Aimee Morgan)

A.J.Richards@exeter.ac.uk (Andrew Richards)

C.Boyle2@exeter.ac.uk (Christopher Boyles)



XXXXXXXX

Thank you for taking the time to read this information.
Yours sincerely,

Aimee Morgan
Educational Psychologist in training

Information sheet
Teacher participants

Dear

I would like to invite you to take part in a research project about the successes and challenges for unaccompanied asylum seekers and refugee young people arriving in UK schools. I am interested in finding out what has gone well and also what challenges you faced when working with these children and young people. I would like to know more about how UK schools support unaccompanied asylum seeker and refugee young people specifically with social and emotional factors.

If you agree to take part in this research project, there will be three parts to the project and on the condition you are happy to take part, you will need to take part in all three parts.

- For the first part of the research you will be asked to meet with me and answer some questions about your experiences with working with unaccompanied asylum seekers and refugees. This session will last approximately 1 hour and will take place around the summer term.
 - For the second part of the research you will be asked to take part in focus groups where other teachers who are working with unaccompanied asylum seekers and refugees. The questions will be provided prior to the focus group sessions to allow you some time to think about your responses. This session will last approximately 1 hour and will take place in summer term/autumn term 2017.
 - For the third part of the research there will be approximately four/five supervision sessions (lasting approximately 1 hour and a half) where you will be able to raise any concerns or issues that you may be experiencing whilst working with this group of young people. Alternatively, you will also be invited to discuss successes for working with unaccompanied asylum seekers and refugees. These sessions will take place across autumn term 2017.
- All sessions will be recorded on tape so that I have a record of what was said.
- The audio recording will be listened to and typed into a written transcription by me.
- Myself and my supervisors (Andrew Richards and Chris Boyle) will have access to your interview data, focus group data and peer supervision data. No one else will listen to the recording or read the transcription.
- At any time before or during the interview if you feel like you want to stop and do not want to take part in the research anymore, that is fine and you can just tell me.
- After the interview your recording will be stored for 7 days, during which time if you feel unhappy with your data being used you can ask to withdraw it from the study (just contact me using the telephone number or e-mail address at the end of this letter).
- After those 7 days, your recording will be given a unique ID number and your name will be taken off it. This is to make sure that your information is anonymous and confidential. However, it also means that at this point it will no longer be possible for you to withdraw your information.

All the information I get from the interviews with yourself and the other teachers and young people

I speak to will be written up in a report that other people will read. Your name will not be put in the report so what you have said will not be linked to you in any way. I will not talk to anyone else about what you tell me about your experiences. However, if you share any information during the session that makes me seriously concerned about yours or somebody else's health and safety, I have a responsibility to speak to other professionals so that we can decide what we can do in order to support you/the children and young people. It is unlikely that this will happen, but if it does, I will discuss it fully with you first.

Taking part in this project is your choice. It is ok if you do not want to take part or if you change your mind later and want to stop half way through the session. You can choose to stop taking part at any time and you won't need to give a reason why.

Please keep this information Sheet in a safe space in case you want to read it again in the future.

If you would like to ask me or one of my supervisors (Dr Andrew Richards or Dr Christopher Boyle) any questions you have about the research now or at any time during the project, these are our contact details:



Am880@exeter.ac.uk (Aimee Morgan)

A.J.Richards@exeter.ac.uk (Andrew Richards)

C.Boyle2@exeter.ac.uk (Christopher Boyles)



XXXXXXXX

Thank you for taking the time to read this information.

Yours sincerely,

Aimee Morgan

Educational Psychologist in training

NB: There will be an information sheet available in a cartoon format for UASC if required.

CONSENT FORM

Consent form
Young person participant

Dear

Please read the Information Sheet before filling in this form. Please read the statements below and tick the boxes if you agree with them. If you sign your name at the bottom of the page, then this means that you agree to take part in this research project.



I have had time to think about the information.



I confirm that I am choosing to be involved in the project and have not been pressured or instructed to take part.



I understand that I can withdraw from the project at any time without giving a reason. If I do so my interview recording will be destroyed.



I understand that I do not have to answer any questions during the session that I do not want to or feel unable to.



I understand that the things I talk about in this project will be written in a report. My name will not be used so no one will know who said what. Extracts from the recording may be used as quotes in order to illustrate certain points in the report however no one will be named.



I understand that the session will be audio taped so that there is a good record of what was said.



I understand that the recording may be heard by the researcher (Aimee Morgan) and her supervisors (Andrew Richards and Christopher Boyle) and possibly by another professional who will type up a written transcription. The transcripts and questionnaires will be stored in a locked cabinet.



I agree to take part in this project about the successes and challenges for unaccompanied asylum seekers and refugee young people arriving in UK schools

Data Protection Notice

The information you provide will be used for research purposes and your personal data will be processed in accordance with current data protection legislation and the University's notification lodged at the Information Commissioner's Office. Your personal data will be treated in the strictest confidence and will not be disclosed to any unauthorised third parties. The results of the research will be published in anonymised form. All participants will have the right to remove their data. All raw data will be kept confidential. All data will be stored and password protected. Data will be kept for a maximum of five years then destroyed.

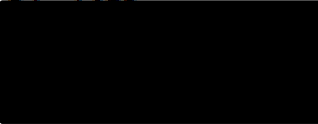
.....
(Please print your full name)

.....
(Please sign your name)

(Date)

Thank you for your time in reading and completing this form. Please return it to the following address:

Aimee Morgan, Educational Psychologist in training



Or alternatively send it electronically to: Aim880@exeter.ac.uk

Many thanks,

Aimee Morgan, Educational Psychologist in training

Consent form
Carers/social workers

Your child has been invited to join a research study which aims to examine the perceptions, views and the experiences of unaccompanied asylum seekers and refugee children and young people and to identify the challenges and successes that they have personally experienced within their school setting in relation to social and emotional issues.

Within this research we are also examining the perceptions and views of teachers who work with unaccompanied asylum seekers and refugees whilst developing practical strategies to support the social and emotional well-being of these young people in schools.

Please take whatever time you need to discuss the study with your family and friends, or anyone else you wish to. The decision to let the young person join, or not join, is up to you.

As outlined in the information sheet, your young person will be asked to take part in a semi-structured interview for approximately one hour.

This study involves the following risks:

- It is possible that during the interview your young person may be triggered by some difficult memories, for example, in their country of origin. If this situation occurs and they become distressed or we believe that it is in their best interest to stop the interview, the young person will be removed from the research and they will be signposted to further emotional support.

Benefits to taking part in the study

- This research aims to support unaccompanied asylum seekers and refugee young people with

address:
Aimee Morgan, Educational Psychologist in training

Or alternatively send it electronically to: Am880@exeter.ac.uk

Many thanks,

Aimee Morgan, Educational Psychologist in training.

Information and consent form
Teachers

Title of Research Project

Exploring teachers' views and experiences of working with unaccompanied asylum seekers and refugees (UASRs) whilst developing practical strategies to support the social and emotional well-being of UASRs in school settings

Details of Project

Part 1: Involves taking part in a semi-structured interview followed by focus groups. Part 1 aims to:

- Explore the perceptions, views and experiences of teachers who work with UASR children and young people.
- To identify challenges and opportunities which teachers have experienced within their classroom in relation to supporting the emotional and social needs of UASR learners.
- To explore the perceptions, views and experiences of UASR children and young people and identify the challenges and successes that they have experienced within their school setting in relation to social and emotional issues that are experienced by unaccompanied asylum seekers and refugees. NB: The third aim is focussed only when interviewing the unaccompanied asylum seekers themselves.

Part 2: Attendance at all five peer supervision sessions will be required by all teachers who have taken part in phase 1. The peer supervision sessions are designed for teachers to discuss specific case studies (discussed anonymously) and there will opportunities for particular difficulties with working with this group of young people to be discussed and problem solved. Part 2 aims to:

- To explore and understand how the findings from phase 1 together with the evidence base can be used to develop peer supervision sessions which can provide teaching professionals with strategies and support for working with UASCS within this sample.
- To identify specific strategies through peer supervision which may help to support the social and emotional well-being of UASCS.
- To evaluate the effectiveness of phase 2 using a rating scale.

Contact Details

For further information about the research, please contact:

Name: Aimee Morgan

Postal address: Exeter University St Lukas Campus, Heavitree Rd, EX1 2LU

Email: am880@ex.ac.uk

If you have concerns/questions about the research you would like to discuss with someone else at the University, please contact:

Andrew Richards, Exeter University St Lukes Campus, Heavitree Rd, EX1 2LU. A.Richards@exeter.ac.uk

Confidentiality

Questionnaires will be held in confidence. They will not be used other than for the purposes described above and third parties will not be allowed access to them (except as may be required by the law). However, if you request it, you will be supplied with a copy of your questionnaire response. Your data will be held in accordance with the Data Protection Act.

Data Protection Notice

The information you provide will be used for research purposes and your personal data will be processed in accordance with current data protection legislation and the University's notification lodged at the Information Commissioner's Office. Your personal data will be treated in the strictest confidence and will not be disclosed to any unauthorised third parties. The results of the research will be published in anonymised form. All participants will have the right to remove their data. All raw data will be kept confidential. All data will be stored and password protected. Data will be kept for a maximum of five years then destroyed.

Anonymity

Recorded Interview, focus group and peer supervision data will be held and used on an anonymous basis.

Consent

PART 1: Teacher Semi-Structured interview and focus group attendance

I give consent to my participation in Part 1 of the research project which involves answering a series of questions about the successes and challenges when working with unaccompanied asylum seekers and refugees. I have been fully informed about the aims and purposes of the project. I understand that:

- There is no compulsion for me to participate in this research project and, if I do choose to participate, I may withdraw at any stage.
- I have the right to refuse permission for the publication of any information about me.
- Any information which I give will be used solely for the purposes of this research project, which may include publications or academic conference or seminar presentations. • If applicable, the information, which I give, may be shared between any of the other researcher(s) participating in this project.
- All information I give will be treated as confidential.
- The researcher(s) will make every effort to preserve my anonymity.

.....
(Signature of participant)

.....
(Printed name of participant)

.....
(Signature of researcher)

.....
(Printed name of researcher)

.....
(Date)

PART 2: Teacher Peer Supervision Sessions

I give consent to my participation in Part 2 of the research project which involves up to five supervision sessions. I have been fully informed about the aims and purposes of the project. I understand that:

- There is no compulsion for me to participate in this research project and, if I do choose to participate, I may withdraw at any stage.
- I have the right to refuse permission for the publication of any information about me.
- Any information which I give will be used solely for the purposes of this research project, which may include publications or academic conference or seminar presentations. • If applicable, the information, which I give, may be shared between any of the other researcher(s) participating in this

project.

- All information I give will be treated as confidential.
- The researcher(s) will make every effort to preserve my anonymity.

.....
 (Signature of participant) (Printed name of participant)

.....
 (Signature of researcher) (Printed name of researcher)

.....
 (Date)

One copy of this form will be kept by the participant; a second copy will be kept by the researcher(s).

NB: The information sheets and consent forms have been changed/amended but are based on Doggett's (2012) research who also worked alongside unaccompanied asylum seeker and refugee children.

SUBMISSION PROCEDURE

Staff and students should follow the procedure below.

In particular, students should discuss their application with their supervisor(s) / dissertation tutor / tutor and gain their approval prior to submission. Students should submit evidence of approval with their application, e.g. a copy of the supervisors email approval.

This application form and examples of your consent form, information sheet and translations of any documents which are not written in English should be submitted by email to the SSIS Ethics Secretary via one of the following email addresses:

ssis-ethics@exeter.ac.uk This email should be used by staff and postdoctoral students in Egenis, the Institute for Arab and Islamic Studies, Law, Politics, the Strategy & Security Institute, and Sociology, Philosophy, Anthropology.

gsaethics@exeter.ac.uk This email should be used by staff and postdoctoral students in the Graduate School of Education.

Appendix 6- Information sheet for UASC (Arabic translation)

تحية طيبه وبعد،

نود ان ندعوكم للمشاركة في مشروع التعرف علي المشاكل والنجاحات في تلاقي الراضين الأطفال في مدارس المملكة

المتحدة. نريد ان نتعرف علي الأشياء الممتازة والغير متميزة لدعمكم . نريد ان نتعرف علي الأشياء الي ممكن ان تفعل لكي نساعد في حياتكم الاجتماعية والنفسي. اريد ان اسال الموافقة علي الاشتراك في المشروع كما أني سأطالب أولياء امركم الموافقة علي مشاركتكم في المشروع. سوف ابعث اليهم رسالة للموافقة.

اذا وافقتم في المشاركة سأحجز معاد للمقابلة وسوف اسالكم عن حياتكم في المملكة المتحدة و في المدرسة بالأخص.

سوف يكون في الفصل الدراسي السيفي في المدرسة أو في المنزل علي حسب رغبتكم ت س تغرق الاجتماع - ساعة واحدة فقت

- سوف اسالكم إسالة عامة و ليس للسؤال اجابة صحيحة
- اذا اردتم صاحب أو ولي امر في الاجتماع فلکم الاختيار
- ممكن احضار في الاجتماع مترجم اذا اردتم. وسوف اتوالا ذلك
- سوف تسجل المقابلة
- سوف استمع الي التسجيلات واكتب الأشياء المدارة
- التسجيلات ستكون في تناولي أنا ومديريني فقط أندرو رشردز وكريس بويل
- لو خلال المقابلة أو في أي وقت اردتم الانسحاب من المشروع فعليكم ان تطلبو مي ذلك
- الأسماء والبيانات في التسجيلات سوف تلغي بعد ٧ أيام من المقابلة و ممكن في أي وقت تطلبو إلغاء التسجيلات بإرسال إيميل أو رسالة علي الأرقام والبيانات في اخر الجواب

- بعد الأيام السبعة سوف نمسح الأسماء والبيانات من التسجيلات / والتسجيلات سوف تكون مدونة وفي هذه المرحلة لا يمكن إلغاء التسجيلات
- لمشاركتم في المشروع سوف نعطيكم إيصال رمزي بمبلغ £٥ وبعد الاجتماع لو اردتم الانسحاب فلن نأخذ المبلغ فهي لكم

كل المعلومات سوف تدون في تقرير. التقرير لن يشمل أي بيانات للمشاركين في المشروع.
لن أتكم مع أي شخص اخر عن أي تفاصيل بعد اللقاء الا في حالة ان ابغتموني بشيء يمكن ان يدر صحتكم.
اشتراكم في المشروع لن يآثر علي أي طلب مقدم بالنسبة الي اللجوء في المملكة المتحدة. نحنو باحثين من جامعة اكستر وليس لنا أي صلة بوزارة الداخلية البريطانية

.....

(Please print your full name)

(Please sign your name)

(Date)

Thank you for your time in reading and completing this form. Please return it to the following address:

Aimee Morgan, Educational Psychologist in training

Many thanks,

Aimee Morgan, Educational Psychologist in training.

Appendix 7 -Examples of initial codes and themes: Part One interviews with professionals

Higher order initial theme identified across data set.	Sub-theme	Initial codes
Language as a barrier for communicating, learning and for supporting needs.	Language as an academic barrier	Accessing lessons and work
		Language impacting learning and progression
	Supporting needs	Difficulties with understanding and meeting needs
		Being able to express needs or wants
		Language as a social barrier and impact on integration
		The impact of language on social and emotional health
	Communication and understanding	Doing everything in a different language
		Communicating their background and past
		Alternative ways of communicating
		Not understanding
	Barriers for communication	Immersion in English outside of the provision
		Feeling heard and not being able to communicate
		Varying levels of English and learning at different rates.
		Language barriers
Personal and moral development and learning opportunities.	Learning opportunities and raising awareness	Changed world views and a sense of perspective
		Staff developing knowledge and skills through supporting UASC
		Lack of experience and knowledge of supporting UASC
		Developing cultural awareness, experience, teaching and skills.
	Personal and moral development	Developing empathy and understanding
		Moral and personal responsibility and values.
		Satisfaction and making a difference
	Developing relationships	Enjoyment of working with UASC
		Seeing UASC happy, doing well and progressing
		Feeling privileged and proud of

		UASC
		Positive and supportive relationships
Understanding the experiences and social and emotional needs of UASC and the challenges of meeting their needs.	Seeking asylum and impact on emotional health	Visits to the home office and different asylum decisions impacting UASC.
		Uncertainty and anxiety of UASC future
	Social and emotional needs	Emotional and mental health needs.
		Feeling valued and supported
		Being prepared for British culture and adulthood
		Frustration
		Feeling safe, being open with sharing information and accepting help
		Integrating, feeling socially accepted and trying to fit in
		Cultural and religious adjustments and understandings
		Developing friendships and connections and social support.
		Observing, watching and stepping back from a situation
	Home placement and other experiences	Home-school communication and relationships
		Relationships with and support from carers
		Awareness of living arrangements and experiences
		Emotional needs and experiences of adversity
		Impact of past and present experiences
	Challenges of meeting needs	Protecting and supporting UASC
		Unpredictable reactions and containing high levels of emotion
		Feeling unqualified for supporting social and emotional needs
		Balancing different roles
		Not wanting to probe
		Managing difficult and complex situations
		Uncertainty if they are doing the right thing
		Understanding individual needs and different presentations
		Shortages of information

Political and wider context factors.	Political and global factors	Impact of political climate and terrorism
		Gender equality
		Media influence
	Asylum status	Different asylum decisions and status and impact for UASC
		Uncertainty and anxiety over the future
	Inclusion and Diversity	Attitudes towards diversity and difference
		Difficulty with monitoring inclusion
		Learning about living in Britain
		Preconceptions of refugees and making assumptions
		Academic pressures versus meeting SEMH
		School priorities and ethos
		Social cohesion and inclusive school attitudes
		Appreciation of diversity and learning from UASC
		Racist and prejudice attitudes
		Placement and timetable of UASC
Differentiation of needs		
Social integration and induction		
Perceptions and developing identities of UASC	Changing identities	Developing into adults
		Not to be 'defined' as a UASC
		Polite, well mannered, well-presented and respectful.
		Developing their own identities and being able to be themselves.
		Appearing outgoing and confident
		UASC as young people
		UASC as unique and not homogenous
		Mental strength, motivation and enthusiasm to learn.
	Experiences and views of UASC	Emotional maturity and experience
		Group dynamics and cultural differences
		Happy, doing well and achieving in setting
		Not talking about the past
		Similar as with other children
		Gaining empathy and receiving support from other students
		Enjoying sport and playing in teams
Masking vulnerability		

		Extra-curricular interests
		Vulnerable and affected by past
		Resilient
Funding and available resources to meet needs	Funding and money	Big classes and mixed abilities
		Lack of staff training and support
		Money
	What is achievable	Nature of 'sudden' arrival
		Prioritising needs
		High workload and balancing meeting needs
		Limitations of what is available
	Time and obstacles	Placement of UASC
		Obstacles
		Accountability
		Time and effort
		Missing coordinated and integrated approach
		Lack of contact and shared info with other staff
		Disagreeing with school provision and plan for UASC
	Additional Support	Buddy systems
		Importance of additional support
		Training
		One-to-one and TA support
		Community support and other opportunities
		Pastoral support and links to other professionals
EAL and language support		
Support and communication with colleagues		
Specific professionals and agencies		
Specific and individualised approaches		

Appendix 8- Nodal structure from Nvivo: Part One interviews with professionals

Nodes						
Name	Sources	References	Created On	Created By	Modified On	
political and wider context factors		6	204	10/26/2017 10:12 AM	AM	1/16/2018 7:17 PM
asylum status		6	34	12/16/2017 10:56 AM	AM	1/28/2018 1:39 PM
inclusion and diversity		6	151	10/28/2017 4:14 PM	AM	2/4/2018 8:00 PM
political and global factors		4	27	12/16/2017 11:59 AM	AM	1/16/2018 7:17 PM
language as a barrier for communicating, learning and for supporting need		6	90	10/26/2017 12:20 PM	AM	1/28/2018 12:50 PM
language as an academic barrier		5	17	1/17/2018 11:28 AM	AM	1/28/2018 12:11 PM
supporting needs		6	45	1/17/2018 11:30 AM	AM	1/28/2018 12:11 PM
communication and understanding		6	25	1/17/2018 11:34 AM	AM	1/17/2018 11:34 AM
barriers for communication		6	42	1/17/2018 11:36 AM	AM	1/28/2018 12:10 PM
perceptions and developing identities of UASC		6	220	11/19/2017 10:27 AM	AM	1/16/2018 7:20 PM
experiences and views of UASC		6	172	1/15/2018 4:52 PM	AM	3/16/2018 9:42 AM
changing identities		6	94	1/15/2018 5:18 PM	AM	3/16/2018 9:42 AM
personal and moral development and learning opportunities		6	136	12/15/2017 12:22 PM	AM	1/28/2018 12:57 PM
learning opportunities and raising awareness		6	80	10/26/2017 1:43 PM	AM	1/28/2018 12:57 PM
personal and moral development		6	34	1/16/2018 10:15 AM	AM	1/28/2018 12:57 PM
developing relationships		6	42	12/16/2017 12:01 PM	AM	1/28/2018 12:56 PM
understanding the experiences and social and emotional needs of UASC an		6	353	10/29/2017 7:33 PM	AM	1/28/2018 3:10 PM
challenges for meeting needs		6	98	11/13/2017 10:59 AM	AM	2/2/2018 7:48 PM
social and emotional needs		6	233	1/16/2018 12:09 PM	AM	2/2/2018 1:53 PM
home placement and other experiences		6	103	1/16/2018 1:34 PM	AM	2/2/2018 1:10 PM
seeking asylum and impact on emotional health		5	34	10/27/2017 12:14 PM	AM	1/28/2018 3:09 PM
funding and available resources to meet needs		6	239	11/16/2017 1:01 PM	AM	1/16/2018 7:24 PM

Nodes

Name	Sources	References	Created On	Created By	Modified On	
understanding the experiences and social and emotional needs of UASC an		6	353	10/29/2017 7:33 PM	AM	1/28/2018 3:10 PM
challenges for meeting needs		6	98	11/13/2017 10:59 AM	AM	2/2/2018 7:48 PM
social and emotional needs		6	233	1/16/2018 12:09 PM	AM	2/2/2018 1:53 PM
home placement and other experiences		6	103	1/16/2018 1:34 PM	AM	2/2/2018 1:10 PM
seeking asylum and impact on emotional health		5	34	10/27/2017 12:14 PM	AM	1/28/2018 3:09 PM
funding and available resources to meet needs		6	239	11/16/2017 1:01 PM	AM	1/16/2018 7:24 PM
funding and money		5	31	1/16/2018 9:42 AM	AM	1/16/2018 7:24 PM
what is achievable		5	34	1/16/2018 9:44 AM	AM	1/16/2018 7:22 PM
time and obstacles		5	50	1/16/2018 9:47 AM	AM	1/16/2018 7:22 PM
Additional support		6	161	10/22/2017 3:22 PM	AM	1/16/2018 7:24 PM

Appendix 9-Thematic analysis: Quotations organised by final themes (Part One Interviews with professionals)

Higher order Theme	Sub-theme	Quotations
<p>Language as a barrier for communicating, learning and for supporting needs.</p>	<p>Language as an academic barrier</p> <p>Supporting needs</p> <p>Communication and understanding</p> <p>Barriers for communication</p>	<p>‘There’s nothing he can do at the moment but it’s like, ‘What can I do with him?’ because the, what is it? The, I can’t remember what it’s called now, something skills, which is the low level English, that changed completely. So it was too high for him to start so he hasn’t been in any English lessons because he just didn’t have the language to pick up where they would be, even in the bottom classes. So it’s been really difficult with the timetable’ (SS2).</p> <p>‘the Maths maybe, thinking about one of our students can be really strong but then struggling with the English side. It really brings home how many of exams are dependent on really good literacy, so that you can’t do well in Maths GCSE if you can’t understand what the questions asking you to do because it’s a really wordy question. You know, those kind of challenges’ (SS1).</p> <p>‘there is one lad I do have a little concern for and I’ve- I’ve raised this...I see him walking around on his own a lot. And he plays football on his own a little bit. He- he does have friends, like when, you know when there’s people around they’ll- they’ll happily talk to him. I think his...the barrier for him is- is language. I don’t think- I don’t think there’s anything more to it than that. I don’t think there’s anything, you know, he’s being segregated or anything like that. I think he doesn’t quite have that gateway to- to integrate as much as he would do’ (SS1).</p> <p>‘it’s like the year nine lad I suppose who’s struggling with his language and- and you know, he feels quite socially discluded to- to an extent I suppose be- because of that barrier’ (SS1).</p> <p>‘you know, the language barrier so it’s quite hard to</p>

		<p>get him to understand what you want' (SS1).</p> <p>'Well his biggest challenge when he came was actually not being able to communicate with anybody. Now he gets very frustrated because he will say a sentence and then the key word that makes the sentence, he can't think of, so that frustration is still staying with him until he improves vocabulary even more' (SS2).</p>
<p>Personal and moral development and learning opportunities.</p>	<p>Learning opportunities and raising awareness</p> <p>Personal and moral development</p> <p>Developing relationships</p>	<p>'And it's been really useful to get the point across. I don't- I don't use them as a- as an object in my class, saying look- look at this chap he's been to these places. I don't use that. But it makes real world issues real to them. They're not just names, numbers and things you hear about on the news, they are people'. (SS1)</p> <p>'Yeah, it's given me that understanding and I've asked questions and X's been very honest and approachable and I've learnt as well as him learning' (SS2).</p> <p>'it is just very rewarding to feel that you're having some input into these people trying to put their lives together again'(C1).</p> <p>'I wanted to get involved with supporting this whole crisis in the first place, of refugees and I, I didn't know how to so when this opportunity came up, it was like a gift, you know? This is an opportunity for me to be able to help...' (C1)</p> <p>'We've got quite a close relationship, he talks to me about a lot of things...I've gained his confidence and since he's found more language he's able to converse in a way that he probably wanted to from the start, because when he first came he couldn't really say anything so he was getting quite upset' (SS2).</p> <p>'there's a difference between an intellectual knowing of events that happen in the world and, and, and emotional understanding and because...we've formed relationships...where I've got to know them</p>

		as individuals and people, so that separation it's, it's not really possible' (C1).
<p>Understanding the social and emotional needs and experiences of UASC and the challenges of meeting their needs.</p>	<p>Seeking asylum and impact on emotional health</p> <p>Social and emotional needs in provision</p> <p>Home placement and other experiences</p> <p>Challenges of meeting needs</p>	<p>'The visits to the Home Office have been very distressing for X...Occasionally when he's been, he's had the next day off because he is so upset and when he's been in school he hasn't really wanted to do anything...it has affected his education a lot, especially seeing he had one two days before his Maths GCSE as well...' (SS2).</p> <p>'I think that, you know, for the individual concerned who hasn't got it, I think he's, I think he's really fearful. But we've talked about, 'Okay, let's keep positive, we don't know.' I think, from what I looked at the beginning, I think the appeal process, it has to be dealt with within a year but it could take up to a year, I think. I think that's my understanding of it' (C1).</p> <p>'one of the students said that she didn't want to have to talk about her past...Another one agreed with that...and she then went on to say that they have to talk about it to the Home Office...the Social Workers... their doctor, so there's this sort of, seems to be this constant revisiting' (C1).</p> <p>'emotionally it's been a rollercoaster. Leaving family behind...Home Office visits...social workers changing, younger carer's children, all affects his emotional wellbeing . He doesn't understand a boy and a girl holding hands...kissing...children being naughty doesn't happen in Iran, people being rude, swearing... so for that there's been a big emotional, because he has to cope with it all in his mind...' (SS2).</p> <p>'some of them struggle with the mechanisms for coping' (SS1).</p> <p>'what I'm seeing is some social and emotional needs to feel accepted by the group... I'm witnessing someone who's trying too hard to make people laugh, too hard to be really close to people and yeah,</p>

		<p>I'm witness the dynamics in the group as a result of that' (C1).</p> <p>'there was talk at one point that a couple of the students felt that... we didn't care about them. I think it was expressed and what came out of that was understanding that a couple of people were really struggling with their English... I think the groups were being led by the more able students, so the others weren't being noticed as much...' (C1).</p> <p>'there's another student who isn't particularly happy with where he is... he hasn't been moved into a family and that's what he would like. That hasn't happened and I don't know if it's possible and for what reasons maybe these homes aren't available' (C1).</p> <p>'trying to balance that kind of gateway to them to socialise in a safe environment ...But also you're... in charge of their education, and... trying to equip them presumably for a life in the UK...with grades and stuff' (SS1).</p> <p>'Well I didn't have any specific training, so being sure that I'm doing the right thing by X...when we knew that we had a refugee coming into the school...it should have been looked into, you know, if I was going to be his main support that I should have had support' (SS2).</p> <p>'I don't feel qualified to deal with massive emotional problems, if there is any' (C1).</p> <p>'It would be having a full understanding, there's a challenge because I don't want to probe. It's not my place to probe, I don't want the students to feel unnecessarily...traumatised by...having, to be asked to explain something that might be very upsetting but, so it's challenging to know how to respond, you know?' (C1).</p> <p>'Building up that trust with them, what their relationship is with teachers as authority figures, you know, what my role is. One minute I'm trying to</p>
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		<p>support them in school but the next minute I'm there listening to their legal status, you know, and they're aware of all of that' (SS1).</p>
<p>Political and wider context factors.</p>	<p>Political and global factors</p> <p>Asylum status</p> <p>Inclusion and Diversity</p>	<p>'I do feel concerned, you know, about, you know, in the political climate we've got at the moment and events that have happened. We did talk about...the initial event in London...So I addressed it with them and yeah, we talked about it as a group' (C1).</p> <p>'for some of the girls who...have been taught... to be quiet basically and to be shy, expressing that they were struggling at the very beginning, ... they've very quickly, you know, felt that this is safe for them to have a voice and to express it...But it also has made me think about, you know, if these individuals are sent home, how do they...readapt' (C1).</p> <p>'I think there is this sort of, there's this slight worry that it could all be to no avail, you know, if they get told, one of this group apparently has been told that he should go back to Afghanistan because Afghanistan is now safe and if his region isn't safe then he should go to Kabul and, you know, the sort of politics that could just, you're helping these children, these youngsters build a life in this country and you know that on an almost political whim they could be sent back tomorrow, well, when they hit a certain age. So that's a, you know, if that's a worry to me it must be far more of a worry to them' (C1).</p> <p>'The...yeah, the one- the one in year ten certainly is doing a full range of GCSEs' (SS1).</p> <p>'The two lads in- in year nine I on- I only teach one of them, but he's on sort of a- of a vocational BTEC pathway where there's no exams...course work and- and stuff like that... it's trying to devise ways of- of teaching him through mediums that he can kind of understand' (SS1).</p> <p>'I think we're pretty well set up in regards to integrating them and to caring for them pastorally.</p>

		<p>I'd like to see...a bit more of a targeted approach to their wider integration in life...I think...there is perhaps scope for someone who kind of views the whole overall picture really' (SS1).</p> <p>'Well at the stage that he came in... the only time his Head of Year got involved was his timetable at the beginning... There didn't seem to be any thought of what was good for X...for his education... It was just a case of, 'Oh we've got this child', refugee or not...almost like we're going to babysit him now until he leaves, it was never encouraged that he stayed on' (SS2).</p> <p>'Because he felt he was being held back, he wanted to be pushed and stretched himself. So yeah, I'm very aware of, that there are such different levels within the group and how to differentiate and it's not always easy' (C1).</p> <p>'Well, I know that the college, you know, are very keen for it to go well, you know, for them to sort of be embraced by the college. We've, you know, been given a budget and, you know, we're using it, we're using to deliver activities that are really enriching and supportive' (C1).</p> <p>'they've also got access to additional English support, so they've been extracted from lessons in order to have one-to-one or small group extra English lessons. They've also had bi-lingual support from X ... they've had one-to-one Maths, for example, on top of what we would normally provide' (SS1).</p> <p>'There are limitations to what we can do there, so that's part of it and it is sort of what we don't know a little bit and also that as it happens they've arrived quite late up into the school as well, so actually it's all been, we haven't got very long either so things have to happen quite fast and maybe it would be different if they were in Year Seven or something and we got five years but we haven't got that though' (SS1).</p>
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<p>Perceptions and developing identities of UASC</p>	<p>Experiences and views of UASC</p> <p>Changing identities</p>	<p>‘there’s definitely something there with them in regards to they’re still children, but you can tell there’s an edge...there’s a degree of... maturity or experience...it’s almost like a sense of that...they’ve gone through a wider range of emotion...than...your average...UK student’ (SS1).</p> <p>‘there is a lot of resilience there. They’re quite adventurous... they’re quite outgoing. They’re quite opinionated...And for them to come into this- into this environment and- and be themselves I suppose that shows a huge degree of resilience as well’ (SS1).</p> <p>‘one of the students said that she didn’t want to have to talk about her past and that really sort of generated a response...I think just hearing her say that made you realise just how sort of potentially vulnerable these learners are’ (C1).</p> <p>‘we get outbursts, particularly with one of them. So sometimes when it is tense I think he’s somebody who’ll be a little bit verbally aggressive or a bit isolated and you’ll suddenly notice that happening and actually it’s because, you know, there’s something going on for him’ (SS1).</p> <p>‘they’ve been able to- to be themselves and to listen to opinions and make their own judgements and be respected for those judgements. Whether that’s picking their own football team, or whether it’s g...saying in- in a class that I don’t know, the UK system of migration is wrong, or bad, or good, or I- I think that’s important for them’ (SS1).</p>
<p>Funding and available resources to meet needs</p>	<p>Funding and money</p> <p>What is achievable</p> <p>Time and obstacles</p> <p>Additional</p>	<p>‘I think what they really wanted was one-to-one but, you know, I don’t think the funding’s there for one-to-one, so it’s, you know, it’s, if they’ve got people outside of the college saying ‘this is what you need’, maybe it’s, it’s hard for them to understand that what they need isn’t necessarily what’s available’ (C1).</p> <p>‘Yeah I mean, you know, I’m, as an AL I’m paid for the</p>

	support	<p>contact hours but the contact hours, you know, do cover prep but again, I can do a little bit of prep, I can do a lot of prep so I've chosen, you know, to put a lot of effort into it' (C1).</p> <p>'We've, you know, been given a budget and, you know, we're using it, we're using to deliver activities that are really enriching and supportive. I mentioned, you know, they were taken out for fish and chips in a restaurant, you know, it's just a lovely experience for them to have' (C1).</p> <p>'Yeah, it's attention about what can you, what you can do. I, yeah, other frustrations I guess are like how quickly this happens, because it's the nature of being an unaccompanied asylum seekers, isn't it, that you suddenly arrive somewhere and you're, and that happens to us, so we're suddenly told about them and there's not a lot of time to plan' (SS1).</p> <p>'there's always obstacles all the time because he came in to, as a Year Eleven student who's been put down a year into Year Ten and because a lot of the courses were full or it wasn't suitable for him to start doing something that he didn't have time to finish, it's been really difficult sorting out a full timetable and he spends quite a lot of time in the Hub, which is the support centre' (SS2).</p> <p>'Well I didn't have any specific training, so being sure that I'm doing the right thing by X. I think maybe when we knew that we had a refugee coming into the school, maybe it should have been looked into, you know, if I was going to be his main support that I should have had support' (SS2).</p> <p>'Yeah, it's attention about what can you, what you can do. I, yeah, other frustrations I guess are like how quickly this happens, because it's the nature of being an unaccompanied asylum seekers, isn't it, that you suddenly arrive somewhere and you're, and that happens to us, so we're suddenly told about them and there's not a lot of time to plan' (SS1).</p> <p>'Well without the extra support it would slow down</p>
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		<p>his progression. He's done really well but if he had more support within the classroom he would have come on even better' (SS2).</p> <p>'they've also got access to additional English support, so they've been extracted from lessons in order to have one-to-one or small group extra English lessons. They've also had bi-lingual support from X and we've carried on buying that in for one of them because, well it seemed really worthwhile. Through the PEP meetings we've agreed to other additional support as well, so they've had one-to-one Maths, for example, on top of what we would normally provide' (SS1).</p> <p>'Yeah, so I will talk, I get line managed, I talk to them. Because it crosses over with safe guarding, I talk to the safe guarding leads and you know, we're a very talky school I think anyway, so I talk to my colleagues a lot. I've talked to the head, I talk to carers, you know, there's an element of dialogue there all the time, social workers. So yeah, I feel like there's plenty of support' (SS1).</p> <p>'the bi-lingual support worker that comes in and she's alerted us, for example, to things that they may have said in a session with her, that are things that we can do to help support them socially and emotionally and I think she checks in with them that are they okay? How's it going?' (SS1).</p>
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Appendix 10- Examples of initial codes and themes: Part One interviews with UASC

Higher order initial theme identified across data set.	Sub-theme	Initial codes
Adverse experiences and the importance of relationships and support	Experiences of adversity in home country	Betrayal and hurt from mistrust
		Danger
		Imprisoned in home & no outside contact
		Not being able to attend school
	Friendships	Developing friendships with UASC
		Friends supporting and distracting
		Friends supporting with English
		Loss of friends
		Meeting friends during their journey
		Support from other UASC
	Home-placement	Difficulties with home-placement
		Not speaking English at home
		Travelling long distances
	Importance of family and emotional impact of loss of family	Contact with family in home country
		Having family in the UK
		Importance of making 'new family'
		Meeting parents aspirations
		Other UASC as family
		Affecting sleeping and wellbeing
	Past experiences and journey	Context of leaving home country
		Journey to the UK
	Support	Appreciation for support
		Asylum support
		Home and carer support
Other professional support		
Refugee camp support		
Religion as support		
Emotional states and well-being		Mixed emotions
	Positive states	Developing confidence
		Feeling pride of what they have achieved
		Feeling safe
	Negative states	Concern and guilt over left family
		Depression
		Distrusting
		Feeling alone
		Feeling nervous and shy when first arrived
		Feeling sad
		Frustration with educational

		provision
Language and cultural adjustment	Acquisition of English	Acquiring and learning English
		Frustration and finding it difficult
		Level of English on arrival
		Link between language & emotional needs
		Speaking and understanding over time
	Cultural adjustment	Differences in education
		Finding British people rude
		Finding the transition difficult
		Food and religion
		Language adjustments
		Protection and autonomy of children
		Studying alongside opposite sex
	Values and expectations	
School experiences		Previous experiences in education
		Subjects being learnt and provision
	Support and encouragement from staff	Can talk to staff about concerns
		Teachers treating UASC like family
		Less support than other students
		Feeling that teachers are good
		Friendly teachers who provide enjoyment
		Teachers breaking down tasks
		Treated well and with patience
		Varying support from school staff
	Language support	
	Positive school experiences	Enjoyment of studying in the UK
		Feeling successful in educational provision
Suppression and moving forward	Not thinking about the past	Attempting to make themselves happy
		Friends distracting
		Hobbies and interests
		Masking sadness
		Not wanting to think or talk about the past
		Educational provision as a distraction
	Moving forward and changing	Acquiring spoken English
		Comparison between first arrival and now
		Higher education
		Improving English
		Thinking about the future and aspirations

		Working hard and motivation to learn
Uncertainty of the future linked to asylum status	Differing Asylum outcomes	Impact of age on asylum
		Lack of equality around asylum decisions
	Emotional responses to Asylum	Affecting emotional well-being
		Not talking about terrorism
		Reliving past
		Scared about returning to home country
		Stress of home office and waiting

Appendix 11- Nodal structure from Nvivo: Part One Interviews with UASC

Nodes						
Name	Sources	References	Created On	Created By	Modified On	
uncertainty of the future linked to asylum status		6	36	12/3/2017 4:06 PM	AM	1/28/2018 11:31 AM
different asylum outcomes		2	6	1/27/2018 12:57 PM	AM	1/27/2018 12:57 PM
emotional responses to asylum		2	16	1/27/2018 12:58 PM	AM	2/15/2018 1:59 PM
language and cultural adjustment		0	0	1/16/2018 4:04 PM	AM	1/27/2018 1:30 PM
cultural adjustment		3	22	12/3/2017 3:07 PM	AM	12/10/2017 2:19 PM
Acquisition of English		5	21	1/27/2018 5:18 PM	AM	2/15/2018 1:56 PM
emotional states and feelings		0	0	1/16/2018 4:12 PM	AM	1/26/2018 7:23 PM
mixed emotions		3	9	12/3/2017 5:30 PM	AM	12/10/2017 2:26 PM
positive states		4	7	1/27/2018 12:33 PM	AM	2/15/2018 1:55 PM
negative states		6	34	1/27/2018 12:33 PM	AM	2/15/2018 1:55 PM
school experiences		0	0	1/24/2018 4:30 PM	AM	1/24/2018 4:30 PM
previous experiences of education		4	7	12/3/2017 1:39 PM	AM	1/27/2018 3:33 PM
subjects being learnt and provision		2	5	12/3/2017 1:34 PM	AM	12/3/2017 3:02 PM
support and encouragement by staff		4	19	12/3/2017 1:31 PM	AM	2/16/2018 3:23 PM
positive school experiences		6	43	1/27/2018 3:56 PM	AM	2/15/2018 1:57 PM
adverse experiences and the importance of relationships and support		0	0	1/27/2018 1:04 PM	AM	1/27/2018 4:42 PM
home-placement		3	12	12/3/2017 2:44 PM	AM	12/3/2017 6:24 PM
importance of family and emotional impact of loss of family		3	18	12/9/2017 3:16 PM	AM	1/28/2018 11:49 AM
friendships		6	11	1/16/2018 4:03 PM	AM	1/27/2018 4:05 PM
other support		0	0	12/3/2017 1:32 PM	AM	2/16/2018 2:13 PM
experiences of adversity in home country		4	14	12/3/2017 3:37 PM	AM	1/28/2018 11:48 AM
past experiences and journey		2	13	1/27/2018 3:08 PM	AM	2/15/2018 1:56 PM

Nodes

Name	Sources	References	Created On	Created By	Modified On	
adverse experiences and the importance of relationships and support		0	0	1/27/2018 1:04 PM	AM	1/27/2018 4:42 PM
home-placement		3	12	12/3/2017 2:44 PM	AM	12/3/2017 6:24 PM
importance of family and emotional impact of loss of family		3	18	12/9/2017 3:16 PM	AM	1/28/2018 11:49 AM
friendships		6	11	1/16/2018 4:03 PM	AM	1/27/2018 4:05 PM
other support		0	0	12/3/2017 1:32 PM	AM	2/16/2018 2:13 PM
experiences of adversity in home country		4	14	12/3/2017 3:37 PM	AM	1/28/2018 11:48 AM
past experiences and journey		2	13	1/27/2018 3:08 PM	AM	2/15/2018 1:56 PM
suppression and moving forward		0	0	1/27/2018 1:37 PM	AM	1/27/2018 1:53 PM
not thinking about the past		4	22	1/26/2018 7:20 PM	AM	2/16/2018 4:35 PM
moving forward and changing		5	39	1/27/2018 12:26 PM	AM	2/16/2018 4:34 PM

Appendix 12- Thematic analysis: Quotations organised by final themes (Part One Interview with UASC)

Higher order Theme	Sub-theme	Quotations
<p>Adverse experiences and the important of relationships and support</p>	<p>Experiences of adversity in home country</p> <p>Friendships</p> <p>Home-placement</p> <p>Importance of family and emotional impact of loss of family</p> <p>Past experiences and journey</p> <p>Other support</p>	<p>‘Yeah, it was like too difficult to live in my country. So yeah. Feel like Taliban or or Jaish or ISIS or something whatever it is, yeah. Like I couldn’t go like... I- I stopped school like... I just went to school like for five years and after that we just stopped because we- we couldn’t go to school. If- if not...if you’re going like whatever it was like school or mosque or something, Taliban will kill us or they will not like, yeah’ (P1).</p> <p>‘In my past my life has been, I don’t have a nice life. And to share for- for people for another people because it’s a bad and they’re not nice. When I share for another person he di- he didn’t give me happiness’ (P3).</p> <p>‘Here we just start with my friends; they are not just for me, my friends they are like sister. We treat each other, if I sad they ask me and they give me advice. If they sad I give a hug and something nice’ (P3).</p> <p>‘No, we- we go there like we see our friends we forget our problems’ (P6).</p> <p>‘We are with the first foster family. Now we are move, we move another places. Now I am very happy. Also they are very nice foster family. Not a foster family like a real mum and a dad they are, very nice. They give you advice and if you are sad they say to you anytime, anywhere you can speak me; you can talk to me if you have a problem’ (P3)</p> <p>‘Yes, and family now I still in the family, but no speaking. She is...sometimes she is speaking. Sometimes me talking English in the college. I come home I still, my mouth I close, I stay in my room. She no speaking. Ne- never no speaking</p>

		<p>to me' (P5).</p> <p>'I don't know, no. My mother is one years ago, she's dead. Yes, long time me thinking about this' (P2).</p> <p>'Sometimes [pause] longer time I'm not seeing my family, this longer time. I'm cry for family; I'm cry sometimes for Home Office. I'm go to talk to- talk to my friend, my family still good' (P6).</p> <p>'Yeah. Yeah, I came like eleven country, like and to get this country, like I used- used to be like in Afghanistan. I live in Afghanistan for... ..twel- twelve years or thirteen years, yes. And after that I left Afghanistan like, yeah. I was like ten, ten- ten months in journey or something' (P1).</p> <p>'No, I just like didn't tell them. So I just left, yeah... Yeah, if I told them like they won't let me go. Yeah, because they will tell- they will tell me like- they will tell me like you're too young or something' (P1).</p> <p>'Yeah, like lots...most of them like just walking, yeah. And the most difficult was like from Greek to Hungary. No, from Greece to Macedonia, we just like...we just walked like for one week. Not drank. Not food, nothing. Just we had in- in one week we- we just have like one watermelon and that's it, yeah' (P1).</p>
<p>Emotional states and feelings</p>	<p>Positive states</p> <p>Negative states</p> <p>Mixed emotions</p>	<p>'I am now in England I am with confidence because when I was in my country I was shy, I don't like to talk anybody. Even when I talk proper face to face people. I every day shy and I scared. After I came here like I am comfortable and confidence. After I go to school I just speak I don't hide for anybody because here I am safe. I feel safe in England. And there is equality. I'm happy' (P4).</p> <p>'What makes me really happy? Like being- being in this country really, because oh, it was</p>

	<p>nightmare in my country. So it was too difficult to live in my country' (P1).</p> <p>'So like that. So when I was new in UK so I couldn't speak English and I was like a bit nervous or something' (P1).</p> <p>'Yeah, happier now. But inside of- inside- inside of me like I'm sad, so yea' (P1).</p> <p>'But because sometime feeling very sad. Sometime forgotten lots of words English. Because very sad I can't speaking, I can't understand, I don't understand' (P2).</p> <p>'And this is very good for me now just stay home- stay home sometime very sad just thinking about family' (P2).</p> <p>'Yeah, this one's fighting in my back, in my past my life has been, I don't have a nice life. And to share for- for people for another people because it's a bad and they're not nice. When I share for another person he di- he didn't give me happiness because I rem- when I remember he make me sadly' (P3).</p> <p>'But when sometimes you remember the past, even still now, when you future I am very sad because I don't have the paper, still now I'm waiting. I don't know what's happening next because Home Office said wait. I am waiting still until September' (P3).</p> <p>'It's the same. No, just [pause] sometime very sad, sometime I very happy in school. Yeah, sometime normal. But most happy in school. Yeah, because sometime in school forgotten some- something about my sorry' (P2).</p> <p>'Sometimes when you see us just laughing seems like we don't have any problem, but after we go home we just cry for god' (P6).</p>
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<p>Language and cultural adjustment</p>	<p>Acquisition of English</p> <p>Cultural adjustment</p>	<p>'So when I was new in UK so I couldn't speak English and I was like a bit nervous or something. And when I was new at school so I couldn't speak English and I- and I couldn't understand English or something was too difficult for me. So like I have like lots of like extra English or something that helped me to learn English to speak English or something. Yeah, and now I can speak English, not like fluently' (P1).</p> <p>'Because I w...they just put me in year ten. Like if y...it's too difficult like for everyone, not just me. If you like speak like another language they put you in...if your like- if your- if your first language is English, yeah? Like you go in Spain or France or somewhere they put you in year ten. Like it's too difficult right?' (P1).</p> <p>'Yeah, but now, better now. First day I'm coming too hard. I don't like because everything now just start, very hard. But now, yes, most teacher help, most student help and very good. But because sometime feeling very sad. Sometime forgotten lots of words English. Because very sad I can't speaking, I can't understand, I don't understand' (P2).</p> <p>'Just me ask just one word. No every. Just one word I can't. Sometime some question/ word, is some word long. I can't reading true because different for me' (P2).</p> <p>'Before no speaking English, now better speaking. Understand for people, for teacher, understand. Very, very good in the college and the teacher is nice' (P5).</p> <p>'Oh yeah, like I learnt like English culture or something. Yeah. Yeah' (P1).</p> <p>'Like the- the things like in Afghanistan you're- you're not allowed to like speak like with girls or something. Like front each other or something. And here it's normal you can speak, you can like,</p>
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		<p>yeah' (P1).</p> <p>'Yeah, but because different school England Iran. In school Ira- different lessons, different language and lots of difference for me. Hard for me. But just me sometime yes, thinking abouts my mum and maybe after me better' (P2).</p>
<p>School experiences</p>	<p>Positive school experiences</p> <p>Support and encouragement by staff</p>	<p>'For me, it's nice, the college. I'm studying very well. And I'm trying to know more things about English, and they are helping me. They are supporting me. And I'm happy in the college' (P4).</p> <p>'Because they are- they are helping me to learn, because when I come, I first come here, I don't know English. And now I am studying they support us in everything. The teachers, all the teachers they are they good' (P4).</p> <p>'Oh yeah, I just want to study. I just love studying, yeah' (P1).</p> <p>'Yeah, but in school yes, schools. Very happy in school because all student, all teacher help me' (P2).</p> <p>'In the college is nice. Before no speaking English, now better speaking. Understand for people, for teacher, understand. Very, very good in the college and the teacher is nice' (P5).</p> <p>'Yeah, so there's- so the things that make it really good for you is that the teachers are breaking things down. They are treating you with love and care' (P3).</p> <p>'Yeah. Also they are very friendly. There may be some teachers who just teach you, but we- we are on a trip in the something like that, they just play with us. I don't know, very nice they are [laughs] for me' (P3).</p>
<p>Suppression and moving</p>	<p>Suppression of emotions</p>	<p>'But most happy in school. Yeah, because sometime in school forgotten some- something</p>

<p>forward</p>	<p>Moving forward and changing</p>	<p>about my sorry' (P2).</p> <p>'Sometimes. When we see us, everywhere we are smiling.. But inside we are very sad because all my- all of our friends in the class they already got four, five years. Sometimes why, why- why us no, cos we are all the same problem' (P6).</p> <p>'That's why we don't like to remember our...just go forward... not think about the past' (P6).</p> <p>'I am now in England I am with confidence because when I was in my country I was shy, I don't like to talk anybody. Even when I talk proper face to face people. I every day shy and I scared. After I came here like I am comfortable and confidence. After I go to school I just speak I don't hide for anybody because here I am safe. I feel safe in England. And there is equality. I'm happy' (P4).</p> <p>'So when I was new in UK so I couldn't speak English and I was like a bit nervous or something. And when I was new at school so I couldn't speak English and I- and I couldn't understand English or something was too difficult for me. So like I have like lots of like extra English or something that helped me to learn English to speak English or something. Yeah, and now I can speak English, not like fluently, but it' good, yeah. I learnt English like very fast or something' (P1).</p> <p>'Yeah, and just...Yeah, I want to get job or something if I can. I will like apply for bring my brothers here. So if I can I will try to... ' (P1).</p> <p>'I want to learn more [laughs]. I want to study and keep going... I want to be a nurse' (P3).</p>
<p>Uncertainty of the future linked to asylum status</p>	<p>Different asylum outcomes</p> <p>Emotional responses to</p>	<p>'But inside we are very sad because all my- all of our friends in the class they already got four, five years. Sometimes why, why- why us no, cos we are all the same problem' (P6).</p> <p>'Yeah, the first time we was very excited like</p>

	<p>asylum status</p>	<p>that. Still we want to study more, but sometimes we're worried because what's next' (P6).</p> <p>'Now because we don't want to...we- we are just having happiness here. We don't want to return' (P3).</p> <p>'Yeah, or a- a sadness, because we know what coming we wait us, we don't have a nice life... We don't have family' (P3).</p> <p>'But inside we are very sad because all my- all of our friends in the class they already got four, five years. Sometimes why, why- why us no, cos we are all the same problem' (P6).</p> <p>'My social worker for example, she come and she ask me, I said I want my paper. They say they are our...my solicitor she asked, they said- they said the Home Office say wait. So they say wait' (P6).</p> <p>'I am very sad because I don't have the paper, still now I'm waiting. I don't know what's happening next... I am waiting still until September' (P3).</p>
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Appendix 13- Procedures for the group supervision sessions in Part Two

Session	Content	Participants
<p>Session 1: Reflections from the semi structured interviews, Introductions to the group supervision and Solution Circles process.</p>	<p>The first part of session one involved introductions and getting to know one another. The participants were encouraged to explain their school or college role including their experience with supporting UASC. During this time, participants were introduced to the process of supervision, created group supervision rules and signed a supervision contract (see Appendix 14). The process of Solution Circles was then explained to participants and the first two participants presented their case. Prior to the session a timetable had been sent out to all participants so they were able to prepare a five minute case each to present. After the Solution Circles process, participants were then encouraged to reflect upon the process using a reflection prompt sheet (see Appendix 15)</p>	<ul style="list-style-type: none"> • Five participants attended session 1, these participants had all taken part in Part One. These included: two college teachers, one secondary school HLTA and two secondary school teachers. • One participant (secondary school teacher) did not attend. The reason for this was unknown.
<p>Session 2: Reflections from last session, Solution Circles and next steps.</p>	<p>The beginning of the session enabled some time for participants to feedback their thoughts and reflections between the first and second group supervision session. The two participants who presented their case in session one were asked if they had acted on any of the ideas which were posed and discussed their reflections since last session. The third participant presented her case for Solution Circles and the rest of the participants followed the process. The final part of the group supervision session encouraged participants to reflect upon their thinking and how that may inform their approaches in the classroom/ in school or college and with the unaccompanied students.</p>	<ul style="list-style-type: none"> • Four participants attended session 2, these participants had all taken part in Part One. These included: two college teachers, one secondary school HLTA and one secondary school teacher. • Two participants (both secondary school teachers) did not attend. One had previously given his apologies and had requested the audio for the session.

Session 3:**Reflections from last session, Solution Circles, reflections on the process and Evaluation of group supervision.**

Similarly to session 2, the beginning of the session enabled some time for participants to feedback their thoughts and reflections between the second and third group supervision session. The participant who presented her case in session two was asked if they had acted on any of the ideas which were posed and discussed their reflections since last session. The final pair of participants presented their case for Solution Circles and the rest of the participants followed the process. The final part of the group supervision was for final reflections and the evaluation of the group supervision process, participants were encouraged to give honest and constructive feedback and were provided with an evaluation form and discussed their evaluations with the rest of the group (see Appendix 16)

- Five participants attended session 3, these participants had all been part of Part One. These included: two college teachers, one secondary school HLTA and two secondary school teachers. The HLTA participated via phone conferencing as a result of injury.
- The secondary school teacher who had not attended session one and session two withdrew from the research as a result of school workload.

Appendix 15- Reflections framework for group supervision sessions

Session one hand out: Reflections

Over the course of the next three months, please keep a reflective account of a situation in which you are able to apply some of the ideas discussed. Below is a template which has some headings which you can use as a guide to help you.

Please ensure that any children or young people that are mentioned in your reflections are anonymised.

<p>What outcome would you like to see?</p>	
<p>How do you know in the future if you have achieved this?</p>	

<p>What is the first sign that which would indicate this?</p>	
<p>Any additional reflections/ thoughts?</p>	

Appendix 16-Evaluation and feedback form for group supervision sessions

Evaluation and feedback of group supervision sessions

The second phase of the research has now finished. Please make some brief notes on the below questions and be ready to feedback your reflections to the rest of the group.

- What, if any, do you think have been the benefits of taking part in a group supervision group for supporting unaccompanied asylum seeker and refugee children?
- What, if any, do you think have been the disadvantages of taking part in a group supervision group for supporting unaccompanied asylum seeker and refugee children?
- What, if any, do you think have been the barriers for taking part in a group supervision group?

- Do you have any other comments about your experiences of taking part in a group supervision that has not been covered by the previous questions?

The next section of the evaluation is hypothetical. For this action research we carried out one cycle of three group supervision sessions. It would be useful for you to provide feedback on the below questions in relation to if we were to do a second cycle of group supervision sessions.

Key reflection and action point: Next steps
What helpful things could we do more of?
What things could we do less of?
What new and potentially helpful things could we try?

Appendix 17-Examples of initial codes and themes: Part Two group supervision sessions

Higher order initial theme identified across data set.	Sub-theme	Initial codes
Political and Educational systemic issues and challenges	Educational systems and issues	Differences between educational settings
		Procedures for managing SEMH
		links between provisions for transition
		Tension between authorities and provision
		Pace and fitting within systems
		Different agendas
		Letting UASC down
		Alternative post-16 provisions
		A new course, new needs and uncertainty
		Training needs and support
		Different prior educational experiences
		PEP meetings and holistic outlook
		Experience of supporting UASC
	Political systems and issues	Difficulties understanding the system
		Need for more joined up systems
		Political agendas
		Different numbers across provisions
		Concerns regarding provision for post-18
		Isolation of UASC due to numbers
		Group sizes, opportunities and limitations
	Asylum process and challenges with the system	Funding, resources and time
		Not agreeing with the system
		Seeking support and guidance from adults
		Number of appointments and impact on education and attendance.
		Staff developing experience with systems
		Asylum process as competitive and a battle
		Age and being sent back
	Inclusion and differentiation	Seeking asylum and interviews on emotional well-being
		Anonymity and needs not being prioritised
		Differentiating needs vs systemic approach
		Inclusive attitudes and approaches Promoting inclusive education

		Changes in thinking regarding differentiation
	Information sharing and communicating with professionals and staff	Communication amongst professionals
		Promoting having sharing environments
		Lack of information communicated across staff and professionals
		Important for understanding and supporting needs
		Issues with confidentiality and anxiety around how to share information
		Provisions having systems for sharing information
		Importance for sharing information whilst maintaining confidentiality
		Need for better communication with professionals, colleagues and carers
		Future opportunities for group supervision
Obtaining the experiences and voice of UASC		Developing relationships through honesty, trust and showing empathy
	Environments conducive for building rapport	
	Developing trusting relationships through showing they care	
	Learning information about the past of UASC	Being connected and not detached to experiences
		Not wanting to probe
		Adversity and resilience
		Change of teaching as a consequence
		Useful to understand and meet needs
		Experiences of adversity
	Autonomy and voice of UASC	Control and choice given to UASC
		Importance of obtaining student voice and empowerment.
		Giving UASC a voice
		UASC not having others to share worries with
		Expression and making their needs known
Starting to open up and talk about emotions over time.		
The significance of social connections and relationships and the difficulties with recognising and supporting social and emotional needs.	Recognising and supporting social and emotional needs and challenges for staff	Social and emotional needs
		UASC masking their emotional difficulties
		Hidden trauma and small events having a significant impact
		Home placement and relationship to emotional wellbeing
		Offering support, developing rapport and showing empathy
		Emotional challenges and support for staff

	Social connections and relationships	Contact with family Wanting to talk and shared experiences with other UASC Family in the UK Different relationships with different adults Perception of power that adults have linked to opening up Developing trusting relationships over time
	Enjoyment of supporting UASC	UASC as respectful and well mannered Enjoyable and rewarding experiences Attitudes and enthusiasm to learning and school Opportunities to help and support UASC
Importance of language and the relationship between language and social and emotional needs.	Language development and the impact for meeting social and emotional needs.	Time to adjust
		Placement of groups and impact on social and emotional needs and behaviour
		Staff balancing focus of language with social and emotional development
		Importance of language development for social interaction
		Emotional wellbeing linked to acquisition of spoken language
		Level of spoken English and communicating needs.
	Meeting a range of needs in the classroom	
	Acquisition and development of language	Development of language and different rates of learning English
		Varying levels of spoken English
		Perceptions of spoken versus written English
UASC supporting others with English Language as a barrier		
Pedagogical approaches, recognising needs and promoting the success of UASC	Alternative methods for communication and support with developing English	Accessing support from the community
		Interpreters and refugee support
		Non-verbal ways
		Using art for expressing themselves
		Embedding English in activities
	Language support	
	Providing UASC with additional support	Keeping safe and emergency support
		Buddy systems
		Cultural support
		Using online groups and the internet
Local university and community support		

		Using external agencies and professionals to support needs
	Recognising the needs and success of UASC and having high expectations	Increasing sense of belonging
		Providing opportunities for having games and recognising needs
		UASC recognising their own success and feeling valued
		Gaining approval and need to be praised and rewarded for effort and achievement
		Communicating the successes of UASC
		Drawing on strengths
	Raising awareness and encouraging young people to support UASC	High expectations and changed behaviours
		Raising awareness
		Challenging discriminatory views held by other students
Uncertainty and legal changes on age for UASC and subsequent implications for education, social and cultural understanding and emotional wellbeing	Social and cultural understanding, integration and behaviour	Social and cultural awareness, understanding, rules, laws & expectations
		Differences in treatment of children across cultures
		Social and physical development
		Social connectivity, friendships and support
	Impact on changes of age, systems and challenges for staff	Breaking protocols and stigma for schools
		Expected grades and impact on self-esteem
		Expectations linked with abilities and age
		Framing things differently to different students
		Academic pressures, systemic difficulties and DfE
		Uncertainty around age
	Social and emotional impact	Missed learning and acquired language and impact on motivation
		Preparing for adulthood and independence
		Integration between different years
		Self-esteem, emotional state and identity
	Processes	Changes in peer group and impact on friendships and attitudes from peers
		Age assessment and process
		Speed of moving year groups and impact on needs being met

Appendix 18-Nodal structure from Nvivo: Part Two group supervision sessions

Nodes							
Name	Sources	References	Created On	Created By	Modified On		
Political and Educational Systemic issues and challenges		0	0	2/25/2018 1:18 PM AM			3/8/2018 11:10
Educational systems and issues		3	77	2/25/2018 1:20 PM AM			3/4/2018 6:01
political systems and issues		3	72	3/1/2018 6:04 PM AM			3/4/2018 2:34
asylum process and challenges with the system		2	29	2/23/2018 11:17 A AM			3/4/2018 3:17
inclusion and differentiation		3	29	3/1/2018 5:11 PM AM			3/4/2018 3:12
information sharing and communicating with professionals a		2	35	2/25/2018 5:33 PM AM			3/4/2018 4:47
obtaining the experiences and voice of uasc		0	0	2/25/2018 1:49 PM AM			3/1/2018 5:54 PM
autonomy and voice of the uasc		3	58	2/25/2018 1:28 PM AM			3/4/2018 5:22
learning information about the past of UASC		2	28	2/24/2018 11:05 A AM			3/8/2018 9:31
developing relationships through honesty, trust and empathy		3	19	2/22/2018 11:30 A AM			3/8/2018 9:34
The significance of social connections and relationships and the		0	0	2/25/2018 3:42 PM AM			3/31/2018 10:18
social connections and relationships		3	35	3/1/2018 2:12 PM AM			3/4/2018 6:32
enjoyment of supporting UASC		3	13	2/25/2018 2:37 PM AM			3/4/2018 6:32
recognising and supporting social and emotional needs and c		3	48	2/23/2018 2:52 PM AM			3/9/2018 10:1
importance of language and the relationship between languag		0	0	2/25/2018 5:25 PM AM			2/25/2018 5:51 PM
language development and the impact for meeting social an		3	53	2/23/2018 11:39 A AM			3/9/2018 11:2
acquisition and development of language		3	24	3/2/2018 9:45 AM AM			3/4/2018 6:33
Pedagogical approaches, recognising needs and promoting the		1	1	2/25/2018 5:54 PM AM			4/12/2018 12:09
alternative methods for communication and support for deve		3	13	2/22/2018 12:59 P AM			3/11/2018 11:
providing uasc with additional support		3	48	2/23/2018 2:55 PM AM			3/11/2018 11:
recognising the needs and success of uasc and having high e		2	30	2/23/2018 6:06 PM AM			3/11/2018 11:
Raising awareness and encouraging young people to support		1	9	2/25/2018 12:32 P AM			3/8/2018 9:45

Nodes

Name	Sources	References	Created On	Created By	Modified On
<input type="checkbox"/> Pedagogical approaches, recognising needs and promoting the <ul style="list-style-type: none"> <input type="checkbox"/> alternative methods for communication and support for de <input type="checkbox"/> providing uasc with additional support <input type="checkbox"/> recognising the needs and success of uasc and having high <input type="checkbox"/> Raising awareness and encouraging young people to suppo 		1	1	2/25/2018 5:54 PM AM	4/12/2018 12:09 P
<input type="checkbox"/> Uncertainty and legal changes of age for UASC, implications for <ul style="list-style-type: none"> <input type="checkbox"/> social and cultural understanding, integration and behaviou <input type="checkbox"/> impact on changes of age, systems and challenges for staff <input type="checkbox"/> social and emotional impact <input type="checkbox"/> processes 		2	9	2/23/2018 12:09 P AM	3/8/2018 9:57 AM
		2	20	2/23/2018 12:34 P AM	3/8/2018 9:47 AM
		2	32	2/23/2018 12:23 P AM	3/4/2018 6:34 PM
		1	17	3/2/2018 11:03 AM AM	3/4/2018 6:34 PM
		2	14	3/2/2018 11:05 AM AM	3/4/2018 6:35 PM

Appendix 19-Thematic analysis: Quotations organised by final themes (Part Two group supervision sessions)

Higher order Theme	Sub-theme	Quotations
<p>Political and Educational Systemic issues and challenges</p>	<p>Educational systems and issues</p> <p>Political systems and issues</p> <p>Asylum process and challenges with the system</p> <p>Inclusion and differentiation</p> <p>Information sharing and communicating with professionals and staff</p>	<p>‘There- there’s quite a lot of feeling of letting him down because of him coming in with no language, sort of, higher up in the school, and there wasn’t spaces in a lot of the lessons that he wanted to go into. So, there was a lot of feeling of letting him down’ (SS2).</p> <p>‘...Cos, on that point, we have at times felt we’re sort of winging it. Because, you know, this was a new course to us that started in January’ (C1).</p> <p>‘And always balancing that resource in quite a small school with quite a high demand on, sort of, EAL type- type support and mentoring and so on’ (SS1).</p> <p>‘I just felt that schools are concerned about what’s best for the youngsters, but the authorities, whoever they are, that make these sort of decisions, don’t seem to have that concern at all. You feel that they’re just, sort of, I dunno, pushed and shoved around in a hideously random way’ (C1).</p> <p>‘I don’t understand that system. I don’t know how they’re supposed to’ (SS1).</p> <p>‘But it is interesting that the more high profile, like, things seems to be, the Prevent Agenda ... Like, we get sent about that from government. We don’t get sent loads from government about, you know, how to include and- and, you know...’ (SS1).</p> <p>‘We’re talking about them as unaccompanied asylum seeking children and it just worries me a little bit what happens when they cease to be</p>

	<p>children...What support network is going to be in place ...What happens to them then? (C1)</p> <p>there seems to be this sort of process where they apply and it's rejected and they appeal. It's sort of assumed that this is the- the steps they'll have to go through... Which for a young person, all they are faced with is the- their first application being turned down, which I think's devastating' (C1).</p> <p>'Well, it- it just feels a bit faceless, doesn't it? So, by the time we get to the Home Office, it's just – I don't know who knows those people, you know? So, I can see the social workers working hard for them, to try and get what they think is right...'(SS1).</p> <p>'Yeah. I mean, you know, I was always well-known for, sort of, fighting for those students and trying to make teachers understand. I don't think that becomes any easier with all the demands on teaching and planning and everything' (SS2).</p> <p>'We need better systems in- in place for joined up, sort of, thinking really, in school and across school'(SS1).</p> <p>'The barrier's the time, and maybe the thinking as well. And if you're by yourself as well, you- you're not bouncing the ideas, necessarily, o-of- from other staff. And, you know, we- we work in the same department but rarely get a chance to- to really talk' (C1).</p> <p>'One of the things that we do ask, or for some of our students, is, like, a pupil profile. So, like, some information that's agreed with them, parents or carers of, you know, whoever as well, and then some things that you can do to support. And that's, sort of, on a secure area of- of our intranet' (SS1).</p>
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<p>Obtaining the experiences and voice of UASC</p>	<p>Autonomy and voice of UASC</p> <p>Learning information about UASC past</p> <p>Developing relationships through honesty, trust and showing empathy</p>	<p>‘What keeps striking me about these poor kids, is actually, they haven’t got any power really, have they? All these decisions that are being made for them... No wonder they keep going to other agencies. Because actually, it must just feel like decisions are made and stuff’s just done to them all the time’ (SS1).</p> <p>‘I felt that – pleased that I’d noticed – well, one, that I’d noticed that he was upset, and- and two, that we’d had the conversation. Because it gave him a voice. And that’s what he lacked. He was very shy about using his voice. But through our student translator, un-un-unofficial translator, he- he was given that voice. And I think that that took a load off his shoulders by being able to finally say, ‘I’m struggling and you- you’re overlooking me and, you know, I- I don’t think you care.’ And it gave me an opportunity to demonstrate that I did care. I still do. And I feel that- that that trust has been built’ (C1).</p> <p>‘I’m finding that my students are starting to offer up information ...one of them, X, said, ‘I’m- I’m not happy in my life,’ ... they’ve started to give that off their own back... I think, because of the context of what we’re talking about and because I’ve been with them since January’ (C1).</p> <p>‘And- and hearing that, I think it- I think it was helpful because – a-again, you said about, you know, the relationships we build, they be- they become – we hear stuff on the news but you- you don’t necessarily connect to it. Because you’re detached from that. You haven’t built a relationship with these people. And as a survival mechanism, you know, you have to detach, otherwise it would be too consuming... But having made these relationships with people, when you then hear, you know, something like that a-about- that’s connected some- with</p>
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		<p>someone specific, it all suddenly becomes so much more real. And that's, sort of, with any – it's really useful to know this stuff. Maybe not at the beginning, but at some point to know it. Possibly at the beginning. Because, you- you know, it – I – [sighs] making allowances for students, in some way' (C1).</p>
<p>The significance of social connections and relationships and the difficulties with recognising and supporting social and emotional needs.</p>	<p>Social connection and relationships</p> <p>Enjoyment of supporting UASC</p> <p>Recognising and supporting social and emotional needs and challenges for staff</p>	<p>'It sounds like the relationship is different, isn't it? ...You know, the different w-ways that people work with children and young people, I suppose, and the different roles and relationships, the opportunity to build that up. So, like, I'm thinking... you'd had a breakthrough moment with that student, ... But they might not have that with me and I've got to be conscious that I might not be the person that they have that with, you know? And did that matter? Like, as long as they have it with somebody' (SS1).</p> <p>'Something you said about building relationships with the adults. I think something like that would be really good because I think it's showing plenty of opportunities to build relationships within the students but also with the adults. Because when you go out on a trip and that sort of thing, you have a different relationship with them' (SS2).</p> <p>'But to be able to help these children... to be, sort of, the other end of that process is, I think, rewarding' (C1).</p> <p>'The group that I'm working with, with the unaccompanied asylum seekers and- and the- the others who have joined the group, they are such a delight to work with. So easy in comparison. Yeah, so, that's been my experience. It's- it's – so, they're- they're very grateful, very open. They in- from day one, almost from day one, they were- any opportunity they would party. We had cooking</p>

		<p>lessons in the kitchen, there's an accom- there's a- an attached flat. And there'd be maybe a couple of minutes while I was getting ready and they would put on their music and they would put their bags down and their coats and they would just dance with each other' (C1).</p> <p>'No, I was just thinking really about the fact that when you are in school and you haven't really got anybody to share it with, and I know we're bouncing ideas of each other now, but I mean, you haven't got the ability to do that. (SS2) I mean, it's just- it's the effect that these meetings have on the children as well. I mean, I was lucky because I had such a fantastic relationship with his carer at the time and we were always talking. But if I hadn't had that, I mean, I just wouldn't have known, half the time, where to go' (SS2).</p> <p>'I do feel devastated that X has left and has, sort of, stubbornly refused to come back or even talk to us' (C1).</p> <p>'One day I noticed that X was quite upset. So, I- I- I asked XX ... if he would be happy to translate... X was explaining that he felt that the college didn't care about him. He didn't understand – he wasn't able to keep up with...learning... So, he was essentially telling me, 'you don't care about me.'...that concerned me' (C1).</p> <p>'I think the thing that, sort of, in a way, surprises me with this group of learners is how, presumably, deeply buried their trauma is. We hardly ever see – you know, occasionally we see, sort of, things that could relate to it' (C1).</p>
<p>Importance of language and</p>	<p>Language and impact for</p>	<p>'And what – so- so when those came to us last January, February, they were all in one group</p>

<p>the relationship between language and SEMH</p>	<p>meeting social and emotional needs</p> <p>Acquisition and development of language</p>	<p>together. Then from this September, we've had this situation where we've divided in to two groups, which personally I try not to call u-upper and lower, but in effect that's what they are. It is based on their level of English. And what's happened is that some of the students in the lower group have been very unhappy to be in the lower group because they feel they're covering the same language skills that they were looking at last year. And X was one of the students that was unhappy' (C1).</p> <p>'So, X was one of the lower level ability students in the class and – there were students in the group who wanted to be stretched and were quite vocal about that and saying, 'we- thi-this is too easy. We need the- we- I need more than this.' So, what can happen in a situation like that is- is- is what ends up being delivered is- is dictated by- by the- the- the learners who- who are learning faster. And- and often the- th-those that are struggling g- are quiet about it' (C1).</p> <p>'And now that he's in the lower level of the- the new groups, he seems to be thriving. He's not shy. He- he appeared to be shy, at least, in the class and he had a little whisper of a voice, until I took him to football and heard him roar like a lion. But with- in terms of using his English, he was very shy with it. Now, he's reading out in class and he seems to be thriving' (C1).</p> <p>'And I think if their language is very poor, that they can't make their feelings known and understand what's going on a lot' (SS2).</p> <p>'X arrived with little English but always worked hard, but – although, saying that, he can be lazy when he wants to be. But that's why he's achieved the progress that he has made' (SS2).</p> <p>'Language was a real- real barrier to start with.</p>
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		<p>So, it was quite a lot of, sort of, visual interpretation of what- what he needed to do, but obviously within PE and a practical subject, that was- could be overcome to a certain extent' (SS1).</p> <p>'And due to the language barrier, it was- it was really tough. So, he used- he- he always used to come along to PE really, really happy, lively, wanting to do his best. Then he was turning up to PE, couldn't- couldn't do what he wanted to do. I found it frustrating because I couldn't ask what he was capable of possibly doing, different roles within PE and sport, and whether there was, to any extent, we could get him doing anything physical, sort of, rehabilitation wise' (SS1).</p> <p>'And all of the students had been in the country just for around a couple of months before I came- they- before they came to me, with varying levels of English. Some had had formal lessons in those few weeks that they'd been here, some hadn't. Some had been with foster carers and had learnt some English. So, by the time they arrived in the class, there were- there was a really broad range of abilities with English. All beginners but some were able to naturally learn English faster as well' (C1).</p>
<p>Pedagogical approaches, recognising needs and promoting the success of UASC</p>	<p>Alternative methods for communication and support for developing English</p> <p>Providing UASC with additional support</p> <p>Recognising the</p>	<p>'One thing I certainly would do more is- is try to learn some of the...language ... to be able to just have a try and have a little bit more rapport with him' (SS1).</p> <p>'What I was doing was delivering activities but embedding English within that' (C1).</p> <p>'We make a lot of use of interpreters and things like that as well. I know you've used that with another student but I did wonder about that' (SS1).</p>

	<p>needs and success of UASC and having high expectations</p> <p>Raising awareness and encouraging young people to support UASC</p>	<p>‘And I also did a lot of art with the- with the students, as a way for them to express, and we explored identity through mask making and explored identity through various art projects. So, it was just giving them an opportunity to, sort of, have a voice before they could really articulate in English with that voice’ (C1).</p> <p>‘We used a lot of games, like Scrabble and things like that...’(SS2).</p> <p>‘I think it was a real bonus – I think the- his- his buddy, whether it was luck or- or good planning, his buddy was a really good- good character, or certainly a good sporting character, and that led to X joining the local football team, which I think was a real- real positive for him. Again, helped to- to build, sort of, friendships within the school, even though perhaps language was still a barrier, but he still felt he had, you know, sort of, some friends there, as such’ (SS1).</p> <p>‘the Evolve mentors, have been in school this week, you know, that are setup for the universities working with a virtual school. And they’ve trained mentors to come in and work with children in care for the university... And of course, that includes our unaccompanied children... And actually, they seem to have- that seems to have got off to a really good start... So, they are – they maybe do want to talk to other young people actually, and- and I probably would if I was there with all these annoying adults around [chuckles] telling me what to do’ (SS1)</p> <p>‘I think your issue re-revolves around their perception... The way they see themselves...So, I think it’s about getting- getting it clear for them ... That they are as valued as the upper group.... So, is it a commu-communication of that? Is there- is there a need of a- some sort of- more</p>
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		<p>of reward or recognition system there to how well they're doing? Whether there's a re-reward system in place or ...'(SS1).</p> <p>'they need to be praised, they need to be acknowledged, what they- the progress that we've made in- say, in tutorials, which is all I see them for, is one hour a week tutorial And we're keeping a book where they write down what they learnt in the last week, so that they, sort of, build up a record of- of what- the progress that they are making. Cos I think particularly with language learning, is people don't I-learn languages like that. They learn them, sort of, like this. And sometimes it can be very frustrating. They feel they're not learning anything. Cos, like us, we don't have time to reflect, they don't have time to reflect on their progress' (C1).</p> <p>'I mean, saying about po-poetry and working on poetry and thinking about them being published and presented somewhere, put that up on display. That would be really- really confidence building, probably' (SS1).</p> <p>'I think that- the notion of making the student or helping the students to feel they're being rewarded for their achievement is hugely important... I think for them to feel that there are people who are pleased with what they're doing is crucially important' (C1).</p>
<p>Uncertainty and legal changes of age for UASC and subsequent implications for education, social cultural understanding</p>	<p>Social and cultural understanding, integration and behaviour</p> <p>Impact on changes of age, systems and challenges for staff</p>	<p>'It's been an issue with both of them really, about, sort of, levels of cultural understanding, I think, about – like we've touched on earlier actually, about age appropriate behaviour and how children get treated differently in different cultures' (SS1).</p> <p>'I was just gonna say more about the friendship groups and things like that. Because to go from</p>

<p>and emotional wellbeing</p>	<p>Social and emotional impact</p> <p>Processes</p>	<p>six to ten, the language being used, changing from being with ten/eleven year olds to, you know, fourteen/fifteen year olds. And also, the one that's been in year eleven, I don't know how long they were initially in the first groups, but it's quite a big thing. Because especially when you haven't got much language, it's trying to form friendships. And then all of a sudden – because they don't tend to mix, well they don't in our school anyway because they've got their own areas ...'(SS2).</p> <p>'So, we've had one of the other students with – and it's an incident of inappropriate behaviour to w- towards one of the girls again. And so, it's this, sort of, age appropriate cultural awareness, social awareness, and trying to pitch that right with other members of staff about how we manage that as well' (SS1).</p> <p>'although we do do, sort of, PSHE type work right the way through the school, a lot of that is done- embedded, kind of, in year seven and eight. And of course, they've missed that element... So, it's- ... quite a challenge for our teachers', (SS1)</p> <p>'So, he arrived into his primary school, which was – I forget which primary school it was, but it was near X anyway. They thought he was brilliant, which he is, really high achiever there, except that he was age assessed, should be in year ten' (SS1).</p> <p>'But his targets for us, which we can't get the DfE to alter, so every meeting we have to go back to these targets, he's got eights, which is, like, the equivalent of A*. So, what that does for your self-esteem as well, of, like, you were the star at primary school and you come to secondary school, you get set these mad targets... But actually, you know, we're trying to</p>
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	<p>say, 'you're doing really well' (SS1).</p> <p>'And that's been quite complicated, I think, because we had quite a studious, I would say, committed year eleven student who's re-regressing in terms of who they, kind of, hang out with and how focused they are' (SS1).</p> <p>'And again, quite an interesting one for him. So, it's run up all sorts of problems again about what sports teams he should be in. He's really sporty, but actually now he's being taught out of year group, which is not something that you go shouting about, but it means it creates a real problem when it's cross country, what- and they've got age limits on those things. Like, so where- how do you play it?' (SS1).</p> <p>'to go from six to ten, the language being used, changing from being with ten/eleven year olds to, you know, fourteen/fifteen year olds. And also, the one that's been in year eleven... it's quite a big thing. Because especially when you haven't got much language, it's trying to form friendships' (SS2).</p> <p>'So, then, you know, if you formed friends with year elevens then all of a sudden, it's totally different to what year nines are, to year elevens, in all the outlooks and everything that's going on' (SS2).</p> <p>'I think they'd age assessed his brother as younger, and then there'd been some calculation based on the age gap that was also then not right' (SS1)</p> <p>'And it's just – you know, most of our Afghan students are born on the first of January, just cos it's the simplest thing to go for'. (C1)</p>
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Appendix 20- Photographs and notes from the Solution Circles discussions during each of the group supervision sessions

NB: Please note that the first session was typed and sent to each participant due to the illegibility of the visual record. The second and third session is visually represented using photographs of the original records.

Solution Circles: Session one

College staff (C1)-Talking about MA and S

- Student S comes from Sudan. 5 Sudanese boys arrived together came a housing organisation.
- Arrived last Jan/Feb group together.
- Now divided into two groups- (based on level of English). Some students in lower group have been unhappy to be in lower group as they feel they are covering the same language skills. Student S is one of the unhappy students. C1 felt he was unable to walk down the corridor without the students approaching them and saying 'we aren't happy with our class'.
- Few issues with students- refusing to do work/ not cooperating. Student S walked out during a class and refused to engage with teacher when asked what the problem was. Teacher found it very upsetting.
- When C1 had tutor time, he felt he had to go in hard- with two pieces of paper, one was a withdrawal form one a contract saying they'd follow rules/ be a good student. Both student MA and S said they wanted to leave college. C1 asked them to think about it over the weekend and think about it.
- Outcome: Student S decided to stay, MA decided to leave. MA could have moved up but numbers of groups wouldn't allow it.
- Trying to find provision for student MA. Student S has stayed and has a different attitude and is now very engaged and is doing all his homework and has risen to the role of being best in the group and acting as a translator for some in the group and has stopped asking about going up in the class. C1 is devastated that MA has now left the group.

Student A

- Talking about student A. attended in January within a group of 14. All students had recently arrived in the UK and varying levels of English. Child A was lower ability in the class and there were students who wanted to be stretched and were vocal about this.
- In this situation- what ends up being delivered is determined by learners learning faster, others can be fairly quiet about this. Do what is possible with resources and time available.
- Noticed that student A was upset and asked another student to translate what was going on. He explained that he didn't feel the college cared about him and he couldn't keep up with the rate of learning. This concerned C1 as she felt he felt she didn't care about him. She relayed through student that she would look for extra funding/ other ways of support. C1 learnt some Arabic- this had a big impact on Student A- made him smile at her. C1 asked to teach Student A to teach her some Arabic and when he saw

she struggled he perked up. He is now thriving and doing much better. At football- much less shy and really enjoys it.

- Student A needed more time/ support/ slower pace. Doing what they can with resources they have. Previously worried about they may lose him and he was receiving negative messages from outside the college-C1 was able to cater for his needs better after connection over language and seeing care- felt student gave more back.

Summary points

- Children keen to learn faster.
- Difficulties with funding and resources- meeting those needs
- Trying to convince students and demonstrate care- how you do that for everybody.

Questions for C1

- How do you go about rewards and sanctions?
- Why do you think Student S became motivated/ what was the motivation for S?- I think because MA who now left – I like MA but I think S and MA were stirring each other up by that attitude. I feel that S has now risen to the role of being the strongest in the group.
- No opportunities to move them up Jan/Feb time? No.
- At school they are CIC so there are PEPs and things (reviews) so they do have that? We are not involved in that beyond writing the report. The welfare officer tends to meet.
- What is the pastoral side? There is a pastoral office who attends the PEPs but does not teach the UASC but we write reports and send them to the pastoral team.

Questions and answers for case 2

- You said about taking student A to football- was that to building rapport? No, not in response just to give him a varied timetable and something helpful for him. Meant we could walk to the sports centre so we did not have to face each other. Conversation tended to happen spontaneously during the walk and this was useful for building rapport
- Were you expecting that? No it just evolved, I would be at the front and an enabler at the back and I would walk with different individuals week to week.
- During the walk was there anything that suggested he had unmet needs? Student A started to go independently with his foster carer after all so not a student I tended to speak to much/ or engage with much conversation (he wasn't able to) as he was very quiet and nervous. But being able to take him somewhere he loved/ to do an activity he loved was useful for rapport building but also did other activities.

Positives in this situation

- (C1) I felt pleased I noticed he was upset and that we had the conversation and I was glad that he had a voice out of this situation- that this was something he lacked previously. Before he was very shy using his voice. Through our student translator he

was given that voice. This took a load off his shoulders by finally being able to say he was struggling, he was feeling overlooked and he didn't feel others cared. This gave me an opportunity to show that I cared and still do and I feel that the trust has been built and had some lovely movement working with him. I feel that trust from him now- lots of smiles, turning up on time (mostly) and he's engaging).

- (C1) with Student S has accepted his role as a student and is working very hard and I think he now sees himself as a good student as opposed to a student who has been dumped in lower group.

Area within the problem for focussing on today

- I-feel that problem has been addressed as A is now in the lower group and has been able to express himself.
- The entire lower group is the difficulty- looking at something which raises self-esteem and makes the group feel good about themselves. E.g. working on poetry and producing booklet of poems. Want them to feel as good as upper group.

Creative team- solutions

- Their perception and the way they see themselves- getting it clear for them- that they are as valued as the upper group, they are all very keen to progress which is a real positive- how to find a solution to those perceptions? Communication? Recognition system? Reward system? Poetry being published or displayed?
- PEPs- about student voice and what they want emotionally as well as academically? Is there a 'missed step' about the process- is it as meaningful as it could be. Education Welfare officer doing something and you doing anything- joining up ideas in the PEP around meeting something emotionally?
- Struggled to see where they are in the whole system- if language is difficult they can't always make their wants known- anyway of getting voice without using language?
- Using interpreters and other community people- refugee support? Other community members giving voice- refugee centres the mosque?
- Student H feeling much happier- having others with a similar process- UASC groups? Similar languages? Sharing experiences?
- Do they get much chance to get time to talk? Very isolated? Sharing experiences.
- Other tools- using visuals or allowing them to have a voice in different way- low levels of English- we can communicate in a variety of ways.
- Helping them to understand we are doing the best for them- Perceptions of UASC that they are a 'problem' to carers, school, etc. Depending on situation- can feel alone.

First steps- Summarise what you've gained from feedback.

- Challenges for college staff around attending PEP- other ways of feeding this into the PEP without attending meetings, make comments via e-mail?

Opportunity for student voice- say they feel overlooked/people don't care- opportunity to have that dialogue. Recording their voice.

- Reward system- way of building self-esteem- need to think about how that can be brought in. What reward systems may work with that group of people- this student is an amazing poet- (feedback from C1) - opportunities for publishing/ competitions/ displaying work. Non-verbal way- through displaying their work, art exhibitions.
- How to give them a voice- (C1) to think about.

Solution Circles: Session two

PROBLEM PRESENTER.

- 2 students
- Sudden arrival

Over age of young person
Y11 ↓ Y9

Impact of change to year group → expectations / choices / peers

Y6 ↑ Y10 Change

SOLUTION

- ↳ Sports teams, age limits
- ↳ Cultural understanding, age
- ↳ Independence
- ↳ Lots of female supporting adults - not expressing needs/thoughts

Questions → Moving down? Educator? But culture, self esteem

How explain age to himself?
Been okay with ages given
If child can stay? ... Age related ... until 18 yrs

Circles

DIALOGUE

NEXT STEPS

- * Consider out of school links → RSD (sport?)
↳ University links (New? Year?)
- * Online groups
- * Maybe look into HIKMAT
- * Link with Social workers eg relationship work
- * Consider social/seating/peers

CREATIVE TEAM

- Helping student to see year group change as positive
↳ more time, more qualifications
- Challenge for 'less' time - how offer more support? Social groups, connections, building cultural understanding
- Friendships - language differences for peer group change,
↳ Sport, football
Different areas for ages - not see siblings
- Events - HIKMAT offering support, Refugee Support Devon allotments - building connections
Encouragement to access links/opportunities
- Support to form relationships & friendships
- Online groups, connections
- Who to contact, feeling safe information, maps-googlemap
Timeline visually
- Explore identity through art
- Need for sex education/relationships, age of peers
Cultural male/female relationships

Solution Circles: Session three

PROBLEM PRESENTER:

CREATIVE TEAM (Transition links)

SOLUTION CIRCLES DIALOGUE

FIRST STEPS

PROBLEM PRESENTER:

- Could have done more
- 1st one
- We let him down
- Other staff not clear of needs
- Locked unhappy
- 5 years
- Iron
- Uncertainty re age
- Lorry, mother - cancer
- Dad - militant death
- Smoking, ok
- Intelligent
- No alcohol
- Not liking mud, making progress
- Pray daily
- Meetings (Home office)
- Unsettled
- Shattered
- Upset 1:1
- Interrogation - re death + dad
- Has to support on 'influx' of students
- Similar needs?
- Engaged - Buddy - speak rapport
- Resilient
- Visual (original body)
- Injury + No social
- Emotional impact
- Frustration
- Miscommunication

CREATIVE TEAM:

- Projects
- Peer Support
- Meeting not enough
- Communication between professionals
- How to share? How to offer
- Supportive sharing environment
- Systems in place
- Sharing profiles?
- That gives other staff some context
- Share interests info
- Personalised
- Variation between individuals
- not just group due to 'culture'
- Staff - linking with others with cultural expertise
- Irrespective of 'culture' religion
- Experience, protocol, development
- Conference training availability
- Trust rapport
- with colleagues, staff

SOLUTION CIRCLES DIALOGUE:

- No contact with family -> concerns re ramifications
- Religious beliefs? Why inconsistent? -> focus on cleanliness why smoking
- Cultural? mental health? -> shower, use of paper using the toilet
- What to share
- Religion or culture?
- What about all the bigger systems? -> all the other agencies, all the other factors -> Home office, medical

Appendix 21- Examples of initial codes and themes: Part Two evaluation of group supervision sessions

Higher order initial theme identified across data set.	Sub-theme	Initial codes
<p>Enjoying the process of group supervision and the practical and supportive benefits</p>	<p>Enjoyable, supportive and valuable</p>	Rewarding
		Feeling isolated in provision and somewhere to share concerns
		Greater awareness of recognising individual needs
		Better understanding of the process
		Giving professionals time and space to think
		Surprise at how useful
		No disadvantages
		Request of audios and information during sessions
	Reflections on participation	
	<p>Future supervision and wanting to carry on</p>	Security
		Rather in person than skype
		Using technology and other methods.
		Encouraging more people and emphasising the benefits
		Inviting UASC to sessions
<p>The importance of reflection for challenging thinking and attitudes</p>	<p>Managing difficulties</p>	Seeing something as a problem can be useful
		Reflecting on overlooking problems
		Difficulty of thinking in isolation
	<p>Changing thoughts</p>	Changing thoughts and attitudes
		Identifying successes and what's going well
		Opportunities and helpful to reflect
<p>Communicating with other professionals and colleagues and feeling able to share information, knowledge and strategies</p>	<p>Having a confidential space</p>	Respectful process
		Feeling safe and clear on what can be discussed
		Being able to develop and inform thinking on best practice
		Building relationships helps with respectful ethos
		Being able to share confidential information

		Sharing personal information to understand needs
	Opportunities for developing practice and sharing information	Applying strategies and approaches to other UASC
		Learning about and from other provisions
		Opportunities to problem solve with others
		Professionals sharing information about the same UASC
		Meeting professionals from provisions where UASC will go
		Emphasised importance of professionals communicating
		Being able to discuss unique issues
		Recognising and discussing common theme and issues
		Sharing issues and difficulties with other professionals
Challenges around time and educational provisions priorities	Not everyone attending all sessions	Different experiences being shared
		Gaining views from those supporting on the ground
	Time and prioritising	Taking time to develop relationships
		Number of sessions and time commitments
		Time pressures and being busy
		Location and distance
		School priorities

Appendix 22- Nodal structure from Nvivo: Part Two evaluation of group supervision sessions

Nodes							
Name	Sources	References	Created On	Created By	Modified On	Modified By	
[-] Evaluation		0	0	2/18/2018 7:16 PM	AM	2/18/2018 7:16 PM	AM
[-] Enjoying the process of group supervision and the practical		3	42	2/24/2018 10:52 A	AM	3/15/2018 1:02 PM	AM
[-] + enjoyable, supportive and valuable		3	42	3/1/2018 4:37 PM	AM	3/15/2018 1:02 PM	AM
[-] + future supervision groups and wanting to carry on		1	30	2/25/2018 8:34 AM	AM	3/12/2018 5:45 PM	AM
[-] The importance of reflection for managing difficulties and c		2	4	2/24/2018 11:57 A	AM	3/15/2018 1:39 PM	AM
[-] + managing difficulties		1	3	3/4/2018 10:33 AM	AM	3/12/2018 5:29 PM	AM
[-] + changing thoughts		3	17	3/4/2018 10:33 AM	AM	3/12/2018 5:30 PM	AM
[-] Communicating with other professionals and colleagues an		2	5	2/24/2018 6:32 PM	AM	3/15/2018 1:30 PM	AM
[-] + having a confidential space		2	6	2/23/2018 5:53 PM	AM	3/12/2018 5:29 PM	AM
[-] + opportunities for developing practice and sharing infor		3	31	3/4/2018 10:14 AM	AM	3/12/2018 5:29 PM	AM
[-] Challenges around time and educational provisions prioritie		2	4	2/23/2018 5:33 PM	AM	3/11/2018 4:12 PM	AM
[-] + not everyone attending all sessions		1	7	2/23/2018 5:59 PM	AM	3/11/2018 4:10 PM	AM
[-] + time and prioritising		2	19	3/1/2018 4:43 PM	AM	3/12/2018 5:28 PM	AM

Appendix 23- Thematic analysis: Quotations organised by final themes (Part Two evaluation of group supervision sessions.

Higher order Theme	Sub-theme	Quotations
<p>Enjoying the process of group supervision and the practical and supportive benefits</p>	<p>Enjoyable, supportive and valuable</p> <p>Future supervision groups and wanting to carry on</p>	<p>‘Well, I like this process because as EAL coordinator, nobody else really understood EAL in the school. I was always quite isolated. If I tried to talk to anybody about it, they didn’t understand. And I like this process of, you know, trying to draw on different ideas and different ways of looking at things’ (SS2).</p> <p>‘Yeah, yeah. But actually, what I’ve found of this, the whole, sort of, process, is it has been good for me, like X was saying, to- to think seriously about the trauma, the problems, the difficulties, things that they do have to face’ (C1).</p> <p>‘I put, it’s given me time to think. Cos actually just making time is sometimes the problem, isn’t it? So, actually having that- that space as well, and this is what we were gonna do, has been really useful, I think. And just having that focus and that time away. And definitely picking other people’s brains is really helpful, isn’t it? I- I’ve certainly found that really helpful anyway, and recognising, sort of, common threads. And, you know, I’ve definitely taken away some ideas and advice that I think that I can apply. So, definitely from that point of view, it’s been really beneficial’ (SS1).</p> <p>‘And the other thing that’s really impressed me is how you can talk within- within this, sort of, setting, you can talk about a learner’s individual problems and yet, even though other people don’t know that learner, they can offer really helpful suggestions. Which shouldn’t be able to happen, sort of thing. Well [chuckles] you know, I would- I wouldn’t have thought it could be as</p>

		<p>productive as it has been' (C1).</p> <p>'There was something that was carrying on. Because this is what – I mean, because I've been doing EAL for a few years and this is one aspect that, you know, I would like to gain a bit more knowledge in. And yes, I would like to carry on with it' (SS2).</p> <p>'I'm just thinking about the Skype, if that were to happen, how secure is that? Are there any questions around that not being secure? I don't know. I have no idea. Just – and it's not always reliable. Sometimes it comes in and out. But yeah, just to question maybe ... But it might be completely secure, I don't know. It was just, yeah, questioning really ...' (C1).</p> <p>'It's a shame there's only the three sessions because we're only just starting to get to know each other and feel more open to, sort of, talk about things. And- but maybe there's a few more people to get the experiences from. But you explained that you are- you had difficulties with that' (SS2).</p>
<p>The importance of reflection for managing difficulties and changing thoughts and attitudes</p>	<p>Managing difficulties</p> <p>Changing thoughts</p>	<p>'And thinking about looking at what- looking at something as though it's a problem. And in- I think in my head, I was thinking, well, this is how it is. We're all doing the best with what we've got and we're working with the students and this is how it is. So, we're sort of not seeing it as a problem because just accepting it. But- but once we'd, you know, thrashed around some ideas, I was thinking, looking at- looking at it from that viewpoint made me think, well, actually, sometimes when you look at something as a problem, that can be useful because then you can start to look for solutions. And so, I've asked the question, have I overlooked anything that actually ...'(C1).</p> <p>'The barrier's the time, and maybe the thinking</p>

		<p>as well. And if you're by yourself as well, you- you're not bouncing the ideas, necessarily, o-of- from other staff. And, you know, we- we work in the same department but rarely get a chance to- to really talk. So, yeah. I think it's really healthy to bounce ideas and talk about' (C1).</p> <p>'I sort of didn't see things as issues in the way that perhaps I am looking at things now, because I'm seeing that things can be helpful, you know, in terms of the feedback. So, I think it's been really helpful, actually, just – you know, already' (C1).</p> <p>'And this is only the second session. It's making me realise how- how important it is for us as professionals to communicate. And also, you know, within the college, we need to communicate more as well' (C1).</p> <p>'Yeah, so, for example, one of the lads who has been saying how lonely he is, you know, I- I was thinking, well, you know, it's- it's very sad for him. You know, and it's difficult for him. And kind of, that's the way it is. He – and – but actually, there's another way to look at it and, you know, how- how can he be helped to s- to build up his social networks? So- so, you know, rather than, I suppose, just accepting things as they are, you know, trying to problem solve around it. Which is tricky because it requires time. Be- a- above and beyond, you know, what, you know, offering the time that we've got, or that is paid for as well. So ...'(C1).</p> <p>'I just found it very helpful to, sort of, reflect on what I was doing as a, sort of, general role. And, you know, occasionally it's nice to, sort of, stop and think that it is – I think it's a huge- it's a responsibility but it's also a huge, sort of – I can't think of another word apart from privilege, which is not quite the word I mean...And it's good to, sort of, remind myself that it's rewarding rather than these are</p>
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		<p>irritating children [chuckles] with demands all the time' (C1).</p> <p>'I mean, that's – yeah, it was, like, reflection on what you were doing and sometimes realising that, you know, what you do is okay and you're always beating yourself up about you should be doing more or doing something different' (SS2).</p>
<p>Communicating with other professionals and colleagues and feeling able to share information, knowledge and strategies</p>	<p>Having a confidential space</p> <p>Opportunities for developing practice and sharing information</p>	<p>'And I- I think that what's been helpful about the meetings as well is, at first I was a little bit worried about what can I share and what can't I share in terms of respecting confidentiality and privacy. But I've kind of grasped about the, actually, this is confidential in- this space itself is confidential. And- and there- you know, there's a lot of use and it's not disrespecting someone's privacy, but in a se- in- in- in terms of how we're using that to- to inform our understanding in our practice and sharing that, you know, sort of, best practice and sharing ideas. So, I feel more relaxed about that now' (C1).</p> <p>'I mean, just as a- a thought, you know, that maybe you come together as a group for the first session, but thereafter, it may be that you then- you then Skype, Facetime, once you've established that trust. Possibly' (SS1).</p> <p>'Well, I like this process because as EAL coordinator, nobody else really understood EAL in the school. I was always quite isolated. If I tried to talk to anybody about it, they didn't understand. And I like this process of, you know, trying to draw on different ideas and different ways of looking at things' (SS2).</p> <p>'And definitely picking other people's brains is really helpful, isn't it? I- I've certainly found that really helpful anyway, and recognising, sort of, common threads. And, you know, I've definitely taken away some ideas and advice that I think that I can apply...it's been really beneficial'</p>

		<p>(SS1).</p> <p>‘Yeah, even knowing, like, some quite practical things about, like, what this course looks like, knowing that some of our students go on to it, has been really helpful. So, there’s, sort of, maybe benefits – sort of, side benefits from it as well. But, like, the focus really’ (SS1).</p> <p>‘I feel it’s helped to see the, sort of, common problems that we’ve had, as well as us having unique problems, you know, the individual problems that are there’ (C1).</p> <p>‘No, I just put it’s been really great to share with others, problems that we’re facing and to brainstorm to find a solution. Because obviously, they might be things that you, on your own, might not have been able to think about. And just, yeah, the positives and negatives that are- the solutions that you come up with, it’s really good to get the people’s opinions’ (SS2).</p> <p>‘I just put what- what we were saying, really, was it was just nice to meet with other professionals outside of my nor-normal circles, and share- share views. It was good’ (SS1).</p>
<p>Challenges around time and educational provisions priorities</p>	<p>Not everyone attending all sessions</p> <p>Time and prioritising</p>	<p>‘One of the things I was interested is- is X, when he’s here, is he a class- classroom teach- teacher?... Yeah, cos I- I feel like that’s a bit of a sh- it was a bit of a shame. Cos I- I would’ve liked to have had that side of it as well...’ (SS1).</p> <p>‘I think it might’ve felt really different, you know? And- and that’s something I haven’t spent a lot of time exploring with ...So, it’s just, like, how does it actually feel to be doing that, and dealing with it in your lesson, rather than as a, kind of ...’(SS1).</p> <p>‘I think it’s a good idea- a good thing because now we’ve all got different experiences to share</p>

		<p>and – but it’s a shame there’s only the three sessions because we’re only just starting to get to know each other and feel more open to, sort of, talk about things. And- but maybe there’s a few more people to get the experiences from’ (SS2).</p> <p>‘It’s finding time to do- to do that. And- and- and I think that often, that means that we give our own time above and beyond what we’re already giving of our own time. But it’s quite rewarding in terms of the value that- that I feel I’m getting from it’ (C1).</p> <p>‘I had one really, and that is the time. Like, it is a lot of time to- to devote to something. And time is the big pressure, I think. So, it has been really beneficial, but that’s the only drawback, is- is it takes time, doesn’t it?’ (SS1).</p> <p>‘I feel – s-sorry – that w- just because we’ve been- because we’ve only had the three sessions as well, we- it’s taken a little time within my head to, sort of, warm up. But now I understand what it’s about, you know, it’s a- it’s a shame that, you know, [sighs] – that we can’t continue a bit more. But at the same time, I’ve got a lot of time commitments elsewhere. So ...’ (C1).</p>
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Appendix 24-Table 14: Collated findings from Part One and Part Two for RQ2: [What opportunities and challenges are there for school and college staff with supporting the educational needs of unaccompanied asylum seeker children?]

	Part One- Interviews with school and college staff	Part Two- Group supervision sessions with school and college staff
Opportunities	<ul style="list-style-type: none"> • Developing positive and close relationships with students and through these relationships recognising and meeting their social and emotional needs e.g. through implementing additional support • Regular communication with staff • Inclusive ethos of the provision e.g. being allocated a budget • Learning opportunities for other students and for staff • Personal and moral development • Raising awareness and developing understanding of ‘real world issues’ for both school and college staff and other students • Staff developing their own practice • Rewarding experiences and enjoyment of supporting UASC • Opportunities to helping with the global refugee crisis 	<ul style="list-style-type: none"> • Time and trust meant that UASC were able to disclose information about their experiences • Obtaining the voice and views of students • Support offered by other staff and professionals.
Challenges	<ul style="list-style-type: none"> • Challenges of identifying the social and emotional needs of UASC due to language barriers. • Acquisition and fluency of spoken English and not being able to make their needs known. • Lack of staff experience, knowledge and training for supporting UASC and their social and emotional needs. • Providing emotional support in times of uncertainty and distress e.g. with asylum applications and as a result of the emotional impact of Home Office interviews. • Inclusivity by other members of staff and supporting their understanding of the needs of UASC and differing staff perspectives on their role with supporting social and emotional wellbeing. • Lack of resources including additional staff, funding and challenges with balancing time and needs in large classes. <p>(continued)</p>	

Table 14: Collated findings from Part One and Part Two for RQ2: [What opportunities and challenges are there for school and college staff with supporting the educational needs of unaccompanied asylum seeker children?]
(continued)

- No background information on UASC to understand previous experiences
- Not being able to communicate with the UASC.
- UASC not disclosing information or wanting to talk about their past.
- Feeling unqualified for recognise and meeting the social and emotional needs of UASC and not receiving additional support or training.
- Distinguishing between challenging behaviours and social and emotional needs.
- Balancing dual roles and maintaining professional boundaries e.g. building up trust and balancing academic and social and emotional needs
- Personal emotional difficulties due to close relationships with students
- Inclusive ethos of the provision and the extent to which the UASC is integrated
- Age of UASC on arrival and time left in provision
- Opportunities to communicate with colleagues and/or work collaboratively
- Obtaining the experiences and voice of students as a result of limited language
- Information shared about UASC between staff and from external professionals
- UASC only disclosing information and wanting to talk about their past with certain adults.
- Staff not always feeling like they were able to develop rapport with UASC.
- Lack of systems to support UASC within the provision
- Trauma being ‘buried’ and not always easily recognised
- Implications of age assessments on the education and social and emotional wellbeing of UASC
- Energy and time needed to fully support the social and emotional needs of all UASC
- Additional support available
- Subjects and curriculum available for UASC