Inclusive educational provision for newly-arrived unaccompanied asylum-seeking and refugee children: A study in a single school in Kent

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EXECUTIVE SUMMARY

PURPOSE OF THE STUDY

The research presented here aims to contribute to our understanding and appreciation of current existing practices being used to support the inclusion of newly-arrived unaccompanied asylum-seeking and refugee children (14-18). It does so through an exploration of the work of Hartsdown Academy in Margate, Kent, an 11-18 co-educational state school. In recent years Hartsdown Academy has developed a particular intervention programme My New School for EAL pupils enrolled at the school, and has extended its provision to include newly-arrived unaccompanied asylum-seeking and refugee children through its Ready for School programme. The present study is focused particularly on the perceived social and cultural outcomes and benefits (including any notable challenges and barriers) of the school's educational provision for newly-arrived unaccompanied asylum-seeking and refugee children[1].

The study explored the following research questions:

RQ1.   What practices and initiatives are employed by the school to support the inclusion of newly-arrived unaccompanied asylum-seeking and refugee children?

RQ2.   What perceptions of these practices and initiatives are held by school leaders, teachers, teaching assistants, and newly-arrived unaccompanied asylum-seeking and refugee children within the school, and what are the perceived benefits and challenges?

RQ3.   In what ways do, and could, the practices and initiatives relate to progression into further and higher education?

In order to respond to these research questions, the following methods were employed to collect relevant data:

- An exploration of relevant school policy documentation and available school-based data;
- Individual, semi-structured interviews with 10 members of staff at the Academy (the Principal[2], two school leaders, three EAL teachers, two subject teachers, two teaching assistants and the school-family liaison officer);
- Four focus groups each consisting of between 2 and 3 newly-arrived unaccompanied asylum-seeking and refugee children. All of the children had been at the school for approximately six months.

MAIN FINDINGS

- The need for, and desire to provide, an inclusive educational setting for newly-arrived unaccompanied asylum-seeking and refugee children underpins the approaches adopted by the school, its leaders and staff;
- The school built its provision for newly-arrived unaccompanied asylum-seeking and refugee children on its existing EAL support;
- The development of English language proficiency is understood by staff as crucial to both the academic progression and the social inclusion of newly-arrived unaccompanied asylum-seeking and refugee pupils;
- A range of activities organised and facilitated by staff support intercultural experiences and dialogue between pupils at the school. Such activities featured strongly in interviews with staff, whereas the young people themselves placed greater emphasis on informal, everyday intercultural encounters with other pupils;
- The role of carers/care families is reported by staff as crucial. Communication and relationships with carers is generally highly positive, and this was also reflected in the responses of the newly-arrived unaccompanied asylum-seeking and refugee pupils who spoke affectionately about their carers and caring families;
- Staff at the school are well aware of the various (mis)representations of asylum-seeking and refugee peoples within wider communities, and plan their work accordingly. In interviews with staff, there was a clear sense that the school is a key part of the local community, as well as a desire for the school to work closely with that community;
- The newly-arrived unaccompanied asylum-seeking and refugee pupils who participated in this study

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1   In support of, and underpinning this research, an exploratory literature review was conducted: What are the educational needs and experiences of asylum-seeking and refugee children, including those who are unaccompanied, with a particular focus on inclusion? A Literature Review (Peterson, Meehan, Ali and Durrant, 2016).

2   The Principal at the school changed during the course of the project, due to retirement. The retiring Principal was interviewed for this study.

reported some discrimination outside of the school (though not within the school), and explained that this typically focused on their religion;

- The school has worked hard to develop a whole-school approach to its educational provision for newly-arrived unaccompanied asylum-seeking and refugee pupils, and this involves clear vision from senior leadership, direction, provision and support from the EAL department, and commitment from the wider teaching staff;
- While there has been some important professional development learning concerning the specific needs of newly-arrived unaccompanied asylum-seeking and refugee pupils, different members of staff had followed different processes for this and many expressed a desire for further training;
- All young people involved in the study expressed their intention to progress through the school's post-16 provision and into higher education. They all had a clear sense of their desired career. These high aspirations were recognised by staff, who reported that more work was needed and planned in order to (1) provide the necessary educational courses and support and (2) provide requisite engagement activities to develop the young peoples' understanding of higher education;
- The young people involved in the study reported that aside from a visit to one higher education institution, they received most of their knowledge and understanding of progression to higher education from their carers/caring family. Some access to role-models was mentioned, but this was only in relation to members of care families.

CONCLUSIONS AND RECOMMENDATIONS

The research presented here aimed to draw on a single-site study to explore the post-migration educational needs and experiences of newly-arrived unaccompanied asylum-seeking and refugee children. Drawing on interview and focus group data, the study focused particularly on the perceived social and cultural outcomes and benefits (including any notable challenges and barriers) of the school's work.

The research suggests that various aspects of the school's work are positioned as providing an inclusive environment for newly-arrived unaccompanied asylum-seeking and refugee children, and that staff within the school are well aware of the challenges of their work, the ongoing dynamics involved, and the need to build on current provision. Included within this are the benefits of working in relationship with carers, the local community and other education/social service providers. A particular challenge which resonated throughout the study is that of working in support of the high educational aspirations clearly held by the newly-arrived unaccompanied asylum-seeking and refugee pupils.

With these broad conclusions in mind, alongside a recognition of the limitations of this study, we make the following recommendations:
- That other educational providers in Kent and beyond are aware of the work of Hartsdown Academy in providing for the educational needs of newly-arrived unaccompanied asylum-seeking and refugee children;
- That further, more wide-ranging research is conducted on the themes identified within this report. This should consist of research which (1) draws on data from a range of school sites; (2) includes a longitudinal focus; and, (3) incorporates data from a wider range of sources, including other pupils, carers and relevant members drawn from the local community;
- That there are likely to be benefits from the school adopting a more strategic and focused approach to the professional development of staff with respect to supporting the specific educational needs of newly-arrived unaccompanied asylum-seeking and refugee children;
- That such an approach is also likely to be of benefit to other schools, and also provides a prompt to those involved in the education of pre-service teachers for a similar strategic and focused approach;
- That more work is needed to explore and support the available educational pathways and educational needs of newly-arrived unaccompanied asylum-seeking and refugee children through post-16 routes and into higher education. It would seem valuable that such work focus, at least, on the following: the provision of appropriate courses which support academic progression in combination with levels of English proficiency; ongoing and consistent University outreach activities which enable the development of relationships with the young people themselves and enable them access to appropriate role-models; and clear, focused and appropriate educational and career guidance, which includes support in managing the funding and registration processes.

PURPOSE OF THE REPORT

Recent migration flows – including those resulting from conflict, persecution and natural disaster – place a responsibility on nations to honour international and humanitarian commitments with respect to refugees. A central part of these commitments is to make provision for the educational needs of asylum-seeking and refugee children, including those whom are unaccompanied. Indeed, education and schooling play a crucial role in the complex relationship between newly-arrived immigrants and their new host communities.

In the UK and elsewhere a body of research evidence has developed regarding the post-migration educational needs and experiences of asylum-seeking and refugee children. As we have reported elsewhere (Peterson et al., 2016), such research points to a range of approaches, relationships and practices through which asylum-seeking and refugee children are, and indeed at times are not, included within their new communities, including the school community.

The study reported here was conducted in a national and local context of increased recognition (both positive and negative) of the humanitarian plight and presence of asylum-seeking and refugee people and children, including children whom are unaccompanied. The study focused on the approach of a single 11-18 school – Hartsdown Academy – situated in Margate, Kent. Working with Virtual School Kent, the school has developed its existing educational provision to include newly-arrived unaccompanied asylum-seeking and refugee children. The present study is concerned particularly with the perceived and actual social and cultural outcomes and benefits (including any notable challenges and barriers) of the school's approach to including newly-arrived unaccompanied asylum-seeking and refugee children.

The study sought to address the following questions:
RQ1.   What practices and initiatives are employed by the school to support the inclusion of newly-arrived unaccompanied asylum-seeking and refugee children?
RQ2.   What perceptions of these practices and initiatives are held by school leaders, teachers, teaching assistants, and newly-arrived unaccompanied asylum-seeking and refugee children within the school, and what are the perceived benefits and challenges?
RQ3.   In what ways do, and could, the practices and initiatives relate to progression into further and higher education?

While aware of the limitations of the study, and in particular its focus on a single school, we suggest that the findings depict the positive practices operating at the school as it seeks to handle the various complexities involved. Moreover, the findings make clear that the school's work takes place in a fluid and dynamic environment, with further actions and interventions being developed. The findings will be of interest to other educational institutions – in Kent and beyond – and also raise a series of questions which require investigation through more detailed and comprehensive research.

DEFINITIONS

In this report, we use the following definition of a refugee[3], provided by the UNHCR[4]:

> A refugee is someone who has been forced to flee his or her country because of persecution, war, or violence. A refugee has a well-founded fear of persecution for reasons of race, religion, nationality, political opinion or membership in a particular social group. Most likely, they cannot return home or are afraid to do so. War and ethnic, tribal and religious violence are leading causes of refugees fleeing their countries.

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3   This definition is derived from that offered in the 1951 Geneva Convention Relating to the Status of Refugees and the 1967 Protocol. We use the definition here given its importance as a reference point, though we note the concern raised by others (see, for example, McBrien, 2016) that the Refugee Convention may be outdated.
4   http://www.unrefugees.org/what-is-a-refugee/

We also use the following definition of an asylum seeker, also provided by the UNHCR[5]:

> When people flee their own country and seek sanctuary in another country, they apply for asylum – the right to be recognized as a refugee and receive legal protection and material assistance. An asylum seeker must demonstrate that his or her fear of persecution in his or her home country is well-founded.

In this report we follow Pinson, Arnot and Candappa (2010), who use the term asylum-seeking and refugee (ASR) children to refer to young people who are categorised, and who experience such categories, as refugees and/or asylum seekers. While recognising that they sit within wider ASR categories, this project was specifically concerned with the educational needs, experiences and pathways of unaccompanied ASR (UASR) children. The Office of the United Nations High Commissioner for Refugees (1997: 1) adopts the following definition of unaccompanied children:

> "Unaccompanied children" (also referred to as "unaccompanied minors") are children under 18 years of age who have been separated from both parents and are not being cared for by an adult who, by law or custom, is responsible to do so.

This is the definition currently employed by the United Kingdom Home Office (UKHO, 2016), and is the definition which informs this research.

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5   http://www.unrefugees.org/what-is-a-refugee/

CHAPTER 1: BACKGROUND AND CONTEXT

THE NATIONAL CONTEXT

In 2016, the world is witnessing the highest level of displacement on record. According to the United Nations High Commissioner for Refugees[6], 'an unprecedented 65.3 million people around the world have been forced from home. Among them are nearly 21.3 million refugees, over half of whom are under the age of 18'. The UNHCR also reports that 'nearly 34,000 people are forcibly displaced every day as a result of conflict or persecution'. Hosting forcibly displaced people falls inequitably on different nations. For example, figures obtained at the end of 2015 suggest that of the more than 4.5 million people who have been displaced from Syria, Turkey hosts approximately 2.5 million, Jordan and Lebanon 1.7 million, and the United Kingdom 1000[7].

In the United Kingdom, figures provided by the Refugee Council in August 2016 showed that there were 32,661 in asylum applications in 2015, and 16,038 in the first half of 2016[8]. The top ten UK asylum applicant producing[9] countries in the second quarter of 2016 were, in order: Iran, Pakistan, Afghanistan, Iraq, Bangladesh, Syria, Albania, India, Nigeria, and Sudan[10]. In 2015, 3,253 children designated as separated claimed asylum in the UK[11]. Home Office figures published by the Refugee Council indicate that while between 2010 and 2013 there was a 'downward trend' in the number of applications from unaccompanied children, in 2014 and 2015 such claims 'rose significantly' and 'accounted for just over 10% of all asylum applications in 2015'[12]. In 2015, over 90% of child applicants were male, with 62% aged 16-17, 24% 14-15, 7% aged under 14, and 6% age unknown[13]. In April 2016, the UK government committed to host around 3,000 refugees from Syria by 2020, a majority of whom would be vulnerable children. At this time, many organisations, including Unicef (2016) called for urgent protection for unaccompanied refugee children. An amendment to the Immigration Bill in 2016 tabled by the opposition which aimed at hosting an additional 3,000 unaccompanied children already in Europe was narrowly defeated[14]. In October 2016, the UK government committed to ensure the safe refuge of eligible unaccompanied children in the Calais refugee and migration encampment[15].

THE LOCAL CONTEXT

The school at which this research was conducted, Hartsdown Academy, is located in Margate, the largest town within the local government district of Thanet, Kent in the South East of England. At the 2011 census[16], the district of Thanet had a population of 134,186 people, comprised of 52% female and 48% male. The census data reports that 89% of those living in Thanet were born in England. Of those not born in England, the most common responses were Scotland (1.2%), Wales (0.9%), Ireland (0.7%), India (0.4%), Northern Ireland (0.2%), South Africa (0.2%), United States (0.2%), Philippines (0.2%) and Zimbabwe (0.2%). English is the most commonly spoken language in Thanet (95.4%), followed by Polish (0.8%), Slovak (0.6%), Czech (0.2%), Latvian (0.2%), Lithuanian (0.2%), Turkish (0.2%), Russian (0.1%) and French (0.1%).

Over the last two decades, Thanet has benefitted from economic regeneration, including the building of the Turner Contemporary Art Gallery and connections to the High Speed Rail service to London operating in Kent. However, 'Thanet District has suffered from long-term economic and social problems and is the most deprived local authority area in Kent. On average, Thanet is ranked 65 out of 354 local authorities in England, a rank of 1 indicates most severe deprivation'[17]. One particular feature of this concurrent socio-economic deprivation and regeneration has been a series of negative (mis)representations of Thanet within the popular media (see, for example, Long (2015)).

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6   http://www.unhcr.org/uk/figures-at-a-glance.html
7   https://www.refugeecouncil.org.uk/policy_research/the_truth_about_asylum/facts_about_asylum_-_page_6
8   http://www.refugeecouncil.org.uk/assets/0003/4620/Asylum_Statistics_May_2015.pdf; http://www.refugeecouncil.org.uk/assets/0003/8736/Asylum_Statistics_August_2016.pdf
9   This is the term currently employed by the Refugee Council.
10   http://www.refugeecouncil.org.uk/assets/0003/8736/Asylum_Statistics_August_2016.pdf
11   http://www.refugeecouncil.org.uk/what_we_do/childrens_services
12   http://www.refugeecouncil.org.uk/assets/0003/8739/Children_in_the_Asylum_System_August_2016.pdf
13   http://www.refugeecouncil.org.uk/assets/0003/8739/Children_in_the_Asylum_System_August_2016.pdf
14   http://www.bbc.co.uk/news/uk-politics-36134837
15   http://www.bbc.co.uk/news/uk-37609973
16   http://localstats.co.uk/census-demographics/england/south-east/thanet
17   https://www.thanet.gov.uk/publications/planning-policy/cliftonville-development-plan-document/deprivation/

In recent years Kent, along with other local authorities, has hosted an increasing number of young asylum-seeking and refugee people – including unaccompanied children – drawn from a range of origin countries. As a direct result, a number of Kent schools have had a significant rise in the number of students of refugee status or asylum-seeker status, cognisant of the fact that the Children Act 1989 provides that "It shall be the general duty of every local authority … to safeguard and promote the welfare of children within their area who are in need". Figures reported by the BBC in September 2016 suggest that the number of unaccompanied children seeking asylum in England has increased by 62% in the last year (Wainwright, 2016). At the end of March 2016 at least 4,156 children without parents or guardians across 147 councils were seeking asylum (around 3% of all such claims in Europe), with unaccompanied minors comprising around 8% of claims for asylum in the UK in 2015. The majority of the children seeking asylum are aged 16 or 17 and are male, with, in order, Afghanistan, Eritrea, Albania, Iraq, Iran, Vietnam, Syria, Sudan, Ethiopia and Egypt being the most common countries of origin. The BBC report that Kent County Council 'now cares for more than one in five of England's unaccompanied minors' (Wainwright, 2015). In 2015 there 948 referrals to Kent County Council for unaccompanied children seeking asylum in the UK. To the end of November 2016, the figure for 2016 was 370[18]. Of those children currently being supported by Kent County Council, most are aged 16-17, with the majority being of Eritrean or Afghan nationality.

Many reports in the media over the past two years have suggested that local authorities in Kent and elsewhere have 'struggled' to make adequate education and care provision for newly-arrived unaccompanied asylum-seeking and refugee children, often presenting the situation as one of 'crisis' (BBC, 2015; Francis, 2015; McVeigh, 2015; Taylor, 2016; Travis and Gentleman, 2016). In July 2016 the amount allocated to councils from the Home Office increased 'from £95 to £114 for under 16s and from £71 to £91 for 16 and 17-year-olds' (Wainwright, 2016). At present, there is a paucity of research that focuses on the school-based, post-migration provision for newly-arrived refugee and asylum-seeking children.

THE SCHOOL CONTEXT

Hartsdown Academy is a co-educational non-selective 11-18 high school which forms part of the Coastal Academies Trust. It has 975 pupils (500 boys and 475 girls) and operates in local a authority with a selective, grammar system[19]. 30.5% of pupils receive free school meals[20]. Over the last ten years, the school student population has become increasingly diverse, particularly in terms of students for whom English is an Additional Language (EAL). In the last decade EAL students as a percentage of students on role has increased from less than 1% to around 30%, with approximately 11% of those students being Roma children. As a result of the changing composition of the student body, the school has developed specialised provision for EAL students through which they receive concentrated teaching in learning English (assessed through the Kent Steps[21] programme) while also being supported in their inclusion within mainstream classes and the wider life of the school. A key aspect of this provision is the recognition that different students, from different home countries and language heritages, bring specific needs based on their prior learning experiences (including literacy levels in their first language/s). The EAL department now provides the core provision for unaccompanied asylum and refugee students entering the school.

In 2014/2015 the then Principal organised and chaired the Thanet Secondary Headteacher Group who meet regularly with heads of service from Virtual School Kent, Kent County Council, East Kent College, Canterbury Christ Church University, Social Services and the East Kent Business Partnership. Headteachers had noticed a rise in the numbers of unaccompanied minors and felt that schools would benefit from greater support to include these students within their schools. In consultation with all secondary Headteachers in Thanet, East Kent College and KCC, a decision was taken that newly arriving unaccompanied asylum-seeking and refugee children would benefit from dedicated profiling, assessment and support in order to understand their histories, literacies and needs. Because of their existing specialist EAL provision and the commitment of the then Principal, Hartsdown Academy took a lead role in providing education for newly-arrived UASR children. With support from the Virtual School Kent network Hartsdown Academy has developed two particular interventions. One is a Ready for College programme through which UASR children receive core language and literacy support while also experiencing different vocational subjects in order to inform their choices for post-16 learning.

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18   Figures obtained directly from Kent County Council.
19   Figure correct as of January 2016 (http://www.education.gov.uk/edubase/establishment/establishmentdetails.xhtml?urn=136571).
20   http://www.education.gov.uk/edubase/establishment/establishmentdetails.xhtml?urn=136571
21   https://shareweb.kent.gov.uk/Documents/KELSI/Specialist%20Children%20Services/Inclusion/Assessment%20of%20young%20people%20with%20EAL%20including%20Kent%20Steps.pdf

The other, which represents the main programme for UASR children at the school, is a Ready for School programme in which the children spend all of their time at Hartsdown Academy, receiving specialist EAL support before being included within mainstream classes. At the time of writing, Hartsdown Academy's induction programme for EAL students was called My New School. The Ready for School programme, which was devised specifically for UASR pupils and developed from My New School, commences with a week-long induction programme led by the EAL department, which includes getting to know the school and its curriculum, and a first assessment using Kent Steps at the end of the week. In addition, the school uses a targeted resource to assess students' literacy in their first language. The nature of further support is based on the outcomes of these initial assessments. For example, students assessed at beginner level in the Kent Steps scale receive eight lessons a week outside of mainstream classes where they access dedicated EAL support. For the remaining 22 lessons in mainstream classes the students receive support from a bi-lingual teaching assistant. Students assessed at intermediate level access three lessons a week withdrawn from mainstream classes while accessing dedicated EAL support. UASR children engaging in the Ready for School programme receive six weeks' full time support within the EAL department, made up of English language support, alongside support for numeracy and an introduction to other subjects in the curriculum. The school has enrolled 12 UASR children between the age of 13 and 16 at arrival since September 2015. All but one of these young people have been male. Over the course of the research, the school experienced a change in principal due to the incumbent's retirement. The retiring principal (who was a respondent in this study) had been in post for nearly ten years before retiring in July 2016.

CHAPTER 2: THIS RESEARCH - AIMS, RESEARCH QUESTIONS, METHODS AND LIMITATIONS

The research presented here aims to contribute to our understanding and appreciation of current existing practices being used to support the inclusion of newly-arrived unaccompanied asylum-seeking and refugee children (14-18). It does so through an exploration of the work of Hartsdown Academy in Margate, Kent. As indicated above, Hartsdown Academy has developed a particular intervention programme for EAL pupils enrolled at the school, and has adapted and extended its provision to include newly-arrived unaccompanied asylum-seeking and refugee children. The present study was particularly focused on the perceived social and cultural outcomes and benefits (including any notable challenges and barriers) of the school's educational provision for newly-arrived unaccompanied asylum-seeking and refugee children.

In support of, and underpinning this research, an exploratory literature review was conducted: *What are the educational needs and experiences of asylum-seeking and refugee children, including those who are unaccompanied, with a particular focus on inclusion? A Literature Review* (Peterson et al., 2016). This report is best read in conjunction with the review.

The study explored the following research questions:
RQ1.   What practices and initiatives are employed by the school to support the inclusion of newly-arrived unaccompanied asylum-seeking and refugee children?
RQ2.   What perceptions of these practices and initiatives are held by school leaders, teachers, teaching assistants, and newly-arrived unaccompanied asylum-seeking and refugee children within the school, and what are the perceived benefits and challenges?
RQ3.   In what ways do, and could, the practices and initiatives relate to progression into further and higher education?

In order to respond to these research questions, the following methods were employed to collect relevant data:

•   An exploration of relevant school policy documentation and available school-based data;
•   Individual, semi-structured interviews with 10 members of staff at the Academy (the Principal, two school leaders, three EAL teachers, two subject teachers, one teaching assistant and the school-family liaison officer). The interviews were conducted in July and September 2016;
•   Four focus groups each consisting of between 2 and 3 newly-arrived unaccompanied asylum-seeking and refugee pupils (n=10; 9 male (3 Year 11, 5 Year 10, 1 Year 9) / 1 female (Year 11)). All of the pupils had been at the school for approximately six months. The focus groups were conducted in September 2016.

Collecting this data, we were also mindful of further important factors. First, that the research focuses on **post**-migration experiences within **school** settings. While we are mindful that ASR children, and indeed their families, receive education in a range of contexts – including pre-school and tertiary settings as well as those outside the formal education and schooling system (see, for example, Dada, 2012; Demirdjian, 2012), our focus is on formal schooling and education. Second, while we would not wish to diminish or neglect their importance, this research is not directly concerned with experiences of trauma and loss, nor with levels of physical health, experienced by asylum-seeking and refugee children (for existing literature on trauma and loss see, for example, Eisenbruch, 1988; Frater-Mathieson, 2004; Ehnolt, Smith and Yule, 2005, Murray et al., 2008; Derluyn and Broekaert, 2008; Block et al., 2014; Pastoor, 2015; for existing literature on physical health see, for example, Woodland et al., 2015).

Ethics consent for the research was obtained from the Canterbury Christ Church University Faculty of Education Human Research Ethics Committee. All participants provided informed consent (for the young people informed consent was also provided by their carer/s). Participant information sheets and consent forms for the newly-arrived unaccompanied asylum-seeking and refugee children were translated into their first languages. Translators attended the focus group interviews, and acted largely to check understanding. All young people spoken with wished to respond in the first instance in English.

Data obtained from the interviews and focus groups were transcribed and analysed thematically, drawing on four themes identified out of the exploratory review of the existing research undertaken as part of the project. This did not preclude the identification of further themes arising out of the data, but in the final analysis the four themes were deemed sufficient and no additional themes were added.

LIMITATIONS

In reporting this study, we wish to note the following important limitations. First and foremost, as the data is drawn from a single-site the possibility for generalisation is clearly restricted. In highlighting this note, we would wish to say that the study raises some important findings about the single-site involved, while also raising questions for other sites and for further research. Second, because the study is concerned with the understandings and perceptions of staff and pupils, we must be aware that we are reporting their responses and that, as such, there may be a gap between these and the actual practices/experiences in school. Third, this study draws only on data from the school – its staff and its newly-arrived unaccompanied asylum-seeking and refugee pupils. It does not, therefore, include the perspectives of other groups whose input may have either supported or challenged the views presented here. Such groups include non-UASR pupils at the school, carers/caring families, and relevant members from within the local community. While we hope to capture these perspectives in further research, they are not included here.

CHAPTER 3: SCHOOL DATA

The data obtained in relation to the potential impact of the Harstdown Academy's project *Ready for School* programme for newly-arrived unaccompanied refugee and asylum-seeking pupils represents data collected for a cohort of 12 pupils; four year 10s (14-15yrs) seven year 9s (13-14) and one year 8 (12-13yrs) children who successfully completed the programme in 2015-2016. (It is important to note that the student focus groups reported in the next chapter were undertaken in September 2016 (i.e. when the students had moved up a year)).

Pupil	Gender	Year	Country of Origin	First Language
1	M	10 (14-15yrs)	Afghanistan	Pashto
2	M	10 (14-15yrs)	Pakistan	Pashto
3	M	10 (14-15yrs)	Syrian	Arabic
4	F	10 (14-15yrs)	Eritrea	Tigrinya
5	M	9 (13-14)	Afghanistan	Dari
6	M	9 (13-14)	Afghanistan	Dari
7	M	9 (13-14)	Afghanistan	Pashto
8	M	9 (13-14)	Iraq	Arabic
9	M	8 (12-13yrs)	Afghanistan	Dari
10	M	9 (13-14)	Afghanistan	Pashto
11	M	9 (13-14)	Afghanistan	Pashto
12	M	9 (13-14)	Syrian	Arabic

Table 1: Biographical details of pupils who completed the Hartsdown Ready for School programme 2015-2016.
County of origin as reported by Hartsdown Academy.
(please note that in order to preserve anonymity, the numeric assigning of pupils here does not tally with the lettering assigned in the qualitative data chapter)

As can be seen from the above table, the majority of participants were male (91.6%, 11) and in year 9 (58.3%, 7). The ethnicity/nationality (self-declared) of pupils varied, the largest proportion (58.3%, 7) being Afghan. However, even when students were of the same nationality this does not mean that they share a common first language or cultural heritage. Four pupils (41.7%, 5) spoke Pashto, three (25%,3) spoke Arabic, three (25%,3) spoke Dari and one (8.3%, 1) spoke Tigrinya.

ATTENDANCE

The Ready for School programme runs over six weeks as an intensive course. The students all had an excellent attendance record, ranging from 94.1% - 100% (mean, 97.8%), which is a proxy indication of their commitment to the course. This interpretation is reinforced when compared to average attendance rates from other groups of pupils at the school (see fig 1 below).
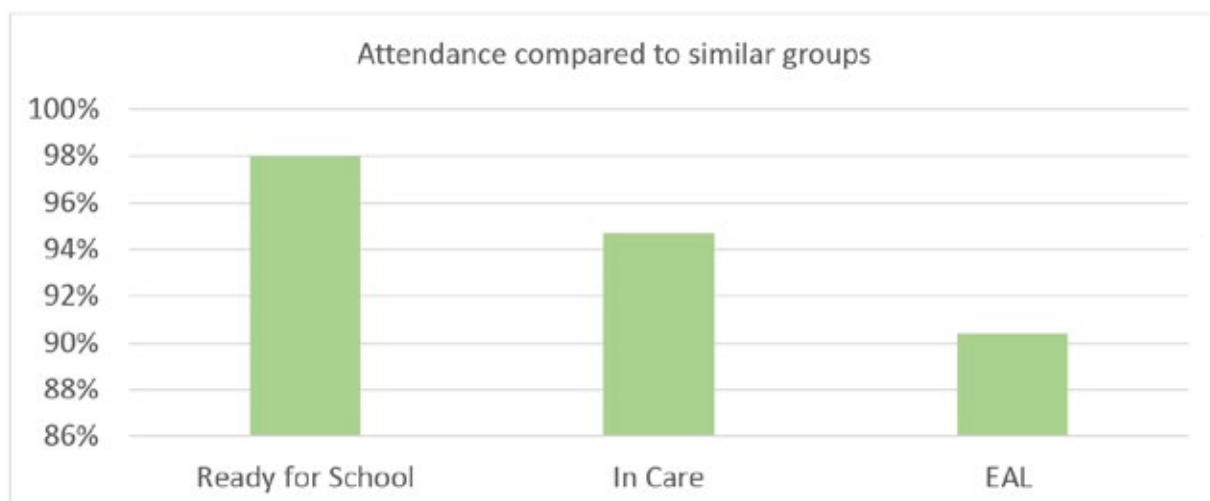

Fig: 1: Mean attendance for pupils in Hartsdown's Ready for School programme 2015-2016, compared to similar groups.

IMPACT ON LEARNING

As indicated above, the *Ready for School* programme has a number of aims. These include the development of academic competence as well as the participant's interpersonal skills and confidence, all necessary components in preparing them to become productive members of the school community. As a key part of this process, pupils are supported in the development of their Listening, Speaking, Reading and Writing, through a programme of specialist teaching as a discrete group, assessed through the Kent Steps measure.

In order to ascertain the impact of the *Ready for School* programme a number of metrics are used. A baseline measure of pupils' ability is taken and then their improvement gauged over the 6 weeks of the course.

Pupil	Listening		Speaking		Reading		Writing		Progress1
	Term 3-4	Term 5-6	Term 3-3-4	Term 5-6	Term 3-4	Term 5-6	Term 3-4	Term 5-6	
1	5	6	5	6	5	6	5	5	Outstanding
2	3	3	2	3	2	3	2	3	Outstanding
3	2	3	2	3	2	3	2	3	Outstanding
4	2	3	2	2	2	3	2	3	Outstanding
5	4	4	3	4	3	4	3	4	Outstanding
6	4	5	4	5	4	4	3	4	Outstanding
7	5	6	4	5	4	5	4	4	Outstanding
8	3	5	3	4	3	4	3	4	Outstanding
9	4	4	4	4	4	4	3	3	No progress
10	2	2	2	2	2	2	2	2	No progress
11	4	4	4	4	4	4	3	3	No progress
12	2	2	2	2	1	1	1	1	No progress

Table 2: Kent Steps Progress Tracker, Harstsdown's Ready for School; Listening, Speaking, Reading, Writing 2015-2015 Term 3-4 to Term 5-6.

As can be seen from the table above, 66% (8) of the pupils involved in the programme made outstanding progress. Of the four who did not make outstanding progress, participant 9 was the youngest in the group (year 8, 12-13yrs), and two (participants 10 and 12) were identified by the school as having special educational needs. Given that each student undertook assessment at the beginning and the end of the programme, using the standardised Kent Steps measure, this provides an opportunity to assess if the improvements are also statistically significant, i.e. unlikely to be due to chance. Being repeated measures, a small data set and ordinal data, a non-parametric Wilcoxon Signed Rank test was used (see table 3 below).

Domain	(one tailed)	Conclusion
Listening	Z=-2.33, p=0.01	Significant difference
Speaking	Z=-2.646, p= 0.004	Significant difference
Reading	Z=-2.646. p=0.004	Significant difference
Writing	Z=-2.449, p=0.007	Significant difference

Table 3: Wilcoxon Sign Rank test, showing significant improvements across the four Kent Steps areas for the Hartsdown cohort.

As can be seen from the above table, there was an extremely high level of difference between baseline and final measure. In social science a probability level of 0.05 represents the commonly accepted level of difference to suggest statistical significance (Robson 1990, Brace et.al 2000), i.e. a 1 in 20 chance that the difference would have occurred without intervention. As such probability levels (p) of 0.01 imply a 1 in 100 chance, through to p=0.007 which related to 7 in 1000 chance. As such there is a very high level of confidence that the change represents a real impact of the programme as delivered by the school staff.

In terms of value added, when the cohort is taken as a whole, the impact appears greatest for 'Listening'.

Domain	Mean Score Term 3-4	Mean score Term 5-6	Value Added
Listening	3.3	3.9	+0.6
Speaking	3.1	3.7	+0.6
Reading	3.0	3.6	+0.6
Writing	2.8	3.2	+0.4

Table 4: Value added of Hartsdown's Ready for School; Listening, Speaking, Reading, Writing 2015-2015 Term 3-4 to Term 5-6.
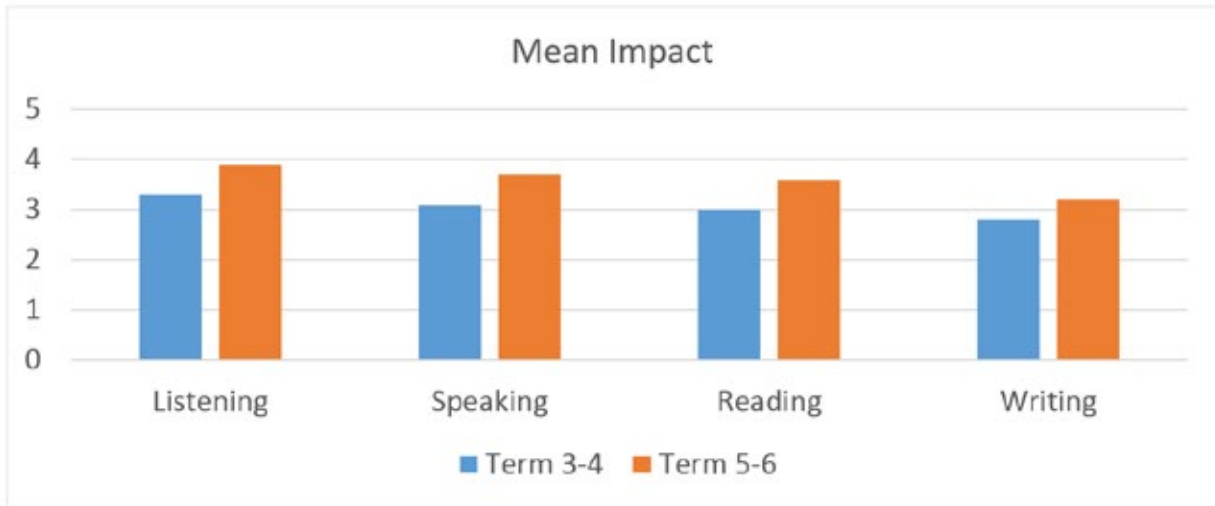

Fig 2: Bar Chart to show mean change between Term 3-4 and 4-5 of Hartsdown's Ready for School; Listening, Speaking, Reading, Writing.
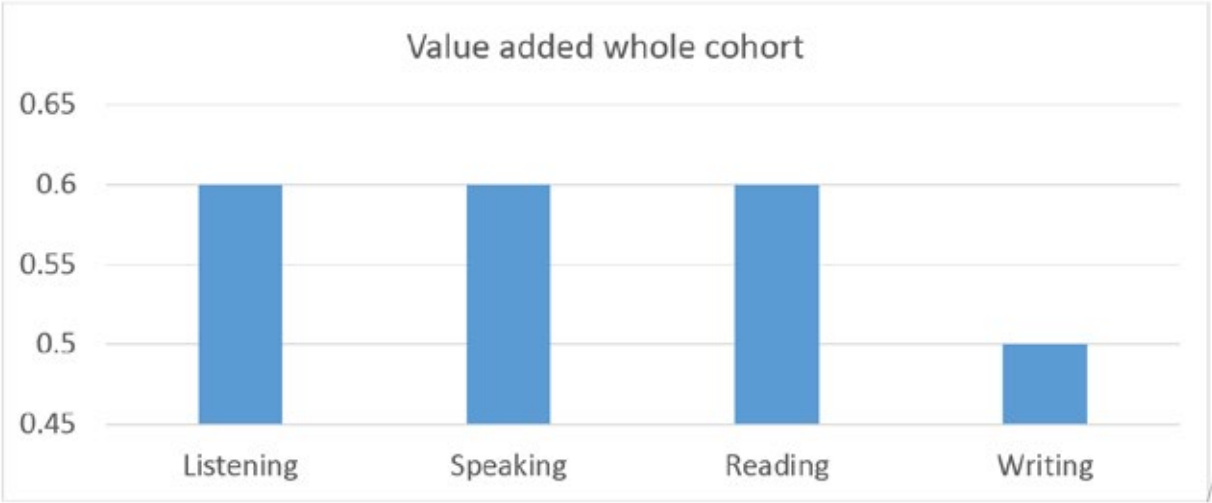
Fig 3: Bar chart to show value added (difference in mean scores) between Term 3-4 and 4-5 of Hartsdown's Ready for School; Listening, Speaking, Reading, Writing.

SPECIAL EDUCATIONAL NEEDS

Under the Equality Act (2010), schools are required to make 'reasonable adjustments' for pupils whom they know have a disability preferably prior to their arrival in the school. Under the Special Educational Needs and Disability Code of Practice (DfE/DoH 2015) it is the responsibility of the teacher to monitor any special educational needs and respond accordingly through 'quality first teaching'. Clearly this presents an unusual challenge for the staff on the *Ready for School* programme since unlike school cohorts from the local catchment area, those entering the programme are normally received by the school with very little accompanying information. In addition, there are often substantial language and cultural barriers, which make assessing and supporting special educational needs even more difficult.

For these reasons, the school looks for indicators that a child on the programme may have SEN. As such if those pupils who have been identified by the school as having special educational needs are removed from the data, the impact becomes even more pronounced (see table 5 below).

Domain	Mean Score Term 3-4	Mean score Term 5-6	Value Added
Listening	3.6	4.3	0.7
Speaking	3.3	4	0.7
Reading	3.3	4	0.7
Writing	3	3.6	0.6

Table 5: Value added of Hartsdown's Ready for School; Listening, Speaking, Reading, Writing 2015-2015 Term 3-4 to Term 5-6. (omitting two students suspected of having special needs)
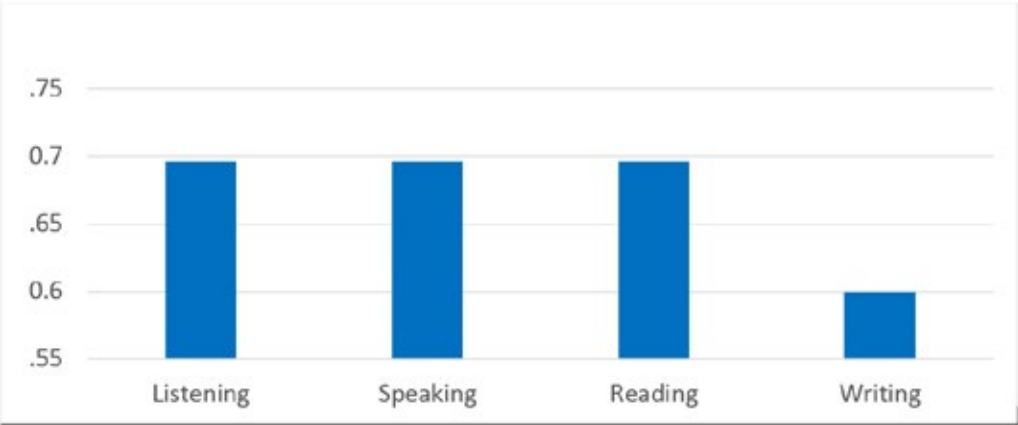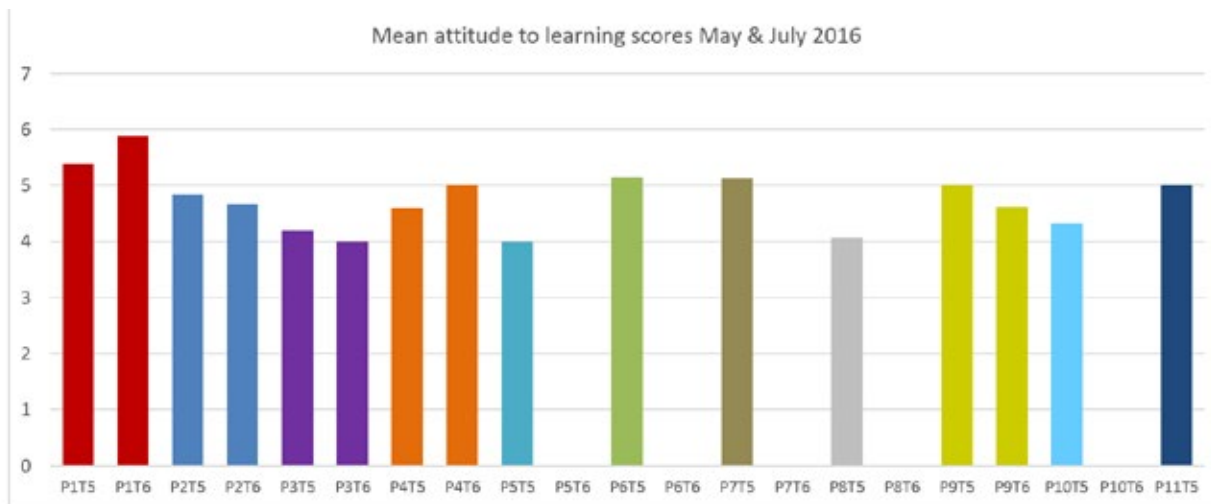

Fig 4: Bar chart to show improvement in mean Listening, Speaking, Reading, Writing 2015-2015 Term 3-4 to Term 5-6. (omitting two students suspected of having special needs)

ATTITUDE TO LEARNING

At Hartsdown Academy, attitude to learning is measured on a 6 point scale by subject teachers; 1 would indicate a very poor attitude to learning whilst 6 would indicate an outstanding attitude to learning (see tables which follow).

Student	1		2		3		4		5		6		7		8		9		10		11	
	T5	T6	T5	T6	T5	T6	T5	T6	T5	T6	T5	T6	T5	T6	T5	T6	T5	T6	T5	T6	T5	T6
English	6	6	5	5	3	3	4	6	3		5		5		4		6	6	5		5	
Mathematics	6	6	5	5	4	4	5	5	5		6		6		5		5	4			6	
Science	4	5	4	4	4	4	5	6	4		5		6		4		4	4	6		4	
Literacy									4		5		5		4		6	6			5	
Art									4		4		4		3				3		6	
Citizenship	5	6							3		5		5		3						5	
Dance																						
Drama									4				5		3		5	3	4		4	
French									4		6		6		3		6	6	4		6	
Geography									4		6		6		5			5	4		6	
History									6		6		6		5		4	5			5	
ICT	6	6	5	5					4		6		4		4		6	4	5		4	
Leisure & Tourism	4	6	5	5	4	5	5	5														
Media Studies			4								4				4				4			
Music									4								4	3			4	
PE	6	6		4	6	4	4	3	4		6		6		5		4	4			6	
RE	6	6		5				5	3		5		4		4		5	5			4	
Technology									4				4		5			5	4		5	
Mean attitude to learning score	5.38	5.89	4.83	4.67	4.20	4.00	4.6	5.0	4.0		5.15		5.14		4.07		5.00	4.62	4.33		5.00	
Attendance %	100	100	98.4	98.7	98.4	98.7	97.1	97.7	99.0		98.0		100		98.0		95.5	95.1	96.4	95.1	98.0	

Table 6: Attitudes to learning May 2016 (T5=Term 5) and July 2016 (T6=Term 6). Note blanks denote where data was unavailable, no data was available for student 12.

Fig 5: Mean attitude to learning scores May & July 2016

P1-11 = pupil number
T5 = Term 5, May 2016
T6 = Term 6, July 2016
Fig 5: Mean attitude to learning score for 11 pupils for which data is available, May and then July 2016
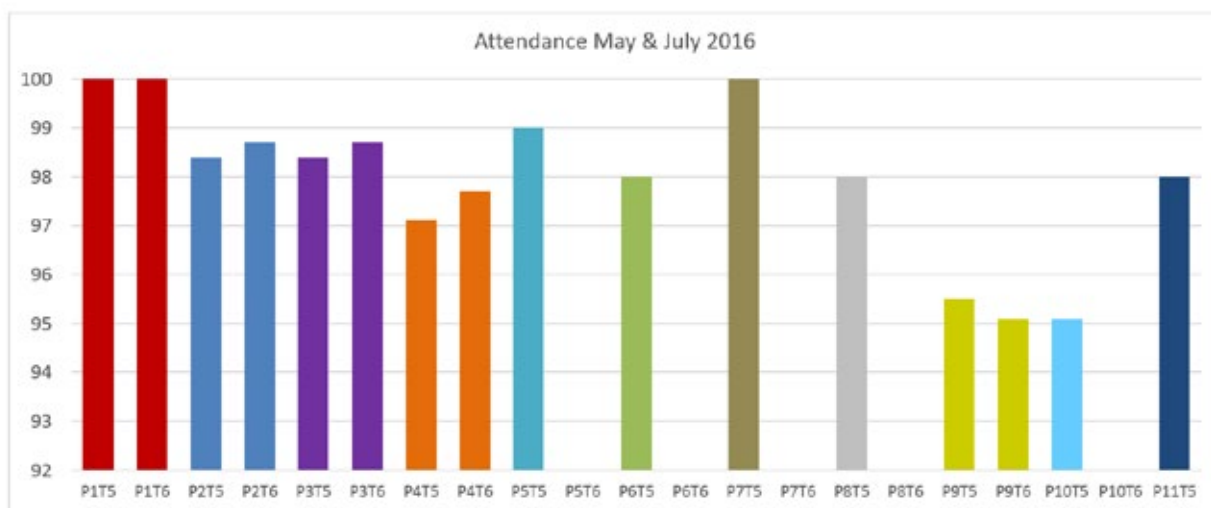
P1-11 = pupil number
T5 = term 5, May 2016
T6 = term 6, July 2016
Fig 6: Mean percentage attendance for 11 pupils for which data is available taken May and then July 2016

Analysis of school data also evidences that by the end of the course the newly-arrived unaccompanied asylum-seeking and refugee children's attitude to learning is very good, and is also in excess of the mean for their age group in the school as a whole (see table 7 below).

Year	Ready for School	Whole School	Difference
Year 8	4.62	4.16	0.46
Year 9	4.52	4.15	0.37
Year 10	4.84	4.14	0.7

Table 7: Mean attitude to learning score for the Ready for School cohort 2015-2016 as compared to their respective year groups.
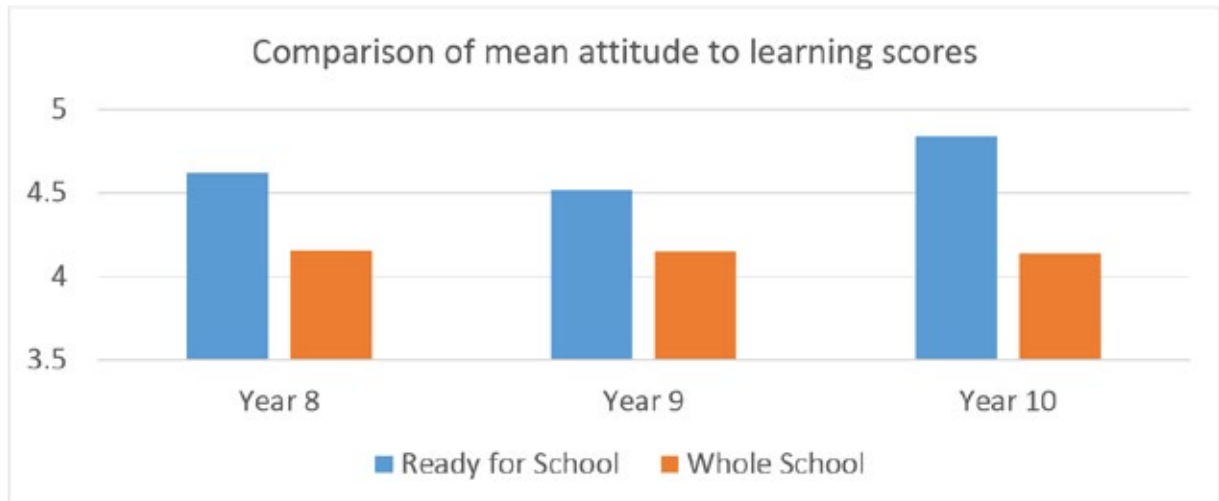
Fig 7: Mean attitude to learning score for the ready for School cohort 2015-2016 as compared to their respective year groups.

This finding does however, need to be treated with caution since the *Ready for School* cohort is very small (particularly for year 8) and is being compared to the whole cohort for each year. However, this proviso aside the difference is particularly notable for year 10 pupils. In addition, school data suggests that once through the *Ready for School* programme, the attitude to learning and attendance of the unaccompanied asylum-seeking and refugee pupils in a variety of curriculum subjects appears to remain very high. For a number attitude to learning has in fact improved, although for others there has been a slight decrease in particular subjects and therefore overall. In terms of the cohort as a whole, there was a slight increase in the attitude to learning from May to July 2016 (from a mean of 4.7 to a mean of 4.8; although this was not statistically significant $U=22.5$, $P>0.05$).

As can be seen from the analysis of the quantitative data supplied by the school, the *Ready for School* programme evidences clear strengths in terms of impact on pupils. This said, it is important to note some limitations to the quantitative data analysed here. First, the numbers of newly-arrived asylum-seeking and refugee pupils in the school are relatively small, and as such it is difficult to generalise from the findings. In addition, the data currently available only represents a relatively short time period and as such it is difficult to assess if the progress and impacts shown are sustainable. It is therefore recommended to repeat such analysis with additional cohorts and to follow this cohort through a longitudinal study. In order to make more pronounced judgements, research which includes comparable groups of pupils who did not attend the programme would be needed. In short, having a control group would allow more robust statement concerning the impact of the school's provision as well as the degree of value it adds.

CHAPTER 4: QUALITATIVE FINDINGS

The interview and focus group data were analysed thematically in relation to four themes identified out of the exploratory review of the existing research undertaken as part of the project (Peterson et al., 2016). These themes were: *supporting inclusion, adaptation(s) and acculturation, hostile vs. hospitable and holistic responses, whole-school approaches* and *educational pathways*. While separated here for the purpose of this analysis, these themes are best understood as inter-related and mutually reinforcing.

Before exploring each theme, there are two important findings that stand out across the themes explored here and which we would like to make explicit from the outset. The first is that the school's provision occurs in a complex context within which young people, teachers, school leaders and the wider community/ies are challenged in multifarious – and at times conflicting – ways. A whole range of processes and pressures act upon each group in ways which, and often at the same time, both support and challenge inclusive, appropriate and meaningful relationships. The second is that the respondents involved in this study seem very aware of these complexities, and through a reflexive approach deal with such complexities through their daily work and experiences.

SUPPORTING INCLUSION, ADAPTATION(S) AND ACCULTURATION

Existing research literature suggests that schools can and do play a crucial role as key sites in asylum-seeking and refugee (hereafter ASR) children's adaptation and acculturation within their new communities (Zhou, 2001; Pinson and Arnot, 2010; Block et al., 2014). Studies typically assert the view that the tasks and experiences associated with adapting and becoming acculturated within a new community are both complex and challenging for ASR, and therefore are too for unaccompanied asylum-seeking and refugee (hereafter UASR) children. Adaptation and acculturation are multifaceted processes, requiring attention to both how ASR children view and experience their new settings and how others already within those settings view and experience the ASR children themselves (including, for example, how physical environments are positioned and experienced). Initial and ongoing educational experiences are also likely to affect how ASR children perceive the new culture and communities (Hyman et al., 2000; Hek, 2005; Oikonomidoy, 2010). In summarising the importance of schools and schooling to ASR children in Australia, for example, Block et al. (2014: 1339) suggest that, without the requisite support and approach by schools, ASR children 'may demonstrate lack of engagement, feelings of disempowerment, absenteeism, failure to establish and sustain healthy relationships, early exit from school and risk significantly poorer achievement and associated poor long-term prospects in terms of employment and overall socio-economic status'.

In common with the existing research evidence, the school leaders and teachers at Hartsdown Academy who participated in this study positioned effective educational access, engagement and provision as central to including UASR children within both the school and the wider community. In other words, schooling and education were identified as key sites through which the newly-arrived children could be welcomed, included and supported to acculturate within their new communities. The Principal explained UASR children's first school is:

> really important… because that's where they make their first friends, their first contacts, that's where they feel they are making their first sort of… family as it were of friends.

These comments were made in relation to an intended practice through which some UASR children would move on to other schools after their initial six-week programme at Hartsdown Academy. This practice was identified as problematic by the Principal (and indeed by other staff), and therefore ended as the school found that:

> the ones that had been through the programme and are actually now ready to go to another school [are] actually fighting tooth and nail not to go to another school; they want to stay with us. (Principal).

This was reiterated by EAL teacher 1:

> the theory behind the whole thing, which was the one thing I was not happy about at all, was that we were devising an induction programme for these young people and…. then moving them on to other schools. That seemed to me like another source of potential trauma really… As it happens we have not had to do that... a few students have left us because they came to us from other schools, but those students had been integrated socially into their other schools and they did find it quite difficult to adjust to being here, whereas all of the students who were here first didn't want to leave.

Across the existing literature, many studies evidence a clear correlation between language acquisition and levels of adaptation/acculturation, also positing an interdependent relationship between second language learning and social inclusion (Candappa and Egharevba, 2000; Marriott, 2001; Stanley, 2001; Loewen, 2004). Reflecting this, second language learning (in this case, the learning of English as an additional language) was viewed as fundamental to UASR children's inclusion, as well as their academic progression. Indeed, second language learning, academic progression and inclusion within the school community were consistently identified as mutually connected. For example, proficiency in English was understood to enable UASR pupils to engage with mainstream lessons and therefore in deeper interactions with other pupils:

> Our aim is to get these students up to a level five or level six when they are then ready to go in to mainstream lessons. They may well go in to lessons before they have got that far but what we are seeing is rapid progress from a lot of these children who have had schooling and are literate in their own language.. [This in turn helps them to] be part of the school community…they have all learnt that very, very quickly.
> (Principal).

The school employs varied organisational and instructional strategies which – over time and with appropriate support – enable UASR pupils to engage in lessons with different pupil compositions, namely (1) only with pupils with the same first language; (2) with other EAL pupils with different first languages; and, (3) with other EAL pupils and pupils for whom English is their first language.

For the respondents, spending the majority of their time (particularly in their initial weeks at the school) with other pupils for whom English is an Additional Language provides a safe and welcoming environment while also acting as a bridge to wider engagement with other pupils and elements of school life:

> We are pleasantly surprised at how well they settled in and how well they immersed in to the larger group of students… our Slovak/Roma students were very hospitable and welcoming to our… unaccompanied minors and they were able to form friendship groups very, very quickly… I mean it's accepted now at this school that we have students from other countries.
> (EAL Teacher 2).

> the [EAL] students complained that they wanted to be part of the larger community because… there were a few students, they were quite separated and I was telling them "oh this classroom is beautiful, like everyone would be jealous to see our beautiful classroom" but they are like "no, no, we want more friends. We want to be in the main school". So… we try to integrate students with the general life of the school.
> (EAL Teaching Assistant 1).

Speaking about the role of the EAL department in supporting the transition of students from induction through to inclusion within the mainstream classes, EAL Teacher 1 offered the following reflection:

> I think it allows the students to understand what our school is about, what the aims are etc. and what the expectations are… Then because it's almost like a drip-feed in to mainstream lessons, it allows them to understand how the school works, what the processes are and also what to expect from other students. [This] allows them then to sort of build a level of confidence and I have to say our students are so welcoming of other students regardless of where they are from… and a lot of them until students had told them, they are unaware as to whether they are unaccompanied or whether they have come with their parents… It just seems to work… our kids are really accustomed to it that it really works in sort of making them feel included.

Across the interviews a range of social activities and events were cited as playing an important role in including the UASR pupils within the school and school life. The events typically consist in supporting the young people to become familiar with and to interact within their new school environment – including with their peers. Examples cited included welcome events involving new UASR pupils and the carers, international music and BBQ evenings; planning and running an international school fair, an international choir, other arts-based events, and team building activities organised by Migrant Help[22].

It is relevant here to raise a distinction between UASR children being *in* school and actually being *part* of the school and its communities[23]. It was clear in the interviews with staff that while the former was the immediate concern (not least to ensure that the young people were accessing some form of educational provision and were protected from other pressures outside of the school), it was the latter which shaped the school's practices and was the aim of its work with UASR children. Intertwined with the focus on developing English language proficiency and settling the children into the school environment, a strong commitment to helping UASR to become active members of the school community was commonly cited as the following examples illustrate:

> they have settled very, very quickly… within the school. They have become very popular… and at the end of every day I see them walking out of school, surrounded by their mates, going over to the park.
> (Principal)

In the following example, a school leader spoke about the inclusion of EAL students more generally to explain the culture which the school has developed, and continues to try and develop:

> For instance I have just recently recruited head boys and head girls and all the senior prefects and prefects. There [are] probably five or six EAL students who are actually going to be prefects and senior prefects next year. We have never had that before because they didn't feel comfortable and I certainly wouldn't push anybody in a situation they didn't feel comfortable because they are standing up, they are meeting and greeting parents, you know they are the forefront of the school, as I say they are the student leadership… What's nice is the fact that the school because we are so multi-cultural that they are quite happy for everybody just to share the experiences, learn from one another… I think… actually we are as one, we are not separated, we are as one.
> (Senior leader).

In a section below, we look more closely at the whole-school approach, but here it is worth highlighting that supporting inclusion, adaptation and acculturation was considered by staff as working across departments. This was illustrated in a response from EAL Teacher 3, who referred to the ways in which colleagues in both the Physical Education and Music departments had worked to foster inclusive relationships between pupils:

> our school is mainly football… football this, football that… so they [PE teachers] have been incorporating cricket into their lessons and they have almost used [UASR pupils] as coaches and it's nice to see them get really involved in the rules… and helping them correct the shape… I mean just a moment ago I looked out the window and there is one of our young boys… and he is totally away from his Afghan friends and there he was you know mucking and joking about with the English boys and I was literally thinking moments ago you know how nice it is they really do fit well.

> we have had music teachers say that the [UASR] boys have sung to the class… about their own culture and you know there is not a lot of… kids that would be willing to stand up and sing in their own language

In the focus groups, UASR pupils all talked positively about the school environment, their teachers, and the friendships they had made. When asked what they liked most about being in school, for example, the following responses were representative of all UASR pupils with whom we spoke:

> Friends, especially friends at the school... and nice teachers…We have friends from everywhere… The teachers, they are so good, they are so good.
> (Year 10, pupil A).

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22   http://www.migranthelpuk.org/
23   We are grateful to Alex Ntung for highlighting this distinction.

> Meeting with friends makes us happy… like a second family…local, from the Middle East, from Afghanistan and Iraq, from everywhere.
> (Year 10, pupil B)

Interestingly, when asked about developing positive relationships with other pupils in the school, the UASR children spoke not of the formal activities organised by staff, but of day-to-day, informal activities such as playing football during breaks and meeting up in and around the school.

As all of the UASR children attending the school are living in care, a key concern for the school in relation to inclusion and acculturation is to communicate effectively with those responsible for this care. Existing research suggests that those UASR children who experience more positive and stable care evidence more consistent engagement with education (see Stanley, 2001; Wade et al., 2005; Brownless and Finch, 2010; Wade, 2011). Once again, the school's practice built from its existing processes and practices in liaising with the families of other EAL pupils and looked-after children at the school. The school had clearly identified liaison with carers, as well as with care professionals and Virtual School Kent, as essential to supporting UASR children. The school has a full-time family liaison offer who acts as an important link between the school and the carers. Indeed, connections and communications with carers was referenced by staff as playing a crucial role in supporting the inclusion of UASR children within the school. While suggesting that, in general terms, the placement of UASR in care provision was not necessarily always a positive process for the young people, in practice they reported positive relationships between UASR children attending school and their carers, as well as in turn expressing positive relations between the school and carers – as the following extract illustrates:

> All the carers that I have spoken to are from this local area so I have never had any communication issues. In fact they are very, very supportive. They want these kids to do well… I've never had any issues with carers or communication, very supportive yes.
> (Subject Teacher 1).

> Generally speaking the carers are… extraordinary people… They have been absolutely brilliant. We have had a couple of placements break down… but generally speaking… all of the others have been quite wonderful… and
> incredibly supportive and involved.
> (EAL Teacher 1).

The positive regard for carers and care families was also a common feature of the focus groups with the UASR pupils, most of whom referred to the educational and social support provided by the carers. Examples included:

> I think I am lucky… my foster carer… he is so good. He help[s] me to speak. The best thing is he is always speaking about… history and the world. He is not helping me with homework, but is always trying to speak with me to improve my English.
> (Year 11, pupil A).

> I am really lucky… my foster brother is thirteen… My [foster carer] said to me "look, [name], you are like my son".
> (Year 10, pupil C).

> They are very good, and helpful. If I have homework at school and I don't understand, they help me.
> (Year 9, pupil A).

> My foster family, they support me a lot for my education.
> (Year 11, pupil C).

The positive statements reported in this section provide an indication of the strengths of the school's current provision, but it is also important to remember that educational provision for newly-arrived UASR pupils presents other particular challenges and tensions for schools – challenges and tensions which staff at Hartsdown have been responding to in their work. Across the interviews with staff at the school, three of these issues predominated: *handling cultural misunderstandings/building intercultural understanding*, the presence of *competing educational agendas, and combatting hostile discourses*.

A recurring theme across the interviews was the need to *handle cultural (mis)understandings* sensitively, yet proactively in ways which *build intercultural understanding*. An example which was cited across a number of the interviews with school leaders and teachers was the need to mediate understandings of appropriate relationships between male and female students, and in particular physical contact, in ways which recognised the complexities involved in (1) the newly-arrived children's histories and cultural understandings, (2) the potential dissonance with practices being experienced within the new school setting, and (3) the cultural histories and practices of other students within the school. These challenges were also raised by UASR pupils in the focus groups:

> The first time I come and see the boys and girls I was shy and I can't talk. About one week, they said I must talk to learn English and now [talking to girls] is not a problem.
> (Year 9, pupil A)

> We found one thing difficult… facing female teachers which we haven't got in our country and female students. This was a bit difficult to see them and to talk to them.
> (Year 11, pupil C).

Such complexities manifest a range of challenges, and as a result a variety of approaches have been adopted within the school to increase intercultural understanding between pupils, including restorative justice, forums for open dialogue, building mutual knowledge and understanding, working with outside educational organisations providing education about migration, and providing dedicated activities which bring together students from different cultural backgrounds in social activities.

In each of the interviews, participants were asked about the opportunity for UASR pupils to share their own cultural knowledges and histories within the school. The predominant instances cited by both staff and pupils related to either religious practices (fasting, celebrating Eid, for example) and cultural practices (singing, kite-flying). However, in responses there was something of a difference in emphasis between staff and students. When asked about the sharing of cultural practices, staff typically spoke about examples which had been facilitated by themselves or their colleagues. In contrast, the UASR pupils' responses focused on more informal, everyday cultural exchanges with other pupils, as the following examples highlight:

> Everyday conversations… We talk to friends about [our] cultures and religion… like fasting… we explain. Arose in when offered food.
> (Year 10, pupil A)

> Writing… we write from right to left… some boys from other countries want to learn.
> (Year 11, pupil A)

One teacher reflected that a next step for the school was to do more work to enable cultural learning for the wider school population:

> There haven't been as many [opportunities] as we would like… we want to run a kite workshop… that will be a really nice thing to do. We are trying to broaden that as much as possible… but that is a priority for this year.
> (EAL Teacher 1).

The need to manage *competing educational agendas* came through in a number of the interviews with school leaders and teachers, and did so in a variety of ways. First and foremost was the view that so far as including newly-arrived UASR children within the school is concerned, it is essential to look beyond certain measures of accountability. For example, a tension was identified in educational approaches which view asylum-seeking and refugee children as homogenised within the larger category of students for whom English is an Additional Language, thereby neglecting their specific experiences and needs. A further tension was identified between welcoming newly-arrived UASR children and the potential impact of school accountability measures, such as GCSE attainment and OfSTED inspections:

> there is a huge tension, if an EAL student has only been in the country for under two years then their results don't count… in your GCSE scores… but many…would have been here two years before they start doing their GCSE courses or GCSE exams and it's incredibly unfair [for] a school to have that marked against them… although we can show progress there still is an expectation that you are going to get A-C including maths and English
> (Principal).

A senior leader in the school considered the appropriate stance to any tension between responding to the needs of UASR children and school accountability measures to be one of balance:

> I think it's just finding a happy medium of both. It's a fact that we should be able to justify if a child isn't achieving in a particular area, it's up to us to actually find out why, put the support in and try and actually progress the student in the right way to make sure they are achieving. If there is a reason… then I think there is a case of actually we have got to nurture this child before we can do anything else and I think the nurturing does have to come first, certainly with the [UASR] students, with some of the journeys they have made and for
> them to actually realise they are in a very safe environment.
> (Senior leader)

This need for balance was also expressed by Subject Teacher 1:

> I have worked here a long time now. To me you can plan the best lesson in the world but if you haven't got the respect of the kids then there is no point. So to me looking after the kids, making sure they are safe and they are happy and they are kind to each other, it's necessary to teach them academically because if you have got them on side and they are respecting you, you can them teach properly and get the grades. To me the most important thing is that they are happy… I like to look after them, make sure they are ok and I take the pastoral side of the job… seriously and… yes we will always have targets, there will always be marking but these are actual real people that are sitting in our classroom every week and we need to be respectful and kind.

A third challenge and tension which was raised consistently across the interviews with staff was the prevalence of negative discourses about migrants, refugees and those seeking asylum within the local and national communities, as well as within certain aspects of the media. In reporting these comments, it is important to note that staff were both selective and understanding about their source. They were keen to point out, for example, that negativity towards refugees and those seeking asylum were apparent only in some sections of the community and in some parts of the media.

At the time we are writing this report, for example, a great deal of contestation has arisen in political and media discourse about unaccompanied asylum-seeking and refugee minors coming to the United Kingdom. In October 2016 the United Kingdom welcomed the arrival of children from the migrant camp in Calais following the commencement of a fast-track system to resettle children. One particular discourse grew around the age of the children. In October 2016 the Daily Express, for example, carried a number of articles, with headlines including 'Fury at 'soft checks' on child migrants: Adults pretending to be children say aid workers' (Sheldrick, 2016) and 'How old are they REALLY? Concern as 'hulking' all-male refugee children arrive from Calais' (Gutteridge and Sheldrick, 2016). The Daily Star reported that 'First Calais migrant 'kids' with NO UK links arrive in Britain as jungle destroyed' (Nevett, 2016), while the Daily Mail reported 'First Calais migrant 'kids' with NO UK links arrive in Britain as jungle destroyed - but officials WON'T say how many there are and WON'T do dental checks to prove they're really children' (Tonkin, 2016). These discourses were replicated in political debates, with Conservative Member of Parliament, David Davies, called for the use of 'dental checks or hand x-rays to check bone density' to check the ages of the children (Weaver, 2016), leading to widespread political discussion and media coverage. These political and media debates remind us of the need to be conscious of what some authors have identified as a 'national hostility to the "non-citizen"' (Arnot, Pinson and Candappa, 2009), and also of the importance of moving from 'hostile to holistic models' of educational provision and practice (Arnot and Pinson, 2010). In the next section we consider the way in which staff involved in the study reported their attempt to challenge hostility and to promote hospitable and holistic responses to UASR children.

HOSTILE VS. HOSPITABLE AND HOLISTIC RESPONSES

Within the existing literature, concern has been expressed about (mis)representations of asylum-seekers and refugees particularly within mainstream media and, in turn, the effect this has on public attitudes (Arnot, Pinson and Candappa, 2010; Pinson, Arnot and Candappa, 2010; Dada, 2012; Block et al., 2014). Kundnani (2001: 52) contends that 'the image of asylum seekers is defined not by what they are, but simply by the fact that they are 'not one of us', and are, therefore, a threat to 'our way of life'. The emphasis is not on who is to be excluded but on what is to be protected'. Similarly, McBrien (2005) cites the work of Stephan and Stephan (2000) who identified prejudicial and discriminatory responses to refugees as resulting from perceptions of "threat".

All members of staff reported the intention that the school provides a welcoming, safe and hospitable environment for the newly-arrived UASR children. As the following extract highlights, frequently this intention was premised on the associated need to protect the young people from negative pressures and concerns:

> it was very important to us that they had a really positive experience… and we all know the danger of radicalisation, racism, all of those things and those kids becoming marginalised… we were really, really keen for that not to happen.
> (Principal).

School leaders and teachers spoke of the importance of understanding newly-arrived UASR children in holistic ways (i.e. as unique individuals with their own interests, capacities and needs). Typically this involved appreciating the general experiences and standing of the young people by virtue of their UASR status, while also recognising their unique and individual experiences, histories and capacities. For example:

> you know their lives, what they have been through, you have to be empathetic, compassionate. You know these kids they have lost their mum and dad, you know fair play to them that they are even in school and they are happy and they are learning and its important.
> (Subject Teacher 1)

Reflecting on what they had learned from working with UASR children, a teaching assistant we interviewed reported that through experience they (i.e. the teaching assistant):

> will be more prepared with dealing with unaccompanied minors. I have to say I found out that all of them are individuals yes. I could not generalise fully…there was one boy who was really, really bright, intelligent, mature and if we take in to account the trauma he had to go through… it's just exceptional. And there are some others who struggled.
> (EAL Teaching Assistant).

One teaching assistant spoke of drawing on their (the teaching assistant's) own experiences as an immigrant to the United Kingdom in order to illustrate to the UASR children how one might become acculturated will making a contribution based on their own uniqueness and capacities:

> I try to give them the perspective of… someone who is coming [from] out of the country but also who is [a] good citizen. So I think I can see both perspectives, coming from outside and also being a good citizen. Basically saying just "I'm here because my future is here but also I have something to bring in here… I just can hugely contribute towards the wellbeing of the society"… I just wanted to communicate the message of being proud about my heritage, about who I was before I came to Britain and bring the best into the society here and also find some friendships and strong bonds with the local people.
> (EAL Teaching Assistant).

All of the UASR pupils who participated in the focus groups reported that the school had provided a welcoming and hospitable atmosphere. Included within these sentiments were favourable responses to the balance within the school between discipline and the welcoming environment, as well as comments about the value of a diverse teaching staff. All UASR pupils spoke very positively about the friendliness of the teachers, other members of staff and other pupils, with the following examples being illustrative:

> Hartsdown school accepted us, and said we could come and welcomed us. After we were one month in a school here, then they asked us what school we would like to go to… [The Principal] was very, very welcoming to us…We choose to stay because it is the best school.
> (Year 10 pupil B).

> I think this school is so different from others… it is like being in a family.
> (Year 11, pupil A).

A further theme common across the interviews with staff was the commitment to enabling newly-arrived UASR children to maintain their own sense of individual and group identities *alongside* their inclusion within the school community and wider society. This was often contextualised against challenges within the local community and the importance of providing a hospitable and welcoming environment in order to protect the children from other pressures and discourses. Indeed, school leaders and teachers consistently raised the importance and influence of the wider community in informing and shaping their practice, both specifically with UASR children and with student diversity more generally. Across the interviews the view was expressed that relationships with the local community in all its forms were complex, challenging, essential and rewarding. As such, these relationships involve recognising existing strengths, working to challenge competing/hostile discourses, and doing so in partnership and collaboration with the community. These practices are premised on the view that the school is part of the local community and plays an important role within it:

> it's also educating the community around us you know; Hartsdown is at the hub of the community, I really, really do believe that'
> (Senior leader).

> Part of the… programme was that I took them [UASR pupils] out… For example, one trip we came down to the University to do workshops… I took them into the gallery, the library and to the Mosque just in case they hadn't met the Imam there… [We] wanted them to feel very much like they were part of the wider community and to be aware of the things going on in the school.
> (EAL Teacher 1).

At the same time staff in the school clearly recognised that there were tensions in the local community, and that the UASR children were exposed to discourses and prejudices which ran counter to those being promoted within the school. As one teacher expressed:

> I think there [are] tensions in the community and this is something that beats me up a lot of the time… So … for me I think getting the community involved in school is a top priority… because… there are… tensions in the community… you see it and you know sometimes its brought in to school.
> (Subject Teacher 1).

Subject Teacher 2 offered the following, similar response with regard to the local community:

> I think there is a conflict there certainly… I would say it's minimal, I think you know with anything that's reported in the media it seems as though it's a huge problem but I live in Margate myself and you don't, you don't see huge amounts of this going on. We have heard about it, we have heard about comments being made to our students but we have also counteracted that with [colleagues] going out into the community and actually addressing the community directly and that I think, that's the thing to do isn't it to say "you know this is not acceptable and this is why" and make it really explicit that it's not acceptable here and it's not acceptable in the wider community and I think our students will carry that message forward.

In our conversations with UASR pupils about the challenges they faced, two specific themes developed. The first was a focus on the immediate practicalities of daily life in school. In this regard, challenges identified included learning English, difficulties learning particular subjects, and the 'strict' rules regarding uniform within the school. Such responses included:

> The process of education is better, but the… rules are very strict
> (Year 10, pupil A)

> Not everything is easy… the lessons [are hard]
> (Year 11, pupil A)

> The biggest problem is they [recently arrived UASR pupils] will not speak English
> (Year 11, pupil B)

The second theme was the challenge of experiencing discrimination, and here two aspects were crucial. First, that such discrimination occurred outside of the school, but not within it. Indeed, the pupils were very keen to point out that the school was a hospitable and welcoming environment. Second, that the discrimination experienced targeted specifically their religion. While not all the pupils referred to this, the following statement was made within one of the focus groups:

> Sometimes we get racism, sometimes but not that much. Not about you or your colour, about your religion. Sometimes, but not that much… People ask "what is your religion", and we say "Muslim". So sometimes we say "we are atheist".
> (Year 10 pupil B).

In reporting these specific findings it is important to make some notes of caution. In particular, when asking about challenges we did not ask specific questions about pre-migration experiences nor about any issues regarding their legal or social status. While not explicitly precluding such responses, our focus on their education experiences within school may have dictated the specific focus on related challenges. We must also reflect on whether the UASR pupils with whom we spoke were reluctant to raise any specific concerns within the school for fear of being seen to criticise their teachers and peers. While we made attempts to reassure the pupils (through translated consent forms, participant information forms, and through the translators immediately before the focus groups), we cannot therefore rule out a disparity between the reports and actual experiences.

WHOLE-SCHOOL APPROACHES

Existing research suggests that school leaders and teachers play a crucial role in establishing schools as safe, hospitable and protective environments. Developing hospitable and holistic approaches involves – indeed maybe even requires – a particular mind-set concerning the nature and purpose of both education and teaching, as well as the development of appropriately framed policies, practices and culture. Pinson and Arnot (2010: 257) ask what it is that leads to such a (re)conceptualisation and identify three common characteristics as central:

- 'valuing cultural diversity and the active promotion of cultural diversity as an educational goal';
- 'constructing new indicators of integration';
- 'adopting a caring/compassionate ethos and a maximal approach to the role proscribed for the school or local authority'.

Writing in the Australian context, Taylor and Sidhu (2012) similarly highlight the importance of school ethos in promoting an inclusive environment (see also Keddie, 2012). The role of the head teacher/principal is vital in creating the conditions under which such a climate can be fostered and sustained (Rutter, 1994; Hamilton, 2004). To this end, Pugh, Every and Hattam (2012) also emphasise the importance of school leadership and the development of whole school approaches and commitment.

The aim of developing and enacting a whole-school approach to the inclusion of UASR children was highlighted commonly throughout the interviews with staff. This whole-school approach was reported as working in a variety of ways. A number of staff reinforced the importance of school ethos, and in particular referenced the way in which the increased diversity within the school and the local community over the last two decades had led to a more inclusive environment. The Principal, for example, reported that:

> our ethos here at the school is one of multi-culturalism… We have gone from 0.4% to 30+% EAL students, it's at the core of everything we do here…Our ethos is strong and we operate around our key words which are… wisdom, bravery, humility, responsibility, respect… bringing all those opportunities to celebrate culture and diversity… we are very used to doing that sort of work here.
> (Principal).

Another school leader positioned the ethos of the school in the following terms:

> we are a very inclusive school, without a shadow of a doubt. I mean I actually explained this in my introduction this morning to new staff as part of the induction. I make it very clear [that] we are an inclusive school, it doesn't matter where you come from, what colour, what religion, you know what your sexual preference is, it doesn't matter. We are who we are and we must love and get on and learn with each other.
> (Senior Leader).

The workings of the whole-school approach were also discussed by respondents in more practical ways. One example of this centred on communication between different departments and colleagues:

> every time we complete a set of assessments we will send the results of those assessments to all mainstream teachers… We also highlight any progress that has been made and we also highlight any areas of weakness. For example you may have a student who scores highly in listening and understanding and speaking but scores very low in reading and writing and we will point that out. We will also inform our mainstream teachers of any support that is in place in the class.
> (EAL Teacher 2).

In support of these practices, new teachers to the school – including pre-service teachers – spend time in the EAL department learning about its work from its staff and pupils.

Speaking as a member of a subject department, Subject Teacher 1 expressed that for colleagues in that subject area making suitable educational provision for UASR children is considered as 'really, really important and as a faculty you know we want to embrace these kids'. This teacher also spoke about the importance of the close relationship between subject teachers and the EAL department in order to understand and appreciate the UASR pupils' academic levels and pastoral needs. So too, the teacher spoke of their commitment to ongoing and consistent communication with carers in order to provide joined-up working. In the following extract from the interview, we can see that explaining the importance of this communication with colleagues and carers opened into a description of the teacher-role:

> Also I work very closely with the carers and I like to update the carers on the progress of the students and if there is any behaviour issues or academic issues then I normally contact the carer to make sure that we get their full support. Working closely with [the EAL department], working closely with the carers… my role I would say is to, well as a teacher is for them to progress academically but with any child I want them to feel safe and included and you know be part of the school, be part of the community… so I see myself as a teacher in the classroom but outside the classroom I'm there to support them as well.
> (Subject Teacher 2).

These sentiments were echoed by another teacher we interviewed, from a different subject background, who spoke of the importance of welcoming UASR children as part of the work of teachers in the school:

> I think it's very important because they arrive to us and they are scared, they feel isolated on initial encounter and it seems to offer them real reassurance. It seems to give them a safe place… The kids are really keen to be here because they feel welcomed and they feel safe but equally because…they are mixing with other students who aren't unaccompanied but have come to the school from another country so they have got a shared experience which I think is massively important and you can see their confidence build as time goes on, just even if you see them walking in the corridor… you see the difference in that student over a period of weeks and months… they, they are happy to be here.
> (Subject Teacher 1).

Similarly, for EAL Teacher 3 who has worked at the school for four years, practicing an holistic and hospitable approach to UASR children was viewed as:

> the most important thing because I have been working as a teacher for 16 years and I have never seen a place like that when I actually saw students receive our support, being engaged, being self-assured, being active, learning English very quickly and… other things needed for their future life. I think it's [of] the utmost importance, it's the most important, it's essential.

Teachers – and teacher knowledge and expertise – are also identified as crucial in the development of effective and meaningful whole-school approaches to the inclusion of ASR and UASR children. As McBrien (2005: 330) reminds us, 'when teachers have not been sufficiently trained to understand the difficulties and experiences of refugee children, they frequently misinterpret the students and families' culturally inappropriate attempts to succeed in their new environment' (see also, Hones, 2002). Matthews (2008: 31) reports that teachers and students may be unfamiliar with the historical and political circumstances of intra-national conflict and forced migration… as well as ethnic and cultural differences' (see also Humpage, 2009; MacNevin, 2012. This suggests a need for teachers to be supported in appropriate professional development opportunities (a point also made by Barnes and Ntung, 2016). Research by Theilheimer (2001), for example, reports a teacher education programme in the United States which emphasised the responsibility and value of teachers' learning about refugee students through direct engagement with refugee children, their histories, and their experiences.

Questions to teachers and teaching assistants asking about professional development experiences and needs relating to working with ASR/UASR pupils provoked a number of different responses. One teacher reported that a professional development activity working with a refugee educator had been arranged for the subject department, and that this experience had been 'really empowering'. However, across the responses it became clear that while all had undertaken some professional development, the nature of this differed between respondents, as the following extracts indicate (it should be noted here, that we make this comment in relation to specific professional development activities over and beyond the day-to-day support provided within and by the EAL department):

> …in terms of unaccompanied minors I would say I'm not fully aware specifically. In terms of English as an additional language students there's lots of support. So within the school itself, you know I have come in and I've shadowed the department and so on and so forth… but there's nothing specific that I am fully aware of at the moment.
> (Subject Teacher 2).

> we have had the Prevent training but that's a lot different… that's something that I believe all of us would be interested in because there is a woman who actually works in the [school] and she has a MA in Refugee [studies]… and when you speak to her she has, she has that extra information, those extra ideas and to have someone to come in or to do the courses or whatever it might be, anything that would help support the kids here would be brilliant for us or anyone.
> (EAL Teacher 3).

> I just… graduated [in] English language and communication with media…as part of [the studies] I had Intercultural Studies, which I have to say I really liked the subject but it's some time ago so I would like to take any possible opportunity I could… at the moment it's just my own research or reading. Also we have the opportunity to see [education consultant]…so we had discussions with her and her insights.
> (EAL Teaching Assistant)

> I did my own research and I obtained the most important books on the market. One of them was New Odyssey, I don't know if you heard that book… I simply self-study, plus I went to London to a special therapist training… it's how to work and communicate with refugees. Very, very valuable and I shared it with the department and I shared the books as well. Also we were supported by one doctor and one refugee worker from Dover. They created a special programme that they shared with [the principal] and he shared with us and I know that one department is using it now and [it may become] a whole school thing.
> (EAL Teacher 3).

EDUCATIONAL PATHWAYS

Though often not the main focus of existing research concerning ASR children, existing literature highlights the disrupted nature of ASR children's post-migration educational pathways. US-based studies, for example, report a range of reasons to explain the disrupted educational pathways of ASR children, including perceptions of educational ability (held by themselves or others), social/relational difficulties, and the absence of programmes and interventions to support educational pathways (House, 2001; French and Conrad, 2001; McBrien, 2005). Existing research on the educational pathways of ASR children also raises some important findings regarding aspirations. Studies from a variety of contexts report that ASR children typically identify education and schooling as crucial to their aspirations and futures – both in terms of academic and social outcomes (see, for example, McBrien, 2005; Stevenson and Willott, 2007; Winthrop and Kirk, 2008; Brownless and Finch, 2010; Wade, 2011; Refugee Support Network, 2012; Doyle and O'Toole, 2013). These studies also, however, report significant barriers to progression, including the lack of educational pathways, absence or low quality of professional/educational guidance and counselling, and the unavailability of role-models.

Across the interviews with school leaders and teachers, a number of important comments were made regarding educational pathways. First, was the view that the newly-arrived UASR children at the school were highly motivated and held clear aspirations regarding their educational transitions and future careers:

> one thing we have picked up is that all of them are very entrepreneurial, they are absolute survivors and they see this [their education] as an opportunity to get intosome sort of profession.
> (Principal).

> the unaccompanied minors… have high aspirations… I was really pleasantlysurprised about how focused they were from first week onwards… I've had a number of discussions with these students and the majority of them do have high aspirations. (EAL Teacher 2).

> As it comes to unaccompanied minors they are very focussed, very targeted…They know they want to go to university and they are asking how to do thatso they want those connections.
> (EAL Teacher 3).

All of the pupils we spoke with expressed high aspirations about their educational progression. Each expressed a desire and intention to attend University, and most had a clear idea of their desired future careers (these included the police force, computer forensics, engineering, teaching, healthcare, and translating). In this sense, the pathways to University were presented by the young people as clear and relatively straightforward, as the following examples highlight:

> We get high grade[s], then we go to sixth form. After sixth form, we go to University.
> (Year 10, pupil A).

> I want to stay in Hartsdown sixth form. I have friends here…
> I want to go to University.
> (Year 11, pupil A).

> I want to stay in sixth form, and then after that I want to go to University.
> (Year 11, pupil B).

Few barriers to higher education were identified, with only current levels of English language and the time needed to develop the relevant level of proficiency in English required to attain the requisite qualifications for progression raised.

The second area of comment which arose about educational pathways concerned was the need to ensure that educational pathways into post-16 qualifications routes were appropriate for, and to, the young people. While the *Ready for College* programme was identified as being successful in terms of engagement, it was noted that some of the students involved wanted to move away from its vocational focus in order to undertake more academic courses which would provide better cohesion with their educational histories, abilities and aspirations. In this sense, the school is at a stage of developing an appropriate post-16 offer and environment for UASR pupils:

> We are feeling our way very much with this. At the moment we have had... the two programmes running. The *Ready for School* programme, which was [years] 7 to 10, and the *Ready for College* programme [for] year 11. They were taken to Thanet Skills and were given a mix of vocational and TEFL lessons, but they almost all wanted to come into school…
> (EAL Teacher 1).

The need to provide focused and specialised support for educational pathways is also recognised by the school:

> I mean each one of the students is a bespoke case all on their own and has to have their own wrap around care. They have to have their own pathways, their own destinations… I think we are going to see a number of those students making those journeys through to university and being incredibly successful… but I think that one of the issues we've had is they are just not ready to make those decisions yet, even though they might be 16 they actually have missed their childhood. They are enjoying school massively and to actually cut them off at 16 and say right now you are going to 6th form, you are going to… collegeis not going to help them at all.
> (Principal).

For this reason, the school has developed particular strategies (including an extended Key Stage 4 provision) in order to support the young people to be in a better position to achieve and progress into further education. The extended Key Stage 4 provision, for example, aims to support each student to attain the very best GCSE results. In addition, the school has identified two members of staff to act as mentors who work with the Kent and Medway Progression Federation to access higher education outreach activities (such as workshops and visits) with which the UASR children can engage. A key driver in this has been the role of the EAL department in liaising with KMPF in order to ensure that EAL students within the school accessed the various activities.

The existing literature suggests that the lack of access to appropriate role models can act as a barrier to UASR children's educational pathways, particularly into higher education. The need for, and absence of, role models was not something which came up consistently within this study. However, one teacher did offer the following recount of a University outreach activity which involved the UASR pupils engaging with a role model. At the event the pupils met:

> a couple of guys that were actually from Afghanistan came and spoke to them one [of the] guys [was] in telecommunications and… it was eye opening, showing them that, you know, you might not be at the level now but this was a guy that was here five years ago, no [English] language… look where he is now and for them to actually physically see that…I don'tknow it's just showing them that there is [a] bigger picture.
> (EAL Teacher 3).

These current interventions and initiatives aside, across the interviews some areas for further work were identified. In particular is the importance of developing a Key Stage Five curriculum to meet the needs of EAL students, including the UASR children. Indeed, the development of appropriate post-16 curricular and pathways which meet the needs of UASR children was viewed as essential in ensuring possible pathways into higher education. A particular concern was the provision of appropriate Level One and Level Two courses from which the young people could progress into the Level Three courses necessary for entry into higher education. Within the interviews it became apparent that the concern is not solely about the availability of courses, but also the location of those courses and the fact that to undertake such courses may involve a move away from the school to another educational institution. Such a move was positioned as disruptive:

> they are settled here and you know they have obviously been through a lotof trauma in their life and the last thing they want to do is keep moving from oneplace to another. They clearly enjoy their life at Hartsdown and I know for surethey want that to continue. I mean at the end of the six week Ready for School programme there is the option there for our unaccompanied minors to be forwarded on to other schools but we have yet to have any student come to usand take up that offer, they have all wanted to remain at Hartsdown and luckily enough we have had the space to accommodate them so I think that's going to be the case as well when they finish year 11. I think it's very unlikely they are going to want to seek education elsewhere because they are happy here.
> (EAL Teacher 2).

One teacher located their responses in the wider political, legal and educational context. After detailing the current post-16 transition provision within and beyond the school, the teacher explained:

> I read that there is a lot of problem with funding I think for them laterbecause some of them don't have the status of the refugee yet so there will be no support put in place. This is how I understood it from the governmental point of view so this is what worries me.
> (EAL Teacher 3).

In the focus groups with the UASR pupils the need for appropriate guidance and role-models adopted a slightly different focus, reminding us that the young people themselves may not be aware of (or at least in this study may not have articulated) their precise needs regarding educational pathways, including the challenges involved. The pupils spoke positively about staying on in Sixth Form, and about their visits to a local University. When asked about where they get information from about university, some spoke of the role played by their carers and care families, for example: 'I talk to [my] carer about where to go and not to [the] school' (Year 10, pupil A). Where role-models were mentioned, these came only within older members of the pupils' care families.

While this section has focused on educational pathways and aspirations, we would like to end it by reporting the following response from one teacher at the school. While making similar comments about the commitment of the UASR pupils at the school to their education and their educational aspirations, the teacher said the following:

> do you know they aspire to, to be good citizens, they aspire to be family men,most of them want to get married and have children… I tell you what else they aspire to is to find family members that they have left behind.
> (Subject Teacher 1).

This extract reminds us that while educational aspirations are important, they sit alongside other aspirations which transcend academic and economic goals.

CONCLUSION AND RECOMMENDATIONS

The research presented here aimed to draw on a single-site study to explore the post-migration educational needs and experiences of newly-arrived unaccompanied asylum-seeking and refugee children. Drawing on interview and focus group data, the study focused particularly on the perceived social and cultural outcomes and benefits (including any notable challenges and barriers) of the school's provision.

The research suggests that various aspects of the school's work are positioned as providing an inclusive environment for newly-arrived unaccompanied asylum-seeking and refugee children, and that staff within the school are well aware of the challenges of their work, the ongoing dynamics involved, and the need to build on current provision. Included within this are the benefits of working in relationship with carers, the local community and other education/social service providers. A particular challenge which resonated throughout the study is that of working in support of the high educational aspirations clearly held by the newly-arrived unaccompanied asylum-seeking and refugee pupils.

With these broad conclusions in mind, alongside a recognition of the limitations of this study, we make the following recommendations:

- That other educational providers in Kent and beyond are aware of the work of Hartsdown Academy in providing for the educational needs of newly-arrived unaccompanied asylum-seeking and refugee children;
- That further, more wide-ranging research is conducted on the themes identified within this report. This should consist of research which (1) draws on data from a range of school sites; (2) includes a longitudinal focus; and, (3) incorporates data from a wider range of sources, including other pupils, carers and relevant members drawn from the local community;
- That there are likely to be benefits from the school adopting a more strategic and focused approach to the professional development of staff with respect to supporting the specific educational needs of newly-arrived unaccompanied asylum-seeking and refugee children;
- That such an approach is also likely to be of benefit to other schools, and also provides a prompt to those involved in the education of pre-service teachers for a similar strategic and focused approach;
- That more work is needed to explore and support the available educational pathways and educational needs of newly-arrived unaccompanied asylum-seeking and refugee children through post-16 routes and into higher education. It would seem valuable that such work focus, at least, on the following: the provision of appropriate courses which support academic progression in combination with levels of English proficiency; ongoing and consistent university outreach activities which enable the development of relationships with the young people themselves and enable them access to appropriate role-models; and clear, focused and appropriate educational and career guidance, which includes support in managing the funding and registration processes.

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