

A Doctorate in Professional Educational, Child and Adolescent Psychology (DEdPsy)



Institute of Education

‘I can’t believe it still happens in modern day society’ Exploring young people’s experiences and attitudes towards racism.

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Doctorate in Professional Educational, Child and Adolescent
Psychology**

Statement Declaration and word count

I, Rachel Rebello confirm that the work presented in this thesis is my own. Where information has been derived from other sources, I confirm that this has been indicated in the thesis.

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Abstract

This research explored the experiences of racism and the attitudes of young people (YP) in Summer borough, specifically experiences where they had witnessed racism or directly experienced racism in school. It aims to build awareness and attention to a topic that is relatively under-researched in psychology. Whilst other research tends to describe statistics and trends around exclusion, workforce, and attainment etc, this study is unique in being able to gain the perspective of YP and explore racism in secondary schools which is a highly sensitive subject for schools and local authorities to engage with. This study adopted a multi-method approach in which 50 YP took part in an online survey which explored their definition of racism and their experience of racism. This was followed by a focus group with nine YP who had completed the survey and opted to take part in the focus group, this delved into more detail on what the impact of racism is, what the schools were doing and what YP felt their school could change.

This research has highlighted the complex nature of racism in schools. It has demonstrated how the different types of racism have been woven into the educational system and how YP experience racism e.g. overtly as well as covertly. It has given us an insight as to how schools have successfully implemented practices to challenge racism such as pupil empowerment through educational opportunities and creating a cohesive community, as well as easy to implement recommendations that can be shared with schools such as diversifying the curriculum and more representation in staff. Based on the present study's findings, there are several implications for Educational Psychologists and other professionals in education such as monitoring exclusion patterns, working with schools to develop their policies and reflecting on assessment and consultation. It is hoped that the findings of this study will be used to further illuminate YP's experience and knowledge around racism and bring about an increased understanding of diversity, equality, and inclusion in educational settings along with the promotion of best practice in schools.

Impact Statement

One of the vital features of the role of the Educational Psychologist (EP) is to promote inclusion and safety for all children and young people (CYP). EPs are responsible for analysing, evaluating, and synthesising information from numerous perspectives and people in order to advise on how best to meet an individual's needs. Part of this is seeking the voice of the child and ensuring their views are heard. This research explored young people's (YP) experiences and attitudes towards racism across three schools in a South London borough (named Summer borough). One of the benefits of this research is that it is one of the few studies that reflect on the views of YP and provides a platform for YP to share their perspectives, experiences, and attitudes. This study includes the views of and consults the very people whom these policies and practices are put in place for. Another benefit of this research is that it contributes to the limited research in the Educational Psychology field around racism.

This research used Critical Race Theory (CRT) and Intersectionality as theories and lens' to uncover the experience or witnessing of racism in school, how schools are responding to racism and what YP would like to see change. The findings called for changes within four key areas: more representation in staffing, a diverse curriculum, training, and education for CYP and educators and alternative ways of reporting racism. By using a CRT and intersectionality, EPs are able to apply these theories to acknowledge and understand the impact of historical and ongoing racism that exists within educational settings.

EPs are well placed to act as agents of change having established relationships with schools and they are in a powerful position in which they can promote inclusion across multiple levels of a CYP's system (Bronfenbrenner, 1992). Key implications have arisen from this research on how EPs can practice and support CYP, schools and Local Authorities (LA). The impact of this research can be seen across the core functions of the EP role, some of which include:

- Delivering training on anti-racism to schools and LAs

- Supporting schools in the development of their anti-racist/safeguarding policies
- Encouraging schools to monitor their referrals for patterns of unconscious bias
- Working with schools in supporting CYP who have experienced or witnessed racism
- Reflecting on their own practice as EPs in choice of assessment and implications for consultation
- Shifting narratives around anti-racism and whose responsibility it is to be anti-racist
- Implementing changes within their own service such as discussing anti-racism as part of supervision.

In summary, this research invites EPs to challenge oppressive systems, actively contribute to more inclusive and just educational settings, to critically examine their roles and to make a deep and meaningful impact on CYP, families, schools and the wider systems.

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To all those who have endured the painful weight of racism, I dedicate this thesis to you. Your courage, resilience and unwavering spirit inspires us to fight for a world where equality exists. In the face of adversity, you will rise.

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Chapter 1: Introduction

1.1 Thesis overview

This research was conducted as part of a Doctorate in Professional Educational, Child and Adolescent Psychology. As an exploratory study, it highlights the experiences, understanding and impact of racism in schools and from a young person's (YP) point of view and how we can improve practice within schools. Chapter 1 introduces the reader to the motivations for the research and outlines the rationale underpinning the study. It also talks about the theories and frameworks used as a lens for this study. Chapter 2 highlights the review of literature relevant to this study which justifies the research aims and research questions. It demonstrates how this research seeks to fulfill a gap in the current field of research on race and racism in schools. Chapter 3 presents to the reader the researchers' epistemological position, describes the research design and procedures, and explores ethical considerations for this study. Chapter 4 explores the researchers' key findings of the study including a description of quantitative data as well as presenting the main themes of the qualitative data. Lastly, Chapter 5 discusses the findings in relation to the previous literature and highlights the implications for Educational Psychologist's practice, for schools and the contribution of this study toward the existing literature.

1.2 Key terminology

Black and ethnic minority- refers to anyone who does not identify as White British or any other White background. Ethnic Minorities include Gypsy, Roma, Irish Traveller groups and mixed race. Although the researcher acknowledges that this ethnic categorisation is problematic, it is drawn from the most commonly used terms based on the categories in the Census.

White- refers to anyone from an English, Welsh, Scottish, Northern Irish or British as well anyone who identifies as any other white background e.g., Polish.

1.3 Abbreviations

CRT- Critical Race Theory

CYP- Children and young people

YP- Young people

EP- Educational Psychologist

EPS- Educational Psychology Service

TEP- Trainee Educational Psychologist

SEND- Special Educational Needs and Disability

DfE- Department for Education

MLD- Mild Learning Difficulties

SEMH- Social, Emotional and Mental Health

LA- Local Authority

1.4 Rationale of the study

“Education has long been a key site in the struggle for racial and ethnic equality in Britain” (Alexander et al., 2015, p.4). From 2016-2021, 60,000 racist incidents in schools were recorded (Batty & Parveen, 2021). There continues to be compelling evidence of racism in schools and its effects on YP’s educational experiences (Joseph-Salisbury, 2020). Powered by a long history of racism in society, racism continues to be present within many education settings, policies, and practices (Crutchfield et al., 2020). It presents itself in poor teacher expectations and stereotyping, high rates of exclusions for children from some ethnicities, low attainment rates and a narrow and Whitewashed curriculum (Byrne et al, 2020). Thus, the aim of the research is to identify what racism means to YP including their

experiences, the perceived impact of racism, what schools are currently doing to challenge racism and how YP would like schools to improve the way they deal with racism.

Drawing upon the perspectives of YP aged 15-18 and educators across one borough in outer London pseudonymised as Summer borough, this study's aim is to support schools in their anti-racist practice, to challenge racism and promote inclusion. A vital feature of this research is its focus on YP's perspectives and understanding by consulting the very people whom the policies and practices are in place for. Its intention was also to gather information not only from YP's experiences but also educators' experiences however this was not possible for reasons outlined later in this thesis. This research will contribute to the field of Educational Psychology (EP) especially for practitioners who work closely with schools and YP to create inclusive and anti-racist schools.

The rationale for exploring the view of YP aged 15-18 is linked to the awareness and activism shown by YP in the recent years. During the Black Lives Matter protests, YP were marching on the streets. On social media, they mobilised participation calling on their peers to speak out. In an outer London school, where educators were accused of being overtly racist as well as complicit in racist attitudes and behaviours, the students (and former students) formed a protest to stand up against institutional racism (Parveen, 2021). There appears to be more awareness within this generation around issues such as race and racism. This research gives YP the time and space to vocalise their views and to feel heard.

It is also pertinent to talk to educators about their experiences as these are the professionals involved with implementing these policies and practices, and sometimes involved in their creation. It is important to explore their perspectives whether from a White or Black and ethnic minority background and imperative to note that not all educators will share the same experiences (Callender, 2018). However, it is vital to recognise that "the responsibility for tackling racism should not rest solely on the shoulders of educators or 'multicultural' teacher educators, it is quite simply the responsibility of every power player involved in all aspects of the system" (O'Brien, 2009, p.205). As mentioned, this part of the

study was not completed due to a lack of educator participants. This will be discussed later in this thesis in Chapter 5. Nevertheless, the study will contribute to improving anti-racist practices and strategies in school by bringing an awareness and sharing YP's views.

1.5 Motivations for research

“Racism in any society is fuelled by a number of factors, often acting independently of each other, or at times, in concert with each other” (Miller, 2021, p.1). The Black Lives Matter (2020) movement called for action on existing issues such as racial inequality in society. It became the focal point in many conversations and debates about racism and anti-racism across the world. In 2020, the similarities between the murders of George Floyd, Breonna Taylor and Ahmaud Arbery in the US and the deaths of Mark Duggan and Sarah Reed in the UK (Black Cultural Archives, 2020) encouraged people to educate themselves on these significant issues. At a time of protests in the UK and worldwide, the social media hashtag #BlackLivesMatter and calls for justice resulted in workplaces and schools pledging to ‘do more’ to promote inclusion and challenge racism in their setting. A spotlight was shone on racial inequality and discrimination in schools. For example, a grammar secondary school in Greater London saw a mass demonstration in October 2020 when hundreds of students from all backgrounds protested against ‘White privilege’ and perceived discrimination within the school (Parveen, 2021). This level of activism and the actions of YP are one of the many reasons the researcher wanted to focus on the YP's voice and understanding of racism.

Racism is now becoming more apparent in our schools as evidenced by incidences being highlighted in our media, for example the case of child Q, a Black child who was strip searched on suspicion of being in possession of marijuana; an investigation into this found gross misconduct, noting safeguarding concerns and racism as a factor (Nagesh, 2022). Another incident in 2023 saw a Black schoolgirl racially attacked by a group of White children and adults in Ashford, Surrey (Agbonlahor, 2023). These incidences have brought to light the current manifestations of racism (overt and subtle) that have been embedded within schools since the inception of the educational system. A report by Joseph-Salisbury

(2020) found that “racism is deeply embedded in schooling” (p.4). This is echoed by research by the YMCA (Cowling, 2020) which found that 47% of young Black people felt that racism is the biggest barrier to attainment and success in school and 50% suggested the biggest barrier is teacher perceptions of them e.g., being seen as too aggressive. In 2021, a freedom of information request was sent to 201 councils which uncovered a total of 60,177 racist incidences in schools (Batty & Parveen, 2021). This has doubled since 2016/2017. However, it should be noted that these figures are not truly representative of the number of racist incidences in schools, as in 2012, the government advised schools that they had no legal duty to report racist incidences to the local authority (Batty & Parveen, 2021). These incidences and statistics are key motivators for the researcher in conducting research in this area.

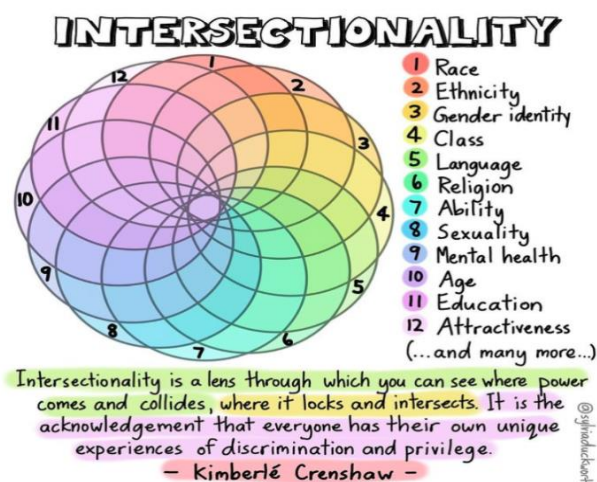
The researcher is from South Asian background and is passionate about this topic having experienced racism herself. Although the researcher identifies with some of the participants, she has attempted to remain objective throughout the research process. More information on this can be found in Chapter 3 on the researcher’s reflexivity.

1.6 Intersectionality and Critical Race Theory

Two prominent theories that can be helpful when discussing racism are Intersectionality theory and Critical Race Theory (CRT).

Figure 1

An illustration of Intersectionality theory by Sylvia Duckworth



Intersectionality (illustrated in Figure 1) is a useful theory to reflect upon when discussing themes such as racism. It was originally developed to emphasise Black women's oppression in America. Now, this theory is widely used in many fields and disciplines (Crenshaw, 1989). Central to the theory is how our "perceived group membership can make people vulnerable to certain forms of bias, yet because we simultaneously belong to many groups, our complex identities can shape the way we each experience bias" (African American Policy Forum, n.d, p.1). Crenshaw explored the unique experiences of some Black women, highlighting their intersecting axes of inequality, particularly along the lines of race and gender (Al-Faham et al., 2019). Crenshaw explains intersectionality through the analogy of "traffic in an intersection, coming and going in all four directions. Discrimination, like traffic through an intersection, may flow in one direction, and it may flow in another. If an accident happens in an intersection, it can be caused by cars travelling from any number of directions and, sometimes, from all of them. Similarly, if a Black woman is harmed because she is in the intersection, her injury could result from sex discrimination or race discrimination" (p.149). She goes on to elaborate by saying "The point is that Black women can experience discrimination in any number of ways and that the contradiction arises from our assumptions that their claim of exclusion must be unidirectional" (p.149). This means that a Black woman may be discriminated against because she is Black, because she is a woman or because of an intersection of the two. This is a helpful demonstration of the intersecting identities that YP may experience, for example a female pupil from a Black background may experience racism differently to a male pupil from a Black background. An example of this is the disparity in Black males being stopped and searched by the police compared to Black females.

The theory proposes how multiple forms of inequality and identities interact and relate to one another in different situations or contexts, and a combination of identities result in various lived experiences and therefore one can encounter numerous challenges and

experiences of discrimination (Gillborn, 2015; Christoffersen, 2017). The framework emphasises the interweaving systems of racism and oppression, and advocates for systemic changes that need to occur to promote equity. Intersectionality enables practitioners such as EPs in their legal and ethical duty to recognise and embrace differences across diverse communities, challenge discrimination, promote social justice, and tackle issues of inequality (Nayak, 2021). Despite prominent contributions to the field, intersectionality as a theory has generated controversy and criticism (Collins & Bilge, 2016; Warner et al., 2020). Carastathis (2008) posits that the framework tends to reduce individuals to specific demographics, perhaps placing too much emphasis on identities, to the detriment of creating divisions rather than fostering solidarity in marginalised groups. Another critique of this theory could be that it highlights and prioritises some identities such as gender and race over others, this could potentially further marginalise individuals with less visible identities (Carastathis, 2008).

Another important theory that underpins this study is Critical Race Theory (CRT), a framework of analysis grounded in Critical theory. Critical theory is “an umbrella term for a set of theories that aim to make social structure visible through analysis of power relations” (Paradis et al., 2020, p.843). CRT is a body of ideas and a set of approaches to understand how race has been operationalised historically and studies the relationship among race, racism, and power (Delgado & Stefancic, 2012). The theory argues that racism is systemic and a part of everyday life; racism is therefore considered normal in society and is created by “social thought and power relations” (Rollock & Gillborn, 2011, p. 1) along with races are “categories that society invents, manipulates and retires when convenient” (Delgado & Stefancic, 2012, p.8). CRT launched in the 1970s in America, when professions such as lawyers, activists and legal scholars found that new theories and strategies were needed to challenge the forms of racism that were becoming more prevalent. CRT offers a fundamental lens which aids our understanding, challenge, and deconstruction of racial inequality in society. Despite its origins being a framework in legal theory, it can be applied to educational

theory, practice, and policy (Taylor et al., 2009; Ladson-Billings & Tate, 1995). CRT is an important theory to reflect upon whilst researching racism as it looks at the ways racial unfairness has been woven into the fabric of our structures and institutions such as education and schools, exploring for example the inequity of achievement in schools (Ladson-Billings & Tate, 1995). CRT is helpful in encouraging the practice of looking for 'hidden racism' including in employment and the workplace as well as within education (Lynch, 2021). According to Delgado & Stefancic (2012), there are a set of 'basic tenets' of CRT as summarised below

- 1.) Racism is socially constructed: Race is a social construct which is defined by people and subject to change over time and location. An example of this is the historic classification of Irish people not being considered as White and therefore subjected to racial discrimination whereas society today predominantly classifies Irish people as White.
- 2.) Racism is normalised: It is a permanent feature within society. It is ingrained in the fabric and system of our culture and society, influencing various aspects of life. An example of this is evidenced through disparities between White and Black and ethnic minorities experiences of education, housing, criminal system, and employment etc.
- 3.) Interest convergence: A process by which White communities will tolerate Black and ethnic minority groups gaining racial equality only when such interests converge with their own and aim to benefit them in the long run (Bhopal, 2024). This only works when this racial equality does not threaten the hierarchy or position of White communities. A prime example of this is Brown vs Board of education, a landmark legal case in the U.S. in 1954, the U.S. Supreme Court ruled that racial segregation in public schools were inherently unequal and unconstitutional. However, according to Derrick Bell, a legal scholar, who suggested that this movement served the dominant group and was influenced by broader societal and geopolitical factors

- 4.) Differential racialisation: This refers to when Black and ethnic minority groups are attributed to negative stereotypes, largely dependent on the interests of White people. Examples of this can be seen in the entertainment industry and in society such as Black people being stereotyped as criminals.
- 5.) Intersectionality: As explained above, this tenet suggests that people cannot be reduced to a membership in a single group.
- 6.) The voices of colour thesis: Lastly, this tenet refers to people from Black and ethnic minority backgrounds being uniquely qualified to speak on behalf of other members of their group or community regarding racism. Essentially, it suggests we need to amplify the voices of those directly affected by racism.

CRT offers several advantages in understanding and addressing racism. It provides a realistic understanding of racism that goes beyond racism as simply negative attitudes towards other ethnic groups. CRT critically questions traditional ideas around race and racism, advocates for equality and amplifies the voices of marginalised communities. Despite its significant contributions to the field, CRT has been subject to controversy and criticisms over the years. For example, critics argue that the theory has forgone academic rigour in order to highlight personal narratives. Other critics discuss whether the emphasis on systemic problems detract from individuals' agency (Fortin, 2021). It is also considered a controversial theory as both the US and UK have condemned the use and teaching of CRT in education.

Together, Intersectionality and CRT provides a framework for this research to encourage us to consider the interconnectedness of identity, race, and power dynamics. The theories help to provide a lens to explore and discuss the findings of this research, which can be seen in Chapters 4 and 5.

1.7 Chapter summary

This chapter gives an overview of the researchers' motivations for undertaking research in this area. It introduces the concept of racism and speaks to the rise in racist incidences not only in society but particularly in education. Lastly, this chapter presents the theories: Intersectionality and Critical Race Theory and how these theories provide a lens for the current research.

Chapter 2: Literature Review

2.1 Chapter introduction

This chapter takes the reader on a journey of understanding race and racism's role in both society and education. The chapter starts off by introducing the definition and conceptualisation of race and racism. It then positions racism within the wider context of society before focussing on its role within education. The chapter presents how racism continues to permeate through aspects of education such as Special Educational Needs and Disability (SEND), teacher workforce, the curriculum, disparity in attainment and higher education. Lastly, this chapter outlines the impact of racism and the importance of hearing the YP's voice.

2.2 Conceptualising race and racism

The term 'race' is a social construct and a human invention. Prior to the 1500s, the term 'race' was rarely used to identify groups of people. The modern-day use of the term 'race' as we know it, can be traced back to the 16th century in which the transatlantic slave trade and European colonialism played a significant role in the shaping of the concepts of race and racism. European powers justified the maltreatment and enslavement of Africans by promoting the idea of a racial hierarchy, with Europeans/White people being considered a superior race and African people being considered inferior.

The concept of race was further developed in the 17th century where European Enlightenment philosophers based their ideas on reason, science and individualism and rejected the notions of traditional authority, especially religion and politics. These new beliefs began to classify human beings into distinct categories based on race and ethnicity.

In the 19th and 20th century, society saw the implementation of racism into laws and policies such as segregation and eugenics programmes. Eugenics perpetuated the idea of racism by further promoting the idea of the racial hierarchy. Eugenicists believed that certain races were superior to others and that traits such as intelligence were hereditary. These

beliefs were used to justify discrimination and the development of policies such as forced sterilization and immigration policies. Today, racism remains a deeply entrenched issue that continues to negatively impact on society (Bates, 2023).

Attempting to define race and racism gives rise to a number of questions and different terms. Existing literature agrees that racism is a problem within education and whilst the legal definition of racism is clear referring to the less favourable treatment on the grounds of colour, race or ethnic or national origins (Race Relation Act, 1965; Equality Act, 2010), there continues to be a debate within the field as to a specific and consistent definition leading to varying interpretations.

In terms of race, the definition has changed over time based upon the particular context (Lopez, 2006). Some argue that race can be seen as the phenotypical differences such as skin colour (Omi et al., 1994), however, research has found that there is genetically very little difference between racial groups (Pearce et al., 2004). Nevertheless, society continues to categorise based upon perceptions of racial differences. This socially constructed concept uses categories to differentiate between communities to determine systems of power and a racial hierarchical structure (DeCuir-Gunby & Schutz, 2014). In terms of the definition of racism, Lord Macpherson presented the following definition of racism as being “conduct or words or practices which advantage or disadvantage people because of their colour, culture, or ethnic origin. In its more subtle form, it is as damaging as in its overt form” (Macpherson, 1999, p.41).

Racism can be considered a contentious, controversial, and highly contested term and a source of potential conflict and social forces (Gillborn, 2008). The conceptualisation of racism is important for this study as it involves exploring the different types of racism YP have experienced.

Racism can be described as a hierarchy system (Milner & Jumbe, 2020) in which certain opportunities are offered and values are assigned based on the social interpretation

of one's appearance, which is what we call race, that disadvantages some individuals and communities whilst advantaging others. It is a system that has been politically, culturally, and economically produced and can be seen to serve the western, capitalist world (Grosfoguel, 2016). Being able to define and therefore understand racism's manifestations are key to advancing research in anti-racism and is necessary in order to develop intervention strategies.

Table 1*Description of types of racism*

Type of racism	Description	Examples
Interpersonal	Refers to experienced racism and to vicarious experience. It occurs when there are prejudices, biases or discriminatory thoughts or behaviours by an individual toward a person of another race or ethnicity.	Microaggressions Racial slurs Racial abuse Harassment Discrimination on racial grounds
Internalised racism	Refers to the impact of racism as internalised by members of a racially or ethnically minoritised group or community in terms of their worth and sense of belonging being inferior to other communities. This involves both conscious and unconscious beliefs, shaped by culture.	“Internalised racial inferiority (acceptance and expression of a negative self-image based on a particular race’s historical categorisation”. For example, a stereotype that a certain race is skilled in accounting, but an individual is tormented for not living up to the stereotype. “Internalised racial superiority- recognition and expression of a higher self-definition based on one’s race’s historical classification”. For example, Tennis being a predominantly White dominated sport.

Institutional racism	Refers to policies and the functioning of social or political institutions or systems of power. This refers to discrimination against certain races or ethnicity regardless of intention. It also extends to institutions failing to have policies that prohibit discrimination.	Racial prejudice e.g. certain passport holders from Arab countries find it difficult to obtain entry and visas to first world countries.
Structural racism	Refers to the concept that society is constructed in a way, through traditions and norms, that populations and communities from certain races or ethnicities are denied equal life chances in areas such as healthcare, conviction rates, employment, and education.	e.g. banks are more likely to give loans to people from certain areas.

Note. Table 1 describes the adapted definitions of the types of racism (Alvarez et al., 2022, p.1088; Paul, 2022).

The study has adopted the definitions above, which are adapted from the work of Alvarez et al (2022) and Paul (2022). These definitions were adopted as they have stemmed from debates, they go beyond individual actions and encompasses institutional and structural practices that disadvantage certain racial groups.

2.3 Racism in Education

Racism appears to be a pervasive and pressing issue within British schools. Research has found that racism impedes on student achievement, teacher efficacy and school- community dynamics (Joseph-Salisbury, 2020.; Reardon et al., 2012). Education should play an important role in bringing about a fair and just society. Education highlights the importance of building a society based on respect and understanding of others. Therefore, low expectations, prejudice, intolerance, and racism have no place in schools (Commission for Racial Equality, 2000). Schools need to take responsibility for and action to eradicate racism, whilst promoting racial and cultural diversity. This should be reflected in their staffing, policies, practices and curriculum. Structural racism exists in our education system today and has done for a number of decades. The following section highlights how racism has had a longstanding position in history, particularly systemic racism's role in an unofficial policy of educational segregation.

2.3.1 'Educationally Subnormal'

In the 1960s and 1970s, evidence of structural racism became apparent in the UK where hundreds of Black children were labelled as 'educationally subnormal' by the state and psychologists and were wrongly sent to schools for CYP deemed to have low intelligence. This decision would have a shocking impact on their lives and the lives of their families. 'Educationally Subnormal' was an official term used in British educational policy between 1940 and 1970 to "refer disproportionately to immigrant and second generation Black Caribbean children with learning and linguistic differences often misrepresented as

deficits and at times, misunderstood as special educational needs” (Wallace & Joseph-Salisbury, 2022, p. 1427).

During the 1960’s, the Minister for Education was faced with White parents in London complaining there were too ‘many immigrant children in the schools’. There were petitions from these parents to create separate classes, for fear that their children would be ‘retarded’ by the newcomers from the Commonwealth and Indian subcontinent. There were significant differences in the way that immigrant children from South Asia were treated compared to those immigrants from the Caribbean. South Asian children were treated as having language needs that prevented them from being able to access the curriculum whereas children from the Caribbean were considered ‘educationally subnormal’. The policies in existence at that time also meant that children from minority ethnic backgrounds were sent to different schools in order to ensure that there were no more than 30% in any one school (Hiro, 1973). This was claimed to avoid standards falling in schools and to ensure “a rapid assimilation of children into British culture” (Cole, 2022, p.88). These beliefs played well into the 1980s, under Margret Thatcher’s government, where views of minorities from ethnic backgrounds were carried into the classroom.

This is considered one of the biggest scandals in the history of education and has an enduring legacy today (Shannon, 2020). According to Coard (1971),

“It is a psychological fact, proved by numerous studies, that a child’s self-image is intimately connected to his motivation to learn. There is no doubt in my mind at all that the self -image of the Black child in the British school system is in great need of repair” (p.51).

Decades on, we see a similar picture in our education system and as Bei & Knowler (2022) suggest “is in fact, in many respects, worse” (p.233) with the rate of exclusions for Black Caribbean children being exponentially higher compared to their White counterparts.

Alongside this, we see an overrepresentation in special education and alternative provisions for Black students (Tomlinson, 2021) which is explored in the section below.

2.3.2 Disproportionality: Special Educational Needs and Disability (SEND) labelling

The disproportionate representation of students from Black and ethnic minority backgrounds with Special Educational Needs and Disability (SEND) provisions has been an established issue in school systems across the world (Kulkarni, 2020). This means that students from a Black or ethnic minority background are both more and less likely to be identified with SEND compared to students from the dominant White groups. This also means that Black Caribbean and Mixed White and Black Caribbean students are twice as likely to be identified with Social, Emotional and Mental Health needs (SEMH) and Asian students are half as likely to be identified with Autism Spectrum disorders.

Strand & Lindorff (2021) explored the identification of SEN (namely moderate learning difficulties (MLD) and SEMH difficulties) trends over the last 12 years in addition to conducting two longitudinal analyses of 550,000 students, one of which tracked children aged 5-11 and the second tracked children aged 11-16. They found an overrepresentation of Black Caribbean and Pakistani students compared with White British students in MLD schools and an overrepresentation of Black Caribbean and Mixed White and Black Caribbean students in SEMH schools. They explained the ethnic disproportionality for MLD by the greater socioeconomic deprivation experienced by these ethnicities, however the disproportionality in the identification of Autism and SEMH remains unexplained.

This study is echoed by similar research conducted in the U.S. Sullivan & Proctor (2016) found an overidentification of African Americans with 'emotional disturbances or intellectual disability', while American Indians are overidentified with learning disabilities and Hispanic and Asian students are under-identified in most disability categories.

The reasons for the disproportionality have been debated in research. Some believe the disproportionate representation is linked to poverty and health outcomes whilst others

believe it is due to systemic racist practices that have contributed to the over-representation of people from a Black and ethnic minority background in SEND schools (Kulkarni, 2020). There are concerns that overrepresentation in SEND schools is the result of misidentification of SEND based on discrimination and biases. This form of institutional racism has been described as a “persistent stain in the field” of education (Garrick, 2014, p. 15). This disproportionality has implications for both policy and practice, namely that educators and EPs need to be aware of the significant over-identification of certain groups of students such as Black Caribbean students and be aware of Autism among Asian communities to improve their outreach. This may be seen as difficult when there is a disproportionate representation in educators and EPs themselves.

2.2.3 Teacher workforce

From a teacher workforce perspective, according to the Office for National Statistics (2021), 21% of children aged 5-16 are Black, Asian or from an ethnic minority, however 46% of schools do not have a teacher from an ethnic minority background (Tereshchenko et al., 2020) demonstrating that nearly half of schools have a significant representation gap. The racial makeup of staffing in schools have implications on students in terms of role models, the curriculum and how it is taught. The Runnymede Report (2020) highlights concerns over the disparity and racial make-up of the teaching workforce. The report emphasised the importance of ethnic minority CYP having “role models to aspire to” (Joseph-Salisbury, 2020, p.5). However, this suggestion has been criticised by Maylor (2009) who suggests that it is not necessarily the case that teachers from ethnic minorities will or should see themselves as role models. In 2018, The Department for Education (DfE) released a statement of intent in relation to increasing the diversity of the teaching workforce. It highlights the underrepresentation of race within the main teaching workforce along with race and gender in senior roles however this can be seen as a performative exercise as very little has been done to act on this (DfE- Diversity of the Teaching Workforce, 2018).

According to the Department for Education's school teacher workforce data (2021/2022), 93% of headteachers are White, and similar statistics are found for other senior leadership positions. There also appears to be very limited data on support staff roles such as learning support assistants. This could be explained by high turnover and these staff being put on insecure contracts. Therefore, despite small increases in the proportion of teachers from Black and ethnic minorities and the ongoing policies for diversification, a gap continues to persist between the students and teachers from ethnic minority groups. It is important to recognise what the effects of this may be. The lack of diversity within these positions may be posing a risk that CYP from Black and ethnic minorities might feel they are unable to succeed to these roles (Joseph-Salisbury, 2016).

Why is there is a shortage in teachers from a Black and ethnic minorities? According to Ingersoll & May (2016), the problem lies in the teacher supply pipeline. This can be traced back to the percentage of students who enter and complete college or university and whilst this provides one possible explanation, it does not give us the full picture of why this disparity is occurring in UK schools (NFER, 2024). In fact, research by Worth et al (2021) suggests that there is not a lack of interest in joining the profession among Black, Asians and other ethnic groups however the acceptance rates of these applicants are generally lower than applicants from White backgrounds which results in the disparity in teaching staff across all career stages of the teaching profession, for which they could find no statistical reason. According to this report, 66% of people from White backgrounds gain acceptance onto the initial teacher training programme whilst only 57% of applicants from mixed ethnic background, 53% from Asian backgrounds and 45% from Black and other ethnic groups have their applications accepted (Worth et al., 2021). Research has found that people from a Black and ethnic minority background have the same motivations for entering the profession as their White counterparts. This includes their desire to serve their community and their fulfilment of childhood aspirations to become a teacher (Hargreaves, 2007) but they are not always able to meet this goal.

It is also important to identify the reasons for a lack of retention of staff from Black and ethnic minority backgrounds. Research by Worth et al (2021) found that 91% of White teachers who were teaching in 2019/20 remained in teaching the following year, whereas only 87-90% teachers from a Black, Asian or mixed ethnic background remained in teaching. Several explanations can be attributed to the differences in retention of educators such as unequal treatment of educators of colour in a 'system that was not designed to support either ethnic or intersectional diversity', high workloads, overt and covert racial discrimination, fear of failure with their ability to make a difference for students from Black and ethnic minority backgrounds and a lack of progression opportunities (NFER, 2024, p.1).

In addition to this, according to Hancock et al (2020), the challenge of mental and emotional stress as well as racial stress contribute to the lack of retention. Black teachers are often tasked with additional responsibilities, for example, relating to diversity and inclusion, speaking and representing an entire culture and leading events such as Black history month (DiAngelo, 2011). This can lead to 'Cultural taxation' which Hancock et al (2020) suggests is a form of racial stress that describes the psychological and social stress associated with racist experiences. This racial stress can result in anxiety, depression or post-traumatic stress disorder (Carter, 2007). Racial stress coupled with school environments that lack support in terms of anti-racist practice can make teachers from Black and ethnic minority backgrounds more susceptible to leaving the profession. On the other hand, Worth et al (2021) suggests a driving force in the differences in retention rate is geographical location, age and experience. Research indicates that "teachers from White backgrounds are relatively older, more experienced and less concentrated in London; all of which are associated with higher retention rates" (p. vii).

A lack of diversity among educators can lead to a narrow curriculum. The way the curriculum is delivered is influenced by the backgrounds, biases and cultural knowledge of educators. Having a diverse make up of staffing can impact how YP connect with their educators and the curriculum.

2.3.4 School curriculum

The curriculum taught in schools can be seen to serve values and beliefs of the White groups, and as noted above, it is taught by predominantly White educators. This dates back to the 20th century where the curriculum was seen as overtly racist. The bible and religion, which was once seen as highly important, were replaced by the growing influence of imperialism and thus shaping the school syllabus from the 1900s onward (Cole, 2022). Subjects such as history and English literature contained “passages glorifying the monarchy and celebrating Britain’s commercial wealth and progress” (Cole, 2022, p.86) as well as teaching YP that the British Empire was gained through the ‘bravery of soldiers’ and that colonies living under the British flag were living ‘peacefully and in prosperity’. Imperialist texts were read by CYP referring to Indians and Afghans as ‘barbaric peoples of Asia’ who were unfit to rule themselves (Chancellor, 1970); some of these texts could still be found in school libraries well into the 1980s.

Currently, the narrow curriculum continues to provide a significant barrier to a more racially equitable education system. The curriculum within British education has received many criticisms over time (Alexander et al., 2015) however it appears that little has been done to change and diversify it. According to Slater (1989), the curriculum especially in subjects like History are Anglocentric, and pay little attention to the multicultural background of Britain. In a survey (Jikiemi- Pearson and Bevan, 2020), 86% of respondents said they learned about the Tudors, whilst 72% learned about the Battle of Hastings but under 37% were taught about the transatlantic slave trade and less than 10% were taught about the role of slavery in the British revolution (Batty et al., 2021). The survey collected data from a large sample size (56,000) therefore the results could, on the one hand, be considered to be representative of British education however, it would be prudent to exercise caution with the findings as it was conducted by students who are studying at university and was not peer reviewed.

Similarly, YP are taught about the rise of the British Empire as a positive and prosperous time, however, there is a failure to acknowledge that this was built on the oppression and tyranny of ethnic minorities. When the Second World War is taught, children are taught about the heroic actions of British soldiers whilst there is little recognition that a significant number of ethnic minority soldiers fought for the country (Ware, 2010). This demonstrates the way in which YP are presented with a Whitewashed version of history where White groups are represented as heroes and in a favourable light. Learning about the histories of Black and ethnic minorities is often seen as additional or optional and as Bhopal (2024) asserts, when this is the case, YP from Black and ethnic minority backgrounds continue to be treated as “extraneous or marginal” (p.66).

The English curriculum can be described as one subject that highlights race and racism. English literature was formerly a subject that only heard voices of White, middle-class males however it is possible we are seeing a slow shift to a wider range of voices that better reflect the diversity of the UK. Despite this, it can be argued that this shift has not yet reached the curriculum in schools which perpetuates stereotypes and continues to exclude writers of colour. Elliot et al (2021) found that fewer than 1% of candidates for GCSE English literature in 2019 answered a question on a novel by an author of colour, and 82% of respondents to the survey did not recall ever studying a text by a Black, Asian or ethnic minority author. Existing literature indicates that race and racism have largely been represented in the English curriculum with texts such as ‘Of Mice of Men’ and ‘To Kill a Mockingbird’ which include use of racially offensive language and are largely focused on framing racism as an ‘American problem’ in English schools which has implications for how society views structural racism (Elliott, 2020). This research tells us that the Anglocentric curriculum is both evident of racist learnings as well as alienating for Black and ethnic minority YP.

Both students and academics continue to raise awareness about, and strive to decolonise the curriculum “by ending the domination of Western epistemological traditions,

histories and figures” (Molefe, 2016, p.32). Decolonising the curriculum refers to “a critique of the dominance of Euro-Western language and thought, cultural and academic imperialism” (Chilisa et al., 2017, 0.327). Activists argue that decolonising the curriculum is not just adding diverse content but involves a fundamental rethinking of how knowledge is produced, valued, and taught. Decolonisation is important because it offers YP opportunities to see all ethnic minority groups represented in a positive way and allows them to understand the contribution they have made to the UK. A way of decolonisation is encouraging collaboration with YP of all ethnic backgrounds, with a focus on experiences of ethnic minority YP, in order to promote inclusivity and anti-racist learning in the classroom. Educators must reflect and consider their own teaching and examine the impact of colonialism on YP so that a diverse curriculum is a norm rather than an exception (Bhopal, 2024).

Whilst decolonising education is not a new term, movements to ‘decolonise the curriculum’ has gained media attention and momentum globally in the last couple of years. More recently in 2021, just under 300,000 members of the British public signed a petition to teach Britain’s colonial past as part of a compulsory curriculum (UCL, 2024). This was discussed at Parliament the following year however the UK government refused to act upon this claiming that “the curriculum does not need to be decolonised, for the simple reason that it is not colonised’ (Badenoch, 2020). Despite the advocacy efforts of nearly 300,000 individuals, the government remains resistant to acknowledging their concerns leading to local governments taking matters into their own hands. More than 660 schools in England have signed up to a diverse and anti-racist curriculum developed by the London borough of Hackney (Batty et al., 2021) and whilst this is a positive start, this is still under 3% of the total number of schools in England committed to an anti-racist curriculum.

How we view the world is largely based on what we learn in school. Having a representative curriculum ensures that YP recognise Black and ethnic minority people in a positive way and avoids perpetuating stereotypes.

2.3.5 Attainment

When we have a curriculum that is 'outdated and partial' (Gillborn et al., 2021, p.3), it is no wonder we see such disparities in attainment (Gillborn et al., 2021). "Systematic and structural inequalities in power and privilege create differential attainment whereby differences in levels of performance can be seen between students from different ethnicities" (Fyfe et al., 2022, p.1).

'Attainment 8' is the way in which the Department for Education currently measures the results of students at state-funded mainstream schools in England in eight GCSE-level qualifications, comprising of English, maths and other subjects. Each grade is assigned a point score from 9 (the highest) to 1 (the lowest) and calculated to form their Attainment 8 score. In 2021/2022, the average Attainment 8 score was 48.8 out of 90. Data suggests a mixed performance from Black and ethnic minority groups; students from a Chinese ethnic group had the highest Attainment 8 score (66.1), followed by students from the Indian ethnic group (61.3). Conversely, Black students scored just under the average (48.6) and students from a Gypsy and Roma background had the lowest score (21). Interestingly, this data may be explained by YP being placed in lower sets and in some cases misallocated to lower sets which then inhibits their attainment. Similar to the misidentification of SEND in Black and ethnic minority YP discussed earlier, a study by Connolly et al (2019) found that 31.2% of YP were misallocated to lower or higher sets than their key stage 2 results would have warranted. In particular, the odds of Black YP being misallocated to a lower set were found to be 1.5 times higher than White YP. Likewise, the odds of Asian YP being misallocated to lower maths sets was 1.7 times higher than White YP. The practice of ability grouping in secondary schools plays a significant role in exacerbating existing patterns of educational inequalities related to gender and ethnicity (Connolly et al, 2019).

2.3.6 Exclusions

In the UK, children can be excluded from school through a fixed-term exclusion (a temporary exclusion) or a permanent exclusion whereby a pupil is removed from the school and their name is taken off the school roll (Tillson & Oxley, 2020). Research by Demie (2021) found that Black Caribbean students were twice as likely to receive a fixed term exclusion in England and nearly four times more likely to receive a permanent exclusion. Applying an intersectionality lens, Black Caribbean boys were more overrepresented in exclusion statistics. According to the Department for Education (2023) during the school year 2020/2021, White Gypsy and Roma students had the highest suspension rates out of all ethnic groups (DfE, 2023) and this can be linked to the previous statistics around this ethnic group's low 8 scores. However, these figures may not represent the true picture as there are concerns that students are forced out of mainstream schools by informal methods such as illegal exclusions and managed moves between schools. One of the ways in which schools illegally remove students is by 'Off rolling', a term to describe the "practice of removing a pupil from the school roll without formal, permanent exclusion or by encouraging a parent to remove their child from the school roll when the removal is primarily in the interests of the school as opposed to the best interest of the pupil" (Ofsted, 2019, p.8). Additionally, the rise in exclusions might be explained by the marketisation of education; schools may feel pressure to exclude students who negatively affect their performance data (Gazeley et al., 2015).

2.3.7 Higher education in the UK

Racism does not only affect primary and secondary schools but can be extended to higher education institutions and across the globe. During the National Union of Students: Black student conference in 2015, Deepa Naik, a British scholar activist, summarised the role of racism by suggesting "the university is not racist, the university *is* racism" and thus

making connotations that academia is not infected by institutional racism that can be cured by treatment but rather it is the central foundation producing the very racism that contaminates society (Andrews, 2018). In 2020, a spotlight was shone on institutional racism of higher education settings and the systemic problems with diversity. Campaigns such as 'Why Is My Professor White?' and 'The Dead White Men' approach flooded social media calling for reforms in the curriculum and highlighting under-representation of Black people in British academia. Despite this, universities continue to have narrow and Eurocentric curriculums (Jansen, 2019; Bhabra et al., 2018).

Like schools, there is clearly a lack of diversity within university staff and again, at more senior levels. According to the HESA statistics in 2021/2022, there were 19,130 White professors compared to 165 black professors in higher education settings and in 2018/2019, data suggested no Black staff were employed at a senior leadership level in British universities (Higher Education Staff Statistics: UK, 2021/22). According to Adams (2020), the statistics suggest that a large majority of British institutions employ between zero and two Black professors. Additionally, research has highlighted the issues with retention of Black and ethnic minority staff, similar to schools, which can be explained by racial harassment, marginalisation and bullying; it gives an indication why staff are choosing to take up roles overseas (University of Cambridge, 2009; UCU, 2016; Bhopal et al., 2015). Perhaps the makeup of the staff in universities is a true reflection of the racialised views perpetuated by universities.

Positively, according to data on the entry rates into higher education (DfE, 2022), between 2006 and 2021, Black students had the biggest entry rate increase out of all ethnic groups, from 21.6% to 48.6% which demonstrates a step towards a more diverse make up of university students. The same could be said of Russell group institutions where the intake of Black students rose by 19% from 3,775 in 2020 to 4,500 in 2021 (Adams, 2022). Whilst entry into universities by ethnic group differences have improved over time, several universities, and even specific degree programmes, continue to have significant gaps. One

possible explanation of the differences in entry levels to certain universities is unconscious bias especially in the instance of university admission decisions where despite not receiving information on ethnicities, a variety of other information is available which could give clues to ethnic origins and gender such as names, as well as possibly social class such as addresses (Arday & Mirza, 2018).

From research, it appears that higher education faces similar issues with racism that we see in schools, for example, a lack of representation in staff, racial discrimination and a whitewashed curriculum. These normative hegemonic White practices not only exist in schools, but are perpetuated in higher education and even follows Black and ethnic minority YP into the labour market (Bhopal, 2024).

2.4 How does racism affect physical, social and mental health outcomes

Some people believe that racism is always visible and shows itself through verbal or physical abuse. While this overt form of racism is more prevalent, there seems to be a pervasive lack of awareness regarding other forms of racism that are widespread and more difficult to recognise (Burleigh & Wilson, 2021; Vaught & Castagno, 2020). Racism shapes the lives of Black and ethnic minority communities in ways that are often invisible to individuals from privileged backgrounds. Racism can impact health via several pathways such as reducing access to employment, housing and education and avoidable contact with the police. As well, it can impact on diminished participation in healthy behaviours such as sleep and exercise, increased engagement in unhealthy behaviours e.g. alcohol consumption, adverse cognitive and emotional processes and physical injury as a result of racially motivated violence (Marmot, 2020.; Paradies et al., 2015). Racism can be seen as a social determinant of health that has a significant effect on the health status of children, adolescents, adults, families and communities (Trent et al., 2019). Whilst progress has been made toward some racial equity and equality (The Lancet, 2022), evidence continues to suggest the continued adverse impact of racism on health and wellbeing through implicit and explicit biases, systemic and institutional structures and interpersonal relationships (Trent et

al., 2019). Research suggests that an increase in exposure to racism can have detrimental effects on YP's overall mental, social and physical health (Marmot, 2020; Paradies et al., 2015; Trent et al., 2019).

2.4.1 Racism and mental health outcomes

According to Alvarez et al (2022), "Racism is a public health crisis with pervasive mental health impacts that greatly affect children and continue across the lifespan into adulthood" (p.1087). Despite this, there is little recognition and focus on addressing racism as one of the sources of mental health inequity. Research on the association between racism and health for CYP reveal a strong and consistent positive relationship between racial discrimination and adverse mental health outcomes for example, anxiety, depression and psychological distress, and birth related outcomes such as preterm birth and low birth weight (Alhusen et al., 2016). In addition, a strong and consistent negative relationship between racial discrimination and positive mental health outcomes was found, such as self-esteem, self-worth and psychological adaptation and adjustment (Cowling, 2020; Priest et al., 2013).

Ghezae et al's (2022) study provides an insight into the experiences of racism amongst of a small group of people aged 16-25 years old. Their study found that participants felt there was a lack of urgency which is explained by the subtle form racism takes in the UK compared to other countries such as the U.S. The study found that participants felt they were affected by stereotypes, institutional racism and a lack of meaningful representation. In terms of outcomes and it affected the perceived racism, the participants suggested an impact on their self-perception, feelings of imposter syndrome and the burden of themselves having to appear more palatable. This study reveals perceptions of some YP and the impact on their SEMH despite its small scale. However, it is necessary to view findings with caution as the findings cannot be generalised to all YP.

2.4.2 Racism and physical health outcomes

Not only does racism have an effect on mental health outcomes but it can have a negative impact on physical health related outcomes too. According to Priest et al (2013), there appears to be extensive literature and epidemiological evidence demonstrating strong associations between self-reported racism or racial discrimination and poor adult health outcomes. This is echoed in research which suggests that exposure in childhood and early adulthood to either direct and/or vicarious racial discrimination is linked to poor child health, wellbeing and development (Kelly et al., 2013; Priest et al., 2012). In addition, research has found that very young children are highly influenced by exposure to multiple and interconnecting levels of racism demonstrating that racism is a social determinant of health and it can adversely impact infant and early childhood socioemotional and behavioural development (Berry et al., 2021).

Williams et al (2019) found a positive association between racial discrimination and numerous physical health conditions as well as mental health conditions such as cardiovascular disease, obesity, hypertension, cortisol dysregulation (cortisol is a hormone that is responsible for regulating stress) and coronary artery calcification, amongst many others. With racism being strongly related to adverse effects on physical health, it is important to consider these findings as guiding evidence, which creates a strong rationale to address racism in partnership with schools when looking at policies and practices.

2.4.3 Racism and social outcomes

Research appears to focus on the impact racism and racial discrimination has on physical and mental health, however there is limited literature about the impact racism has on social outcomes. Racism can impact one's social wellbeing. It can have a detrimental impact which may lead to social exclusion, unequal opportunities, lack of acceptance or sense of belonging and difficulties forming connections in social circles (Aggarwal & Çiftçi,

2021; Ransome et al., 2023). This can result in a sense of alienation, impact a person's self-esteem and confidence and therefore hinder personal growth, as outlined below.

A study by Franco (2019) examined the contributions of racism and discrimination in predicting multi-racial ("those who identify with multiple racial groups or for whom possess parents who identify as different races") (p.6) people's social connections to people of various groups. Results of the study indicated those who experienced discrimination had decreased feelings of commonality and acceptance among White People. Racism can lead to social exclusion in particular contexts and being excluded in this way can result in threats to a person's basic psychological need e.g. their need for safety and a sense of belonging. A sense of belonging can be defined as "a subjective feeling of value and respect derived from a reciprocal relationship to an external referent that is built on a foundation of shared experiences, beliefs or personal characteristics" (Mahar et al., 2013, p.1). Therefore, it can be found that a sense of belonging and social connectedness can be seen as a protective factor against the outcomes of racism. Similarly, Ransome et al (2023) found that social connectedness is an "important buffering mechanism to mitigate the associations between racial discrimination and health" (p.1). This underscoring that having a social network can safeguard against racism. According to research by Lowell & McVickar (2023), international students' experiences of microaggressions (a more subtle form of racism) was negatively correlated with a sense of belonging. Whilst this study was conducted on higher education students in America, the results can be generalised to the UK's education system where we see similar patterns of microaggressions being used and impacting on a students' sense of belonging and social identity (Bangert, 2018).

To summarise, racism can be a key factor in the onset of physical, mental and social issues. The research identifies that the outcomes are predominantly negative and this can also lead to longer lasting effects on the body and mind.

2.5 Research context and rationale

There is a body of literature that attempts to highlight, explore and challenge racism, discrimination and oppression in the workplace and society (Rhee et al., 2019; Wood, 2020). The literature highlights how race and racism continue to underpin and shape lives in significant ways. From the racisms that have surfaced in socio-political discourses such as the Windrush Scandal to the impact of COVID-19 on ethnic minority populations, it is apparent that racism is a long-suffering and important problem of our time.

The literature search has provided a useful context of the history of racism in education and the current situation regarding attainment, exclusions, workforce etc. It demonstrated a multitude of articles that discuss racism, however relatively few articles centre racism in the analysis of educational inequity both in the U.S and in the UK (Kohli et al., 2017). “Social justice has become an increasingly prominent pillar of school and EP research, practice and training around the world” (Graves et al., 2021; Noltemeyer & Grapin, 2021). Despite this, it is important to note that race, culture and ethnicity are still under-explored and under-conceptualised constructs within EP research (Matthews & López, 2020). The literature review reinforces the need for research to explore the education system and in particular, the subjective experiences of YP as well as educators’ perspectives on race and racism.

There is little information and understanding about racism within the UK secondary education system and how these YP feel about their experiences. Most importantly, there is little research exploring what YP feel their schools should do to promote anti-racist practices (with the exception of the Runnymede report (Joseph-Salisbury, 2020)). And whilst the Black Lives Matter (2020) movement sparked the development of mission statements and appointment of ‘equality leads’, there is however little research around what schools are actually doing to tackle racism and whether policies and practices that have been (re)created are being updated and followed through. Whilst other research tends to describe statistics and trends around exclusion, workforce and attainment etc, this study is unique in being able

to gain the perspective of YP and explore racism in secondary schools which is a highly sensitive subject for schools and local authorities to engage with. This study consults the very people whom the policies and practices are in place for.

2.6 Research Context for the profession of Educational Psychology

Diversity and challenging racism have been a consistent issue within the field of EP. The field of EP has not adequately addressed the role of race, ethnicity, culture and race related issues in research (Kumar & DeCuir-Gunby, 2023).

Psychology has been both instrumental and complicit in the perpetuation of racist educational practices as seen its very foundations in Eugenics and in the wrongful labelling of Black and ethnic minority children as 'educationally subnormal' (as discussed earlier in this chapter). In addition, psychology tends to prioritise other areas of research leaving race and racism as under-researched in fields such as Educational Psychology. It is reported that one of the reasons for this stems from the 'history of the broader field of Psychology' (DeCuir-Gunby & Schutz, 2014, p.249). The history that the research alludes to is the use of race as a method of exploring variations in concepts such as intelligence, commonly viewing White people as more intelligent than other ethnic groups (Richards, 2012).

Another possible reason for the lack of race related research in this field might come from the roots of Psychology where it is often viewed that the goal of research is to uncover truths that can be applied universally. However, the truths tend to be a truth of the majority and does not explore the possibilities of multiple truths.

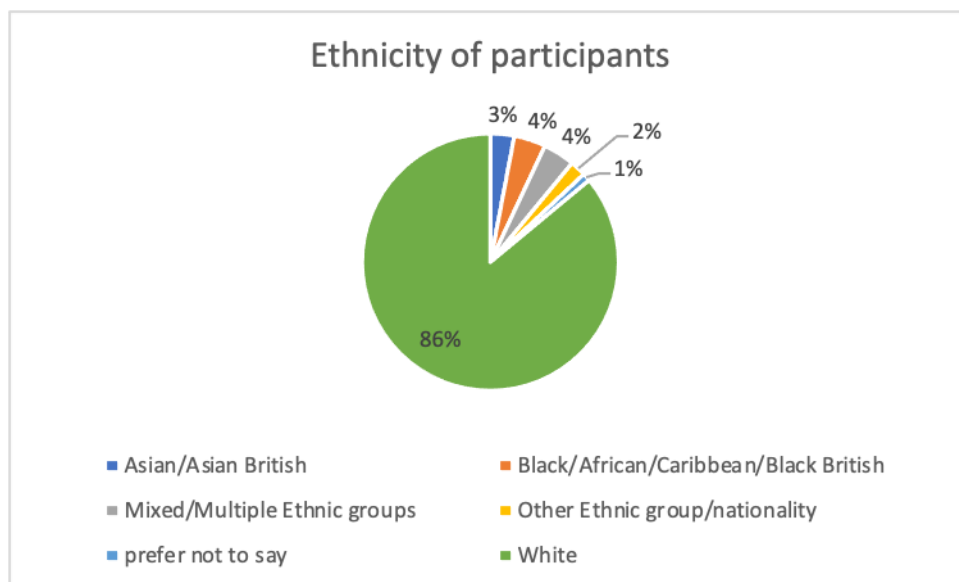
The under-representation of race and racism in EP research can also be explained by a lack of confidence in researching or talking about these issues. An iterative search in a systematic review using search terms "minority, ethnicity, race, culture, equity, justice, racial and ethnic" on EP journal databases, found only 3% of articles related to these issues (Kumar & DeCuir-Gunby, 2023). This is echoed by a small-scale unpublished study by the current author which found that EPs felt uncomfortable talking about issues such as

diversity, ethnicity and race, concluding that there is a need for diversity within the profession (Rebello, 2022).

Lastly, one of the reasons for race and racism being under-researched in this profession is the lack of professionals from Black and ethnic minority backgrounds. Research conducted by the AEP (Association of Educational Psychologists) in 2021 highlights the lack of diversity within the profession. A survey was sent to all AEP members in which 894 members took part. Participants were asked to select from a list of categories they felt most accurately described their ethnicity. It found that 86% of their respondents identify as White and shows a disproportionate number of White EPs dominating the profession especially in leadership positions or positions of power and influence (AEP, 2022).

Figure 2

Data representing the percentage of professionals from different ethnic groups in the AEP (AEP, 2021)



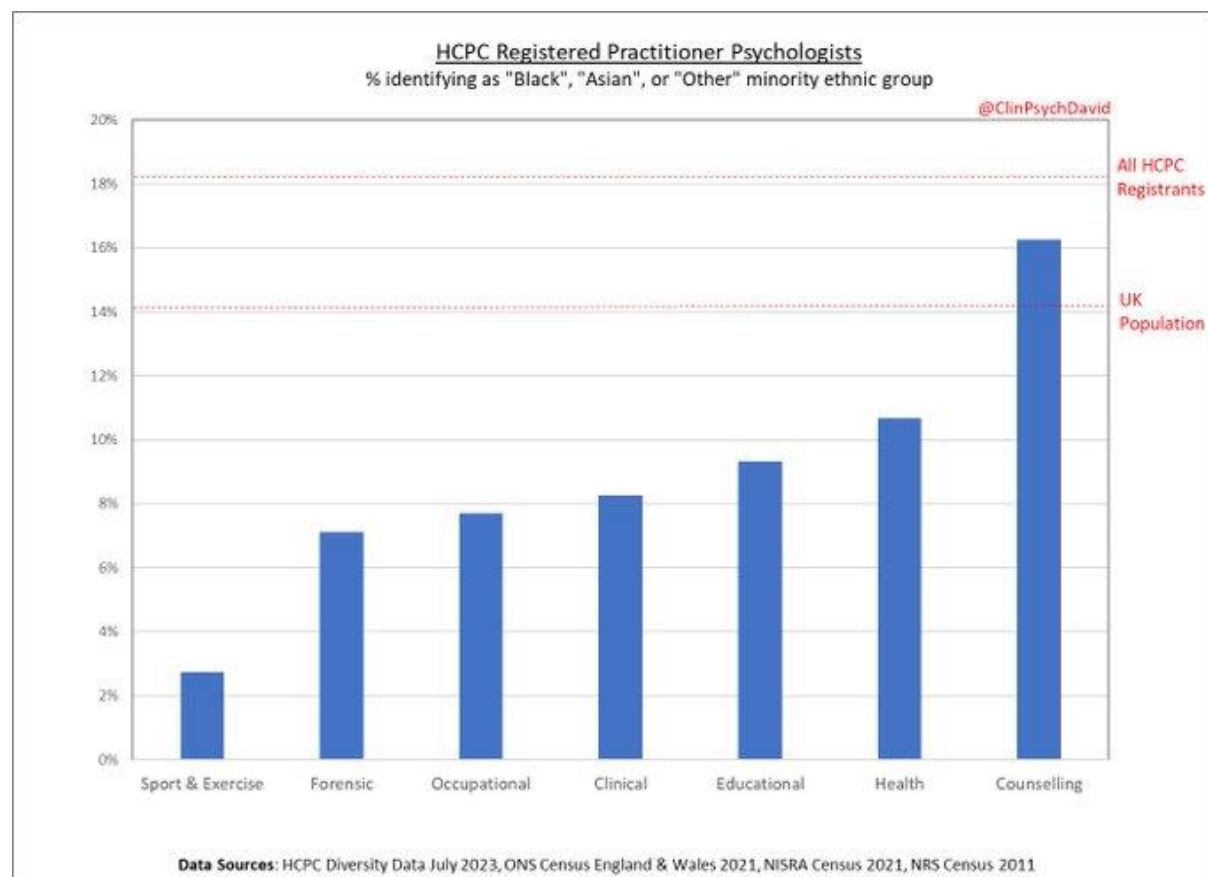
The 894 members that took part make up only 20% of the EP population (at that time, 4,546 EPs were registered with the HCPC), therefore the data should be treated with some degree of caution. It should also be noted that the AEP survey also includes Assistant

and Trainee EPs (TEPs) who are not registered with the HCPC therefore we could be looking at an incomplete picture of the demographics of qualified EPs. The figure, however, provides a useful picture of a profession that lacks diversity.

The data illustrated in figure 4 from the HCPC aligns with the reports from the AEP suggesting that Black and ethnic minority EPs are under-represented among registrants. The data suggest that under 10% of the EP workforce is from a Black and ethnic minority background whilst according to data in 2022 (DfE, 2022), 35% of CYP described their identity as from a Black and ethnic minority background. Therefore, the number of Black and ethnic minority EPs are not in line with the representation of Black and Ethnic minority CYP in schools and in the overall UK population. Therefore, the profession does not reflect the population of CYP they work directly with.

Figure 3

Data representing the percentage of HCPC registered practitioner psychologists from Black, Asian or ethnic minority background



Whilst the field of Psychology field has been “complicit in actions that have perpetuated racism in the past, there appears to be continued work in understanding how Psychology can meaningfully contribute to disarming and dismantling individual and systemic racism” (APA, 2021). An example of the profession showing more awareness around race and racism can be seen in the work around the Division of Child and Educational Psychology (DECP) which updated a 2006 working party report on anti-racism in the profession in 2023. The current assessment and checklist for EP services focuses on policy development, professional practice, induction and supervision, continued professional development and recruitment and retention. In addition, in 2020, the Educational Psychology Race and Culture Forum (ERPCF) arranged webinars that involved hundreds of EPs in a discussion about racism and systemic oppression which led to an open letter to the British Psychological Society (BPS), the DECP, the National Principal Educational Psychologists (NAPEP) and programme directors of professional EP training, highlighting a lack of cultural competence and call for action to address systemic racism. Researching race and racism is particularly important to EP as key professionals who work closely with schools. Race has played an important role in the school context due to the everchanging population and diversity within schools, however, race will undeniably continue to play an even more significant roles in the teaching and learning process. Therefore, “it is imperative that EPs expand their understanding of the roles that race plays within educational contexts” especially in the context of safeguarding (DeCuir-Gunby & Schutz, 2014, p. 244).

As EPs, there is an ethical responsibility to promote anti-racist practice in the various settings they work within e.g. the Local Authority, the service and schools. Keeping in mind Bronfenbrenner & Morris' (2006) ecological systems theory, it is important to recognise the impact of the systems around a CYP.

There are several reasons why EPs involvement in conversations and solutions to race and racism are important:

- EPs can often be seen as gatekeepers with their roles sometimes involving policy and legislation development and acting as agents of change. Therefore, it is imperative that as agents of change, EPs explore these issues with an aim to support schools in their anti-racist practice.
- Collectively, schools and EPs have only just begun to explore the implications of racial and ethnic discrimination for their professional work; however, some have described the role of practitioners and scholars in addressing discrimination as a priority (Smucker, 2022).

This research provides insight to the field of EP and education specifically on the impact of racism in schools, what schools are already doing to address racism and what YP would like to see.

2.7 The importance of pupil voice

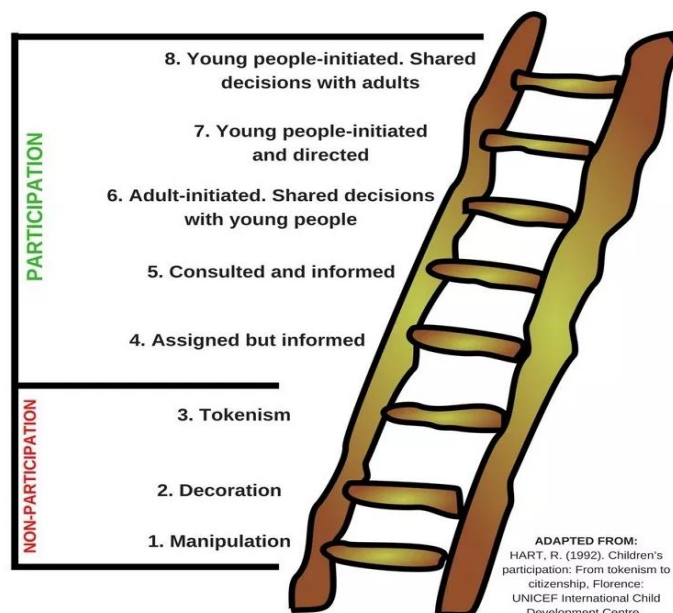
Over three decades ago, the United Nations Convention on the Rights of the Child (1989) passed legislation to promote children under the age of 18 being able to communicate their views, concerns and decisions that impact them within education. Student voice and the active engagement of students in research is integral in shaping YP's experience of education. According to Messiou (2019), CYP may be better able to identify the factors that adversely impact or promote inclusion in their schools, whilst also challenging segregationist practices that enhance marginalisation. This highlights the importance of consulting the very people who are affected by the policies and practices we are researching. In particular, research argues that we should examine students' understanding and perspectives of racism in order to make "inferences about the impact of racism on students' self-esteem and educational outcomes" (Stevens, 2008, p.184).

Whilst the majority of research in this area focuses solely on teachers or educators' experiences, this current study is one of the very few studies within the field of EP focussing

on YP's experiences, perceptions and attitudes. Including pupil voice is a way for students to take a more active role in their education and schooling by indicating to their educators what experiences they have had and what they want and need (Whitty & Wisby, 2007). When considering the level of participation by students in their education process, the researcher drew on ideas from 'Hart's ladder of participation' model (Hart, 1992) indicated in the figure below (Figure 4). The framework explores the level of participation by YP from tokenism to directing research or policy. The premise of including YP in this research is based on the principle that YP have the *right* to be heard, protected, treated respectfully and where appropriate consulted and involved in the improvement of services. This requires YP's views in order for it to be effective and productive. Lastly, there are developmental benefits that result from hearing YP's views, for both the individual, the profession of EP and society as a whole (Head, 2011).

Figure 4

Hart's ladder of participation



Note. Adapted from Hart (1992): Children's participation: From Tokenism to citizenship.

2.8 Chapter summary

This chapter has presented a review of the existing literature and aims to explain the need for the present study. Current literature highlights how racism is in and impacts both society and education. It demonstrates how racial equalities continue to be woven in all areas of education and despite the attention that racism receives, albeit momentarily, it appears that schools are constantly met with challenges inhibiting their progress in becoming anti-racist (Arneback, 2022). In this regard, conducting research which explores the experiences and attitudes towards racism from a YP's perspective will provide crucial insights for educators, educational settings, policy makers and EPs. The following chapter describes and presents the rationale for the methodology used to gather, organise and analyse the data for this study.

Chapter 3: Methodology

3.1 Chapter Introduction

This chapter outlines the methodological approach used in this research. A three phased multi-method approach to data collection was adopted for this research. This chapter includes the description of the research design with an overview and justification of the methodologies chosen.

The chapter begins by highlighting the research questions that the study is aimed at answering. This is followed by a discussion of the philosophical stance of the research. The research design with then be introduced along with the procedure. Following this, the participants, materials and measures used in this research will be outlined. The way the data was analysed is highlighted, including which approaches were chosen along with the rationale for using these approaches. Finally, the ethical considerations of this research will be discussed.

3.2 Research questions

Three main research questions were identified to address the gap in literature, from a variety of perspectives.

- 1) What are young people's experiences and understanding of racism in school? This is answered by phase 1 and 2 of the study.
 - a. How do young people define racism? This is answered by phase 1 and 2 of the study.
 - b. What is the impact on those who have experienced or witnessed racism in school? This is answered by phase 2 of the study.
- 2) From a YP's perspective, how are school's responding to racism? This is answered by phase 2 of the study.

- 3) What would young people like to see change in schools to challenge racism? This is answered by phase 2 of the study.

3.3 Philosophical stance

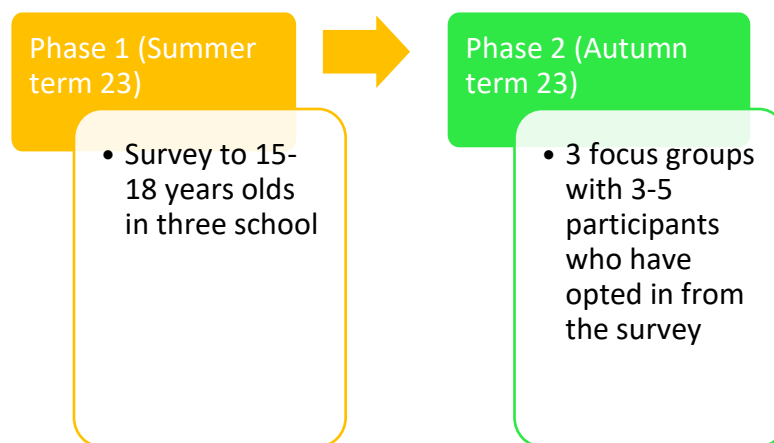
The term research philosophy makes references to a system of assumptions and beliefs about the development of knowledge (Saunders et al., 2009). Creswell & Creswell (2018) suggests it is imperative there is an understanding of such systems and how they impact on the research. Ontology and Epistemology; both of which are related; with a researcher's ontological position affecting a researcher's epistemological position. According to Marsh & Furlong (2002), Ontology refers to the "theory of being" (p.18) essentially what kind of things exist whilst epistemology is the "theory of knowledge" (p.19) essentially what we can know about the world and how we know it.

The philosophical stance taken within this study is a social constructivist perspective, which regards one's own understanding of the world as subjective and constructed by social practices (Gergen, 1995). This approach emphasises the role that society and culture plays in shaping human understanding and knowledge. It suggests that knowledge and reality are not objective, rather they are constructed through their interactions between individuals and their social environment. A social constructivist approach allows for a richer understanding allowing the researcher to delve deeper into the social and cultural contexts that influence experiences of racism. It also acknowledges that the researcher will have their own values, perspectives and life experiences that will influence research. Thus, the aim of this research is to explore the voices of YP in order to understand how they make sense and meaning of their experience of racism.

3.4 Research Design

Figure 5

Phase and timelines for the study



This was a multi-method qualitative study in two phases; a survey followed by focus groups with CYP and interviews with staff. A quantitative approach provided facts and figures around the experiences of racism in schools whilst a qualitative approach was adopted as it provides ‘an in-depth exploration from multiple perspectives of the complexity and uniqueness of a particular project... in a real life context’ (Simons, 2009, p.10) which allows for a greater insight around racism in schools.

Phase 1

The primary aim of the survey was to offer data on student experiences of racism within secondary schools in Summer borough. The survey provided quantitative data on YP and how they define racism (whether directly experienced or observed/witnessed) as well as more subtle forms of racism such as stereotyping. The survey was broad in its scope and allowed for views to be obtained about which types of racism YP have encountered through quantitative and qualitative data collection. The survey also ascertained what racism means

to YP and how they defined it. Although experiences of racism are much more complex, the focus of the survey was justified as being an opportunity to get a better understanding about the frequencies of those experiences and what those experiences look like.

The survey was designed into three parts. The first asked questions to gather demographic data including participants' year group, religion, ethnicity and school. Participants were given the option to choose from the list of ethnicities and religions as specified in the census. If they did not feel this accurately described them, they were given the option to complete an open-ended response as to how they described their ethnicity and religion. The second part asked participants to answer whether they had experiences or witnessed a racist incident in school. Participants were given responses: Yes, No, prefer not to say. If they answered 'yes', participants were asked to describe what happened, how it made them feel and how the incident was dealt with, if at all. The final part of the survey explored participants' experience or witnessing of different types of racism. A 12-item Likert scale was administered. The participants were asked to choose out of six options- strongly agree, agree, neither agree nor disagree, disagree, strongly disagree or prefer not to say. An example of a question was 'I have been verbally or physically abused because of my race by other peers or teachers' followed by a question such as 'I have witnessed someone being verbally or physically abused because of their race by other peers or teachers'.

Surveys are a common method of data collection used to capture an individual's views and attitudes. There are many advantages of the use of surveys. Firstly, there is limited research on this topic within literature, therefore it is a cost effective and time efficient method for gathering information from a larger sample of participants across secondary schools. Using an online survey also means that it would reach more participants and therefore result in higher participation rates. Lastly, the use of online surveys allows for anonymity, encouraging honest and reflective results of this sensitive topic (Tashakkori & Teddlie, 2009).

Despite these advantages, it is imperative to consider the disadvantages of using surveys. Demand characteristics and the expectations that participants might have about the research can affect the validity and reliability of research, it is possible that YP from a White background may not have felt confident or comfortable to take part in a survey around this topic and this may have led to a skew in participation (Beck & Perry, 2008). Whilst surveys might highlight trends or attitudes in views about racism, it fails to explain the underlying reasons of racism. In addition, surveys also have the limitation of sampling bias whereby participants who are interested in the subject might be more likely to participate (Andrade, 2020) again possibly leading to a skew in participants. It also has drawbacks such as low response rates as there may be incomplete surveys and instances where the participant may have misunderstood the question. The survey was informally piloted with two TEPs and five YP in order to mitigate this limitation.

Phase 2

Following the sequential design of the research, using data gathered in phase 1, the focus group schedule was then formed. Using the data from the survey, the focus group schedule aimed to build on responses to explore in more detail the incidences of racism in school, what they feel the impact of racism is, what is currently happening in their schools and what changes they would like to see in schools in reference to anti-racist practice. Focus groups were chosen for this stage as opposed to individual interviews, as the researcher was not a familiar adult to the YP and therefore the group dynamics would stimulate discussion. It also allowed for those part of the group to exchange their views with one another. Focus groups allowed for information that might not have been captured through individual interviews.

The focus group semi-structured schedule consisted of 4 parts. Firstly, the participants were asked to read a series of vignettes of hypothetical situations (see measures section). Following this, participants were asked open-ended questions about what racism means to them. This was followed by a section including open-ended questions

on the impact of racism for YP. Lastly, participants were asked open-ended questions around how their schools are currently challenging racism and what they would like to see change.

Focus groups have gained popularity within the field of psychology within the last few decades. Focus groups are described as a “group of individuals selected and assembled by researchers to discuss and comment on, from personal experience, the topic that is the subject of the research” (Powell et al., 1996, p. 499). There are many advantages of using focus groups. Firstly, focus groups allow participants to challenge, expand and explore comments by their peers, therefore allowing for a richer and deeper discussion to take place. This is particularly important in understanding school policies and culture along with different individuals’ perceptions about racism. Secondly, focus groups can feel less artificial than a one-to-one interview and therefore may be seen to have a higher ecological validity. In addition, a multitude of views can be heard including how those might change or adapt hearing others’ views. Lastly, a rich and huge amount of data can be collected in a short period and this is particularly beneficial given any pressing deadlines (Willig & Stainton-Rogers, 2008).

It is also important to recognise the drawbacks of using focus groups. Smithson (2000) suggests that there is a risk that ‘socially acceptable’ opinions may dominate the discourse. Given the topic of discussion, it is possible that there are risks that participants fear being judged or may not allow themselves to freely interact or contribute to the discussion (Acocella, 2012). However, in research on the use of focus groups and CYP, focus groups were said to be especially beneficial in avoiding the power imbalances between researchers and participants, e.g. between an adult and child in a one-to-one interview (Adler et al., 2019).

In regard to this study, focus groups lasted up to one hour. In order to stimulate discussion, the focus groups used six vignettes about racial incidences in schools to spark conversation and evoke a discussion. (copies of the vignettes can be found in appendix F).

Given the researchers outsider status, the participants who were known to each other allowed for increased interaction and sharing of their experiences. The discussion was recorded and transcribed using Otter (a speech to text application) (see appendix G for an example of a transcribed focus group).

Proposed phase 3

The aim of phase 3 was to interview staff to gain a better understanding of staff perspectives on anti-racist practices within their school, how schools deal with racial allegations and what barriers there are to anti-racist policy and practices within schools. Interviews were chosen as a method to gain a more detailed understanding of racism in schools from staff's perspective. The value of exploring experiences of educators is that they can be considered the great pillars of quality education and their perceptions in relation to diversity are key for understanding the different approaches needed to combat racism within schools (Silverman, 2010). Educators were chosen over EPs or parents as they are professionals working within the YP's micro-system, interacting with YP every day and often involved in policy making and implementation. Educators are on the front lines and have first-hand experience with the dynamics of the classroom and playground. They witness and handle interactions among YP and are often one of the first to notice instances of racism or bias (Arneback, 2022). Consulting educators about racism in schools is essential for creating an environment where YP feel safe and valued. Educators' insights and experiences are invaluable in developing effective anti-racism strategies and fostering an inclusive environment. Unfortunately, there was no uptake from educators. Further information about this can be found in the discussion and appendices (see Appendix I, J and N).

3.5 Participants

Participants comprised a sample of YP aged 15-18 and staff from three schools including an online survey respondent (n=50), focus group participants (n=9). Three secondary schools took part in the study. They will be referred to as school 1, school 2, and school 3.

School 1 is an all-boys grammar school based in Summer borough. In years 10-13, there are 606 students (excluding those who refused to answer and where information has not yet been obtained). 80% (n=485) of students are from a Black and ethnic minority background. 20% (n=121) of students are from a White background (including any other White background).

School 2 is an all-boys comprehensive school in Summer borough. In years 10-13, there are 728 students (excluding those who refused to answer and where information has not yet been obtained). 29% (n=230) of students are from a Black and ethnic minority background. 71% (n=562) of students are from a White background (including any other White background).

School 3 is an all-girls comprehensive school in Summer borough. In years 10-13, there are 632 students (excluding those who refused to answer and where information has not yet been obtained). 54% (n=343) of students are from a Black and ethnic minority background. 46% (n=289) of students are from a White background (including any other White background).

Further information of the ethnicity breakdown by school can be found in the appendices (see Appendix I).

3.5.1 Survey participants

The schools approached for this study included of a mixture of single sex schools, grammar schools, comprehensive schools and mixed schools. Three schools opted to take part in the study and met the criteria. A total of 51 responses to the online survey were recorded, however, of those, 50 responses met the criteria for the research; 1 had not been fully completed. The survey was disseminated through the school contact namely the school's SENCO who subsequently sent out the Microsoft form via email to students in years 10-13 with a QR code and associated links to access the survey.

The survey was available for three weeks. School one had 35 participants, School two had six participants and School three had nine participants. This low response rate in some schools could be explained by a variety of factors including the time of year the survey was released (near summer break), schools not advocating or advertising the study correctly, or YP feeling uncomfortable completing a survey on what could be perceived as a sensitive topic. Demographic data was collected as part of the survey. A total of 50 participants took part in the survey of the two boys' schools and one girls' school (9 females, 37 males, 4 who preferred not say). As two boys' schools took part, the majority of participants were boys.

Table 2

Number of participants in each school

	Year 10	Year 11	Year 12	Year 13	Total
School 1	20	2	9	4	35
School 2	0	0	6	0	6
School 3	1	1	6	1	9
Total	21	3	21	5	

Ethnicity demographic data was also collected. Participants were asked to choose which ethnicity they would identify with based on the categories outlined based on the ethnicity categories provided in the census survey.

Table 3*Demographic data from the survey*

Ethnicity	Frequency	Percent
African	2	4.0
Any other Asian background	8	16.0
Any other Mixed or multiple ethnic background	3	6.0
Any other White background	1	2.0
Bangladeshi	2	4.0
Chinese	1	2.0
English, Welsh, Scottish, Northern Irish or British	20	40.0
Indian	4	8.0
Irish	1	2.0
Pakistani	2	4.0
White and Asian	4	8.0

		61
White and Black African	1	2.0
White-Indian	1	2.0
Total	50	100.0

For the purpose of this study, participants were placed into two groups: participants from a White background- these included participants from English, Welsh, Scottish, Northern Irish or British or any other White background (n=21) ; the other category included participants from a Black and Ethnic minority background including those who identified as mixed race (n=29). These groupings were based on the categories outlined in the census (Census- Office for National Statistics, n.d). This was so the study could compare the responses between these two groups. It must be noted that the population in this study does not represent Summer borough's population. In Summer borough, the majority of the population is White (68.3%) and 26.7% are from Black and ethnic minority backgrounds.

3.5.2 Focus group participants

A total of nine participants undertook the focus groups from the three different schools. All participants had taken part in the survey and were recruited directly after opting in to take part in the focus groups. The participants were from year groups 11-13, year 11 (n=3, 30%), year 12 (n=1, 10%) and year 13 (n=6, 60%). Two females (20%), six males (70%) and 1 who preferred not to say (10%) took part in the focus groups. Four participants were from a White background (44%) and six participants were from a Black and ethnic minority background (56%).

3.6 Materials and Measures

An essential factor to consider as part of research is ensuring informed and voluntary consent (Agre & Rapkin, 2003). For the survey and focus groups, information sheets and consent forms were sent to parents for those under the age of 16 as well as consent forms

and information sheets to all YP (see appendix A, B and C). School staff were sent an information sheet as well as consent form to read and sign before taking part. No consent forms were returned from the educators (see appendix L). A number of reasons exploring the lack of recruitment of educators is elaborated on in the discussion.

3.7 Survey construction

The survey was developed through reviewing existing literature and research on experiences of racism (Arday & Mirza, 2018; Kohli et al., 2017; Noltemeyer & Grapin, 2021; Smucker, 2022) alongside the use of Johnson & Christensen's (2016) key principles for questionnaire construction which is demonstrated in the figure below (*figure 6*).

Figure 6

Adapted version of Johnson & Christensen's key principles for questionnaire construction.

Principle 1	Make sure the questionnaire items match your research questionnaire
Principle 2	Understand your research participants
Principle 3	Use natural and familiar language
Principle 4	Write items that are clear, precise and relatively short
Principle 5	Do not use "leading" or "loaded" questions
Principle 6	Avoid double-barrelled questions
Principle 7	Avoid double negatives
Principle 8	Determine whether an open-ended or a closed-ended question is needed
Principle 9	Use mutually exclusive and exhaustive response categories for closed-ended questions
Principle 10	Consider the different types of response categories available for closed-ended questionnaire items
Principle 11	Use multiple items to measure abstract concepts
Principle 12	Consider using multiple methods when measuring abstract concepts
Principle 13	Use caution if you reverse the word in some of the items to prevent response sets in multi-item scales
Principle 14	Develop a questionnaire that is properly organised and easy for the participant to use

Principle 15	Always pilot test your questionnaire
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The online survey consisted of three parts as described in the research design. The survey included a with 5-point Likert scales of closed-ended questions (adapted from Pearn Kandola's racism survey, 2018) and open-ended questions to expand on participants responses and ratings (See Appendix E). The psychological constructs explored in this survey included intentional exclusion, false accusations or critique, verbal or physical abuse, assumptions, active exclusion and mistreatment. This was split into direct experience or witnessing of the racist incident. It was imperative to keep the survey as exploratory as possible with broad open-ended questions to allow participants the opportunity to raise any issues they felt were important. Numerous Likert scales can become fatiguing to participants as well as open-ended questions could be open to different interpretations if not phrased correctly (Stassen & Carmack, 2019). Thus, the piloting of the questionnaire allowed the researcher to address some of these limitations. The online survey was developed using Microsoft Teams which provided easy access to participants online or via mobile phones.

3.7.1 Survey piloting

The survey was piloted before beginning data collection as suggested by Robson & McCartan (2016). The content of the individual questions was initially piloted with two other TEPs informally, as well as checked by research supervisors. Following this, the survey was piloted on five students in year 10 who completed a draft version of the online survey. Pilot participants were asked to provide feedback on an individual basis, reflecting on whether the question made sense, whether they expected the question or not. Following piloting, minor amendments were made to the wording and grouping/positioning of the questions. For example, pilot participants felt that the word 'experienced racism' would be better than 'victim of racism' as well as identifying the repositioning of some questions. Anonymity and

confidentiality were important to the pilot participants due to the sensitivity of the topic. The piloting process allowed for a better understanding of how participants interpreted and understood the questions along with confirming whether the question would elicit the information to answer the research questions. It also allowed for the researcher to evaluate how long the survey would take to complete. The final version of the online survey can be found in Appendix E.

3.7.2 Focus group schedule construction

The focus group schedule was constructed from the data gathered from the survey using the data gathered from questions around definitions of racism and the experiences of racism. The schedule differed from the survey questions as it delved in deeper as to how YP spoke about racism in schools, what they felt the impact is, what schools are doing well and what they could do better in terms of their Practice. The focus group started by using vignettes:

Vignettes:

s:

- 1) Mandeep attended the open day for a catholic high school with his son. While there, Mandeep was told by a staff member that his son could not attend the school because his head covering, and long hair did not comply with the school's uniform policy.
- 2) Sajid is from south Asia, the boys in school keep asking him if his dad owns a news agent. Later that day, three boys' corner Sajid in the playground and physically abuse him whilst calling him a 'curry muncher' and a 'paki'.

- 3) Tanya has recently had her hair done in cornrows, the girls in school keep asking to touch it. Later that day, she gets called to the head of year and is told that she is not allowed that hairstyle as it does not comply with school uniform policy.
- 4) A non-black person has used the N-word when speaking about black men, he tells me that I 'was not like other black people' and then tried to apologize for his racism by blaming his grandmother for his upbringing and said 'I'm not racist, I have loads of black friends'.
- 5) I can remember being in year 8 and waiting in the lunch line to get my food when a kid called me a Chink. That same kid would stretch the corners of his eyes every time I saw him during lunch. I was embarrassed, so I pretended I didn't care when I really did. One day, a teacher saw him doing the 'Asian eyes' at me and yelled at him. During my next class, I was called down to the head teacher's office. The Head teacher asked me what happened and if I was upset by what happened, not knowing this was going on every day I saw this kid at lunch. The Head teacher just told me to steer clear of this kid at lunch.
- 6) It's Black history month and we started to learn about slaves and how some slaves were light-skinned and could pass as white. I remember feeling so uncomfortable and could feel the entire class's eyes on me. I made eye contact with one white girl, and I just knew she was about to say something ignorant. After looking at me, she raised her hand and asked, 'Would they be able to tell Nakia was Black back then?' I don't even remember what the teacher's response was because I was in shock. But I do know the teacher left me feeling isolated and alone and did not even address the white student's comments or consider how it would make me feel.
- 7) As a sixth former, there was a rule my white English teacher created. If she deemed you had completed the class with a good enough grade, you did not

have to take her final exam. She made my Black male friend and I take her exam. We both failed. We talked to her after, questioning why we were the only ones in her class to have to take the final. She repeatedly told us that we were only good athletes and not smart enough for her class or college. Immediately after our graduation ceremony, she insisted on sending congratulations to all her white students on graduation day...but didn't for myself and my friend. Instead, she sent an email to our parents and us expressing how we failed her exam and didn't have the academic tools to succeed."

This was followed by a semi-structured schedule consisting of open-ended questions around what racism means to the participants, impact of racism on YP, how schools are challenging racism and what they wanted to see change in schools. The focus group questions were developed based using principles of appreciative inquiry. Appreciative inquiry is a strength-based approach highlighting what is currently working well as well as envisioning the ideal (Armstrong et al, 2020). The focus groups gathered more detailed explanations and data which would provide answers in relation to the research questions.

3.7.3 Focus group schedule piloting

The schedule for the focus group was piloted in order to address any practicalities within the procedure. According to Castillo-Montoya (2016), study materials and procedures can be supported and strengthened through the process of piloting. They can allow the researcher to identify any issues with wording and delivering the schedule, the flow of the schedule and how it will elicit discussion and allow the researcher to make necessary adjustments. Therefore, piloting can be considered a vital part of the methodology as it allows for reflection and practice of the use of materials, with feedback from participants (Abdul Majid et al., 2017).

The pilot for the focus group were chosen at random from the pool of respondents. Using existing participants who had opted in for the focus group as a pilot participant meant that they shared similar criteria as the group of the participants for the main study. However, using eligible participants as a pilot participants meant that it reduced the amount of data gathered for the study, however this was seen to be an imperative approach in ensuring the quality of the focus group and richness of data gathered as part of this phase. The focus group interview schedule was piloted on two YP (see appendix G for a copy of an example of the focus groups).

3.8 Procedure

Phase 1

This first stage of the study involved recruiting three secondary schools with sixth forms or colleges attached. The researcher contacted 14 schools in Summer borough and gave them information about the study, inviting them to take part, five schools showed interest in taking part. The schools had to meet the criteria of having a sixth form attached as the research was on 15–18-year-olds. Unfortunately, one of the five schools reluctantly withdrew due to not having the capacity to support the research, and one school's senior leadership team did not give permission to conduct the study. The three remaining schools were then selected to take part which included one comprehensive girls' school, one comprehensive boys' school and one boys' grammar school. The researcher sent out an information sheet to parents/carers explaining the purpose of the study with the help and support of the school's SENCO/Pastoral team (see appendix A). The school had an opportunity to ask questions through email/telephone calls as well as the researcher's offer to attend any staff meetings to explain the purpose of the research. The sampling method used in this phase was self-selection sampling, whereby individuals volunteer themselves to be part of the study. This method is a non-probability sampling technique. The advantages of using this method are it is cost effectiveness as it requires fewer resources and time, and it is simple as it relies on individuals volunteering as opposed to the researcher having to

select them. It also allows for opportunities to access volunteers who are willing to share their experiences enhancing the quality of data collected. However, this technique can be critiqued as the sample may not be representative leading to biased results, there may also be an overrepresentation of certain groups and it may suffer from volunteer bias whereby certain groups may be more motivated to take part therefore affecting the authenticity of the responses.

Parental permission was sought via a Microsoft form alongside the information sheet (see appendix B). This allowed parents to opt their child out of the research as well as including the researcher's contact details should they have any questions. The Microsoft form also included signposting to resources and charities around supporting victims of racism.

Following this, a recruitment poster, and an information sheet (see appendices C and D) was sent also out to the YP aged 15-18 inviting them to take part by either clicking on a link or scanning a QR code; excluding those who had already opted out of the study. The survey also included a section to enter their details in order to opt into the focus groups (see appendix E).

An a priori power analysis was conducted using G*Power (Faul, 2009) for sample size estimation was completed. The effect size was 0.2, considered to be small using Cohen's (1988) criteria. With the significance criterion of $\alpha = .05$ and power of .80, the minimum sample size needed with this effect size is $N = 150$. However, due to constraints in recruitment, a total of 50 YP took part in the survey across the three schools, therefore the obtained sample size of $N = 50$ is not adequate to test any hypothesis. Consequently, the results should be viewed with caution as there are several implications with the actual sample size being lower than the sample size calculated through a G*Power analysis. This includes implications on the study's power, precision and generalisability, larger confidence intervals and the risk of type 2 errors (false negatives). Despite this, the study's aim is not to

test a hypothesis or provide generalisable results. Further discussion of these limitations are noted in Chapter 5.

Phase 1 analysis

Quantitative closed question data was analysed using a statistical computer programme (SPSS Version 24) with descriptive statistics to explore trends, patterns, and relationships between characteristics. Descriptive statistics are “specific methods basically used to calculate, describe and summarise collected research data in a logical, meaningful and efficient way” (Vetter, 2017, p.1). The data was analysed using the Mann-Whitney U test as a nonparametric statistical method to compare the difference between the two independent samples- White and Black and ethnic minority groups of either direct experiences or witnessing racist incidences. This was employed as the sample was not normally distributed. The qualitative data from the survey was analysed using Thematic Analysis (Braun & Clarke, 2006, 2019; Clarke & Braun, 2017) to identify significant themes. Four open-ended questions were coded and analysed separately. The three questions that were thematically analysed were:

- 1) What does racism mean to you? If you answered yes to question 10 (witnessing or experiencing an incident of racism)
- 2) Can you describe what happened?
- 3) How did it make you feel?
- 4) How was it dealt with, if at all?

Due to the low response for questions 2,3 and 4, only responses to question 1 were analysed. The responses gave thematic information to supplement the quantitative data from the survey, helping to form an interactive approach whereby the data and themes were used to inform the development of the focus group schedule (Creswell & Creswell, 2018).

Phase 2

After analysing response data from the survey, the findings were used to form the direction of the interview questions/topics raised in the focus group. Consent was sought from the YP and parents/carers (for those under 16) to take part in the focus group. This was done via a written letter with the information sheet. Parents were asked to sign and return the letter before the YP could take part. Between three and five YP took part in focus groups from each setting, with a total of nine participants. All participants had previously taken part in the initial survey. The focus groups took place in their school for ease of practicalities; before the focus groups took place, the researcher met with the participants to allow them the opportunity to raise any questions. Some of the questions asked by participants were regarding the researchers' motivations for the study, who would see the final thesis and questions around the practicalities e.g. where it would take place and what time. This also allowed the participants to become familiar with the researcher as opposed to meeting for the first time at the focus group.

Phase 2 analysis

Given the exploratory nature of this research, the qualitative data from the focus groups were analysed using thematic analysis. Braun & Clarke (2006, 2019) suggest that using thematic analysis is a useful tool in being able to explore differing perspectives of the participants involved and allows the researchers to highlight the similarities and differences in their experiences. One of the benefits of using thematic analysis as a way to explore qualitative data is its flexibility. It is also useful in being able to identify patterns and allow the researcher to gain a deeper insight into the complex phenomena of race and racism. However, it is imperative to also mention the drawbacks to using thematic analysis. Firstly, there is a lack of clarity on the process and practice of this method which means that readers are not always afforded the opportunity to understand what assumptions informed analysis. The researcher addressed this limitation by keeping a reflexive journal to pause and reflect on their position in the research. The researcher also used supervision to discuss how assumptions were influencing interpretation. Additionally, it is subjective, it is up to the

researcher to determine the themes and codes, and this may result in inconsistencies. This limitation was addressed by the researcher being transparent in the process of coding including checking the codes with researcher supervisors and fellow TEPs to ensure codes and themes reflected the focus groups.

The study uses an inductive approach which involves developing theories or generalisations and, in this case, themes, based on the data. The researcher coded for the themes using a semantic and latent approach. This approach involves analysing the explicit content of the text (semantic) and analysing the subtext and assumptions (latent). By using both approaches, the researcher was able to uncover patterns, themes and insights that go beyond the surface level quantitative aspects. An example of the semantic approach is the theme 'training for educators' which is a quote taken directly from participants whereas an example of a latent approach is the theme 'empowerment through educational opportunities' which was interpreted from participants' call for more educational experiences. These approaches provide a deeper and richer understanding of the data and its' implications.

The thematic analysis process involved the researcher firstly familiarising themselves with the data by reading the data thoroughly and transcribing it. The NVivo (version 14) software was used to support the development and organisation of codes and themes. After the familiarisation stage, codes were generated by grouping sections of text together (see appendix M). The themes were reviewed and compared against the existing data. The data was re-examined in order to ensure that there was sufficient data to support the proposed themes. The final part of the process was to define and name the codes and themes. The researcher sought feedback on the codes and themes from their research supervisors and fellow TEPs. An example of a change was from 'feelings' to 'awareness'.

After reflection and when feedback had been given regarding the initial codes and themes, further amendments were made, and some codes amalgamated to produce a condensed number of codes and themes. The final codes and themes were then defined

and named so they were concise and presented in a way to support the data (see appendix N).

3.9 Ethics

3.9.1 Informed consent

Ethical approval for the research was obtained by UCL IOE research ethics committee. All participants provided fully informed consent. In line with BPS guidance, permission to take part was sought from parents/carers for those under the age of 16 as well as the YP's consent. All data collection complied with GDPR. The participant information sheet and consent form for survey, focus group and interviews provided information about the participants' right to withdraw consent and withdraw from the study at any time, and all unprocessed data would be destroyed. Participants were reminded about their right to withdraw again verbally during the focus groups and their right for any information they had disclosed to be omitted, should they wish to do so. Participants permission was sought prior to the focus group around the recording and transcription of the focus group. At the end of the survey, the researchers contact details were given alongside signposting to charities that support people having experienced racism. At the end of the focus groups, there was an opportunity to debrief participants, answer any questions and reiterate their rights. Transcribed interviews were sent to the participants to ensure fully informed consent, that the transcription was accurate and to "address the balance of power between the researcher and interviewee" (McMullin, 2021, p.2).

3.9.2 Confidentiality and anonymity

During the study, in particular the focus groups, participants used examples and information about their school, teachers and peers' names. In order to safeguard teachers/students/schools involved, the data was anonymised and kept securely under the data protection measures which were outlined in the ethics application. No other participant had access to another person's data and all the results and findings were coded and

pseudonymised to protect the identity of all participants. Any specific information such as practices in a school, that can be identifiable have been omitted to ensure confidentiality. Any demographic data that was taken from participants have been reported in a way that allows the participants to remain unidentifiable.

3.9.3 Participant vulnerability

The study involved YP who may have experienced or witnessed racism. Participants may find it challenging to reflect on their experiences. To reduce the risks to the participants, the researcher ensured that:

- Participants were given accessible information about the research study. The researcher met with the focus groups beforehand to allow them the opportunity to ask questions, explain the purpose of the research and provide informed consent.
- The researcher's role was explained to the participants, and they were aware that after the focus groups, it would be unlikely that they would meet the researcher again in the same context.
- All participants were made aware that any disclosures that may put them or others in immediate danger or harm would need to be reported as a safeguarding risk.
- The researcher-maintained contact with members of staff at the school prior and after the surveys and focus groups in case the participants wanted to discuss anything they found distressing during the survey or focus groups.
- Participants were reminded of their right to withdraw at any stage and that all content would be anonymous.
- Participants were assured that the purpose of the research is to identify how we can improve the school system and how that may benefit them as students, professional and other YP.

- Signposting was given at every stage of the study including charities that support people who have experienced racism. The researchers contact details were also given should participants wish to speak directly to the researcher.
- The researcher was mindful that due to the sensitive nature of the study, some participants had faced some difficult experiences, and this was managed with additional sensitivity.

3.9.4 Sensitivity of findings

As there were discussions relating to sensitive topics relating to race and racism, there was careful management by the researcher to deal with them. Some included recollections of a racist incident. As a TEP, the researcher was able to draw upon her training to manage these topics. The researcher used principles of Attunement and active listening to actively engage with the discussion and validate what the participants were contributing.

3.9.5 Data storage

Data was stored in relation to UCL's data protection policy and in line with the approved ethical application. Survey data was stored within Microsoft forms password protected account and then collated and analysed using SPSS (statistical software). Focus groups were recorded using Microsoft teams/voice recorder then stored securely on an encrypted, password protected drive. Once the data was transcribed, all data was pseudonymised and analysed using Nvivo 14 (data software). All audio files for the focus groups were deleted once transcribed.

Following the submission of this research, a summary sheet including the key findings will be disseminated to all participants who have expressed an interest. The research will also be presented at the staff conference for Summer borough. The research may also be submitted for publication to contribute to the body of literature on racism in schools.

3.9.6 Researcher's positionality and reflexivity

It is pertinent to acknowledge my role as the researcher and how that may have contributed to the type of data produced. A reflexive approach requires a researcher to “question his/her own motivations, assumptions and interests” (Reid et al., 2018, p.1) whilst conducting research. Von Unger (2021) suggests that reflexivity is a required and imperative part of qualitative methodologies; it is also baked into research by Braun & Clarke (2019). Throughout this study, I reflected on how my identity as a woman from an ethnic minority background impacted on the study. It was pertinent that I also reflected on this as I identified as being from the same ethnicity as some of the participants. It was also imperative for me to consider my own experiences of racism and how that may have impacted the ways in which data was collected, interpreted, and analysed. Some of the ethical issues that may have arisen would be researcher bias, assumptions about a participant understanding or experience of racism, the emotional impact and maintaining separate rules to ensure objectivity.

I kept a reflective research journal throughout my research journey as a way to record my thoughts, feelings, and ideas. This enabled me to be mindful about how previous experiences and knowledge may have influenced the research and the way it developed. I was able to reflect on the milestones I met including the achievements as well as the challenges. It was important that I recognised that my own beliefs and preconceived ideas did not impose on the data collection and analysis. My journal was integral to recording my thoughts and responses throughout the data collection process. I further mitigated this by checking my themes with my supervisors and other colleagues.

3.10 Chapter Summary

This chapter has outlined the researcher's social constructivist orientation and described the research design. Given the aims of the research, a multi-method approach was adopted. The chapter demonstrates how the researcher conducted the study including

the research design, procedure as well as highlighting not only the reasons why the researcher chose a methodology but also the advantages and limitations of each chosen methodology. The researcher also goes into detail as to what the ethical implications of the research are. Given the nature of the topic, the researcher demonstrates their awareness of the ethical and research considerations and how they have mitigated those limitations. The following chapter will outline the research findings.

Chapter 4: Findings

4.1 Chapter introduction

In this chapter, the data collected through quantitative and qualitative methods will be presented. Firstly, the quantitative information from the survey will be presented alongside the corresponding open-text questions from the survey, followed by the qualitative data from the focus groups. The findings will be discussed through the illustration of themes using data extracts.

4.2 Survey findings

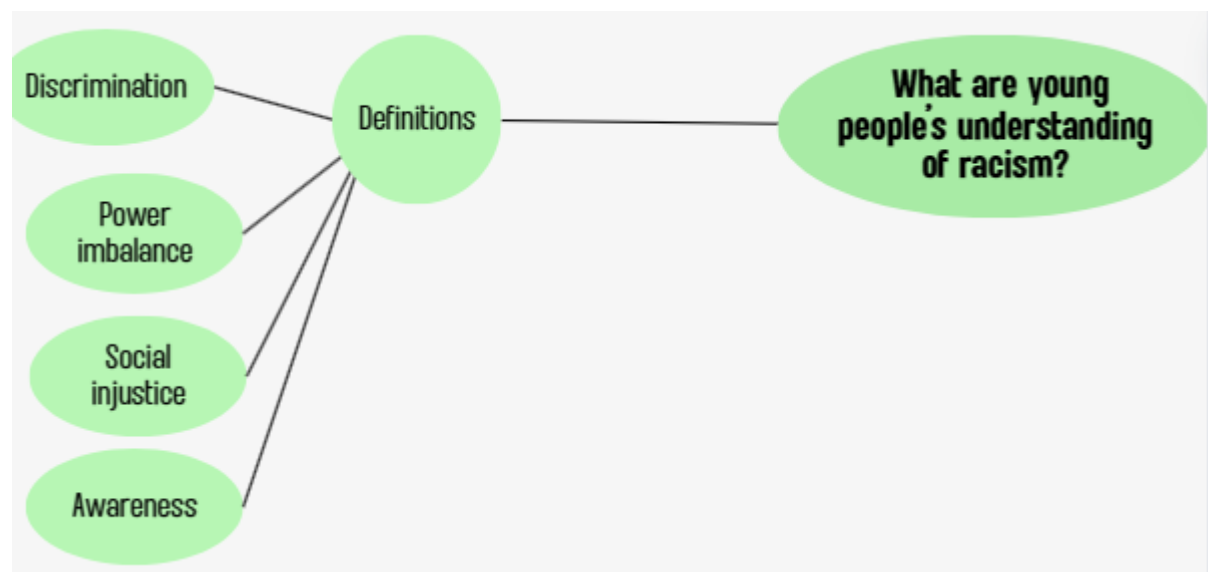
Survey data was collected from 51 participants, however of those, 50 responses met the criteria for the research with one survey having not been fully completed. To support transparency, frequencies or percentages of respondents are reported per question when presenting quantitative findings. Quantitative survey data was explored alongside content analysis of qualitative data from open-ended responses in the survey. A review of these including quotes is provided below.

4.2.1 Definition of racism

The survey asked YP to reflect on experiences of racism. This included asking the participants how they describe racism.

Figure 7

Themes related to definitions of racism



Four key themes emerged from the data; the most commonly referenced theme was 'discrimination'. Participants made reference to discriminating against others, either of a different ethnicity or different races. One participant described racism as "*The discrimination of an individual or community based on their colour of their skin*". This quote considers discrimination being a result of a visual difference. On the other hand, another participant spoke about discrimination of different mannerisms and the way others conduct themselves: "*Discrimination against different races of a community because of any of their particular mannerisms or culture*". One participant made reference to discrimination being '*intentional*', distinguishing that racism is deliberate.

Additional themes included that there are '*power imbalances*' in racism where one ethnicity feels superior to another. For example, participants made explicit their description of racism is around "*current power imbalances*" and others spoke about the belief of superiority and inferiority driving racism and racial hierarchy: "*Believing in the superiority or inferiority or hierarchy of a race or skin colour*".

The third theme that emerged from the data suggests that participants felt a sense of social injustice and mistreatment of an individual or community as a result of racism.

Participants elaborated on their description of racism to include “*Treating someone differently based solely on their race*” and others suggested that it is based on “*Maltreatment of minorities based on race*”. Lastly, the theme of ‘awareness’ associated with racism made reference to how participants felt about racism including where one participant expressed their frustration around racism still existing in society “*Racism is disgraceful, I can’t believe it happens in the modern day when society is supposed to have progressed massively*”. Another participant spoke about the feelings associated with witnessing indirect racism perpetrated on their friends “*noticing all the ways my friends are treated differently just because of their skin colour*”. This made reference to there being a difference between the way people are treated.

Table 4

Descriptions of racism by participants in the survey: Themes and frequencies

Theme	Frequency
Discrimination	22
Power imbalances	8
Social injustice	13
Feelings associated	3

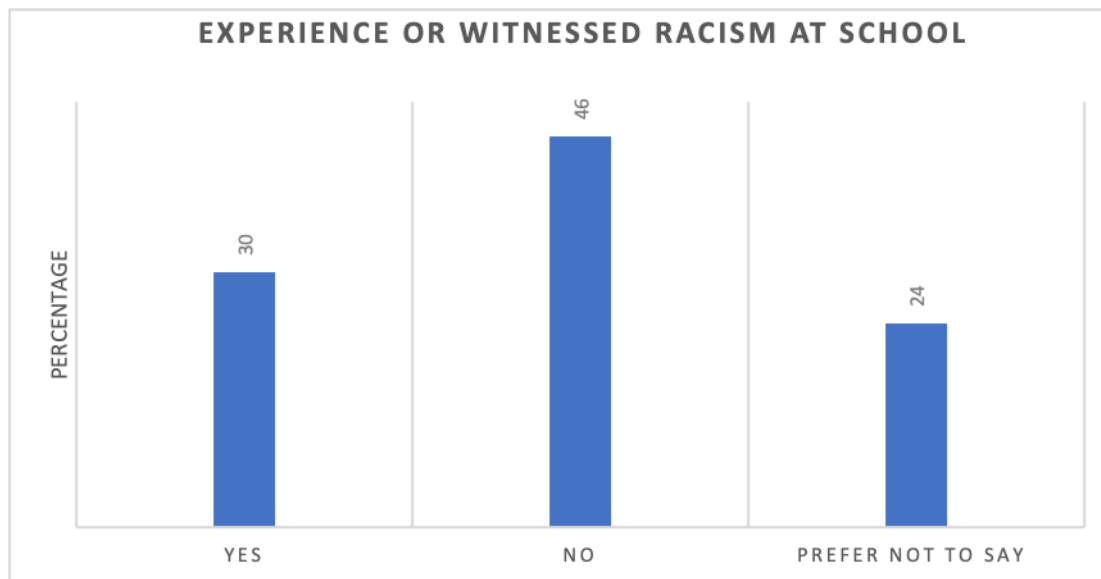
Note. Participants could provide multiple responses in open ended text.

4.2.2 Experiences of racism

Participants were asked if they have ever experienced or witnessed racism at school.

Figure 8

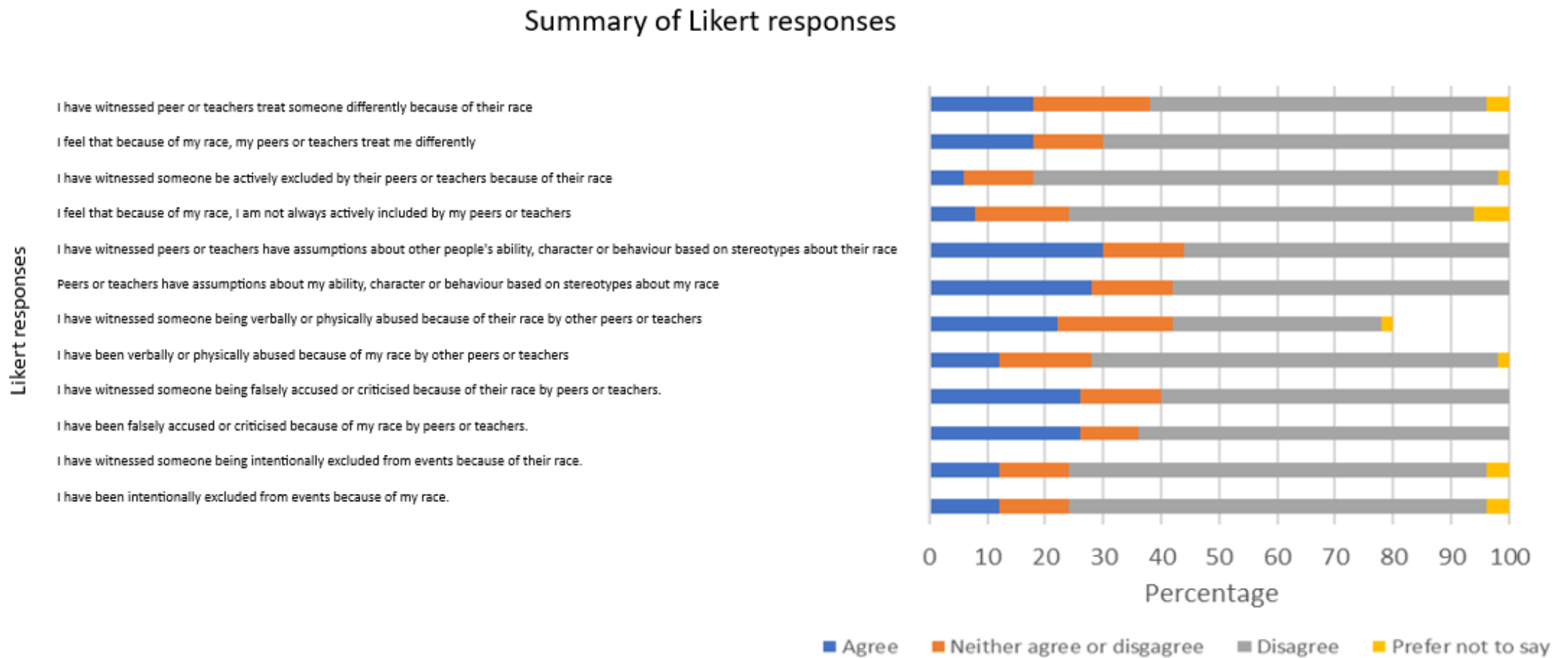
Survey responses of experiences or witnessing racist incidences at school



Of the 50 participants, 30% (n=15) said 'yes' suggesting they have experienced or witnessed racism in school therefore nearly a third of the participants have either experienced or witnessed racism (n=5 from a White background and n=10 from a Black and ethnic minority background). 46% (n=23) said 'no' suggesting they have not experienced nor witnessed racism in school (n=11 from a White background and n=12 from a Black and ethnic minority background). 24% (n=12) preferred not to answer this question (n=5 from a White background and n=7 from a Black and ethnic minority background) perhaps indicating a fear of consequence.

In order to understand the prevalence of different aspects of racism and whether these were directly experienced or witnessed, a series of statements were presented to participants who were asked to indicate the extent of their agreement or disagreement using a Likert scale. The options were 'strongly agree', 'agree', 'neither agree nor disagree',

'disagree', 'strongly disagree' or 'prefer not to say'. The 'agree'/'strongly agree' and the 'disagree'/'strongly disagree' options have been amalgamated to provide total agree and disagree scores. The statements were separated into two categories: directly experienced or witnessing. For example, one statement is 'I have been falsely accused or criticised because of my race by peers or teachers' and another statement is 'I have witnessed someone being falsely accused or criticised because of their race by peers or teachers' (see appendix E). An overview of the results can be seen below, a further exploration of the results will be described in more detail in this chapter.

Figure 9*Summary of Likert scale responses*

In order to compare the responses, a comparison of the means between White participants and Black and Ethnic minority participants on the direct experiences of racism and the witnessing of racism was conducted. The direct experiences of racism consisted of six items, such as '*I have been intentionally excluded from events because of my race*'. The witnessing incidences of racism consisted of six items, such as '*I have witnessed someone being intentionally excluded from events because of their race*'. Responses to both direct and witnessing racism sub-scales were measured on 5-point Likert scales.

A comparison between the White participants ($M= 3.91$, $SD= 1.21$) and the Black and Ethnic minority participants ($M= 3.64$, $SD= 1.01$) of direct experiences of racism. A Mann-Whitney U test was performed to determine whether there were differences between participants from a White background and participants from a Black and ethnic minority background in regards to direct experiences of racism. The results indicated non-significant differences of directly experiencing racism from participants from a Black and ethnic minority background and participants from a White background ($U= 234$, $z= -1.39$, $p= .164$).

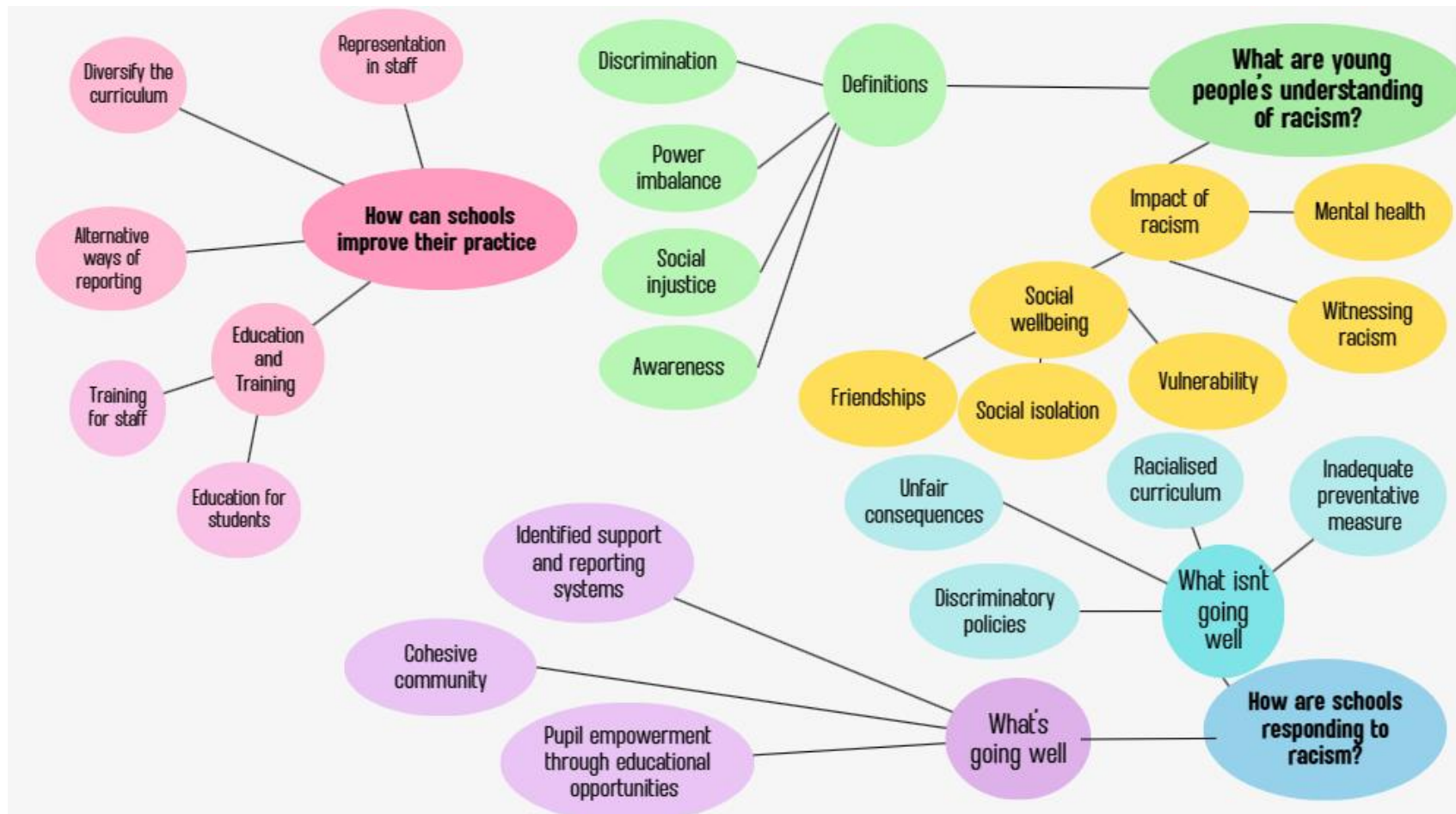
A comparison between the White participants ($M= 3.98$, $SD= .99$) and the Black and Ethnic minority participants ($M= 3.49$, $SD= .96$) of witnessing incidences of racism. A Mann-Whitney U test was performed to determine whether there were differences between participants from a White background and participants from a Black and ethnic minority background in regards to witnessing incidences of racism. The results indicated a significant differences of witnessing incidences of racism from participants from a Black and ethnic minority background and participants from a White background ($U= 200$, $z= -2.06$, $p= .039$).

Therefore, results indicate no significant differences between White and Black and Ethnic minority participants in regards to both directly experiencing or witnessing incidences of racism. Interestingly, this is contrary to existing research and literature; a deeper discussion can be found in Chapter 5 which explores some of the reasons for the non-significant differences

4.3 Thematic Analysis of Focus group data

Figure 10

Thematic map for qualitative data

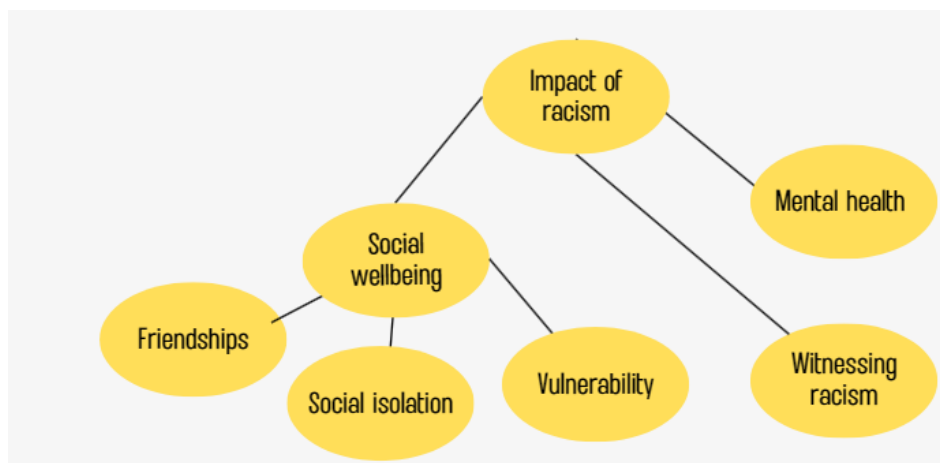


To further explore experiences of racism and practices within schools, focus groups were conducted with nine participants who opted in from the survey. As described in the methodology chapter, an inductive analysis method was used to identify the themes; this felt the most appropriate approach to the research questions. The thematic maps below demonstrate the themes identified in relation to the relevant research question. This includes overarching themes; themes and subthemes.

4.3.1 Overarching theme: Impact of racism

Figure 11

Themes related to the impact of racism



This overarching theme demonstrates the different ways in which YP may be affected by racism including their social wellbeing and mental health.

Theme 1: Social wellbeing

Participants talked about how racism can impact YP's social health in terms of friendships, social isolation and feeling vulnerable.

Subtheme 1: Friendships

Participants spoke about how experiences of racism may affect relationships such as friendships including alienation and feeling betrayed by someone who is considered to be a

friend when they were racist. This could lead to students mainly making friends with people from their own race/ethnicity.

“I think that leads to if it keeps on building up, it leads to them having an outburst or even like just not turning up to school. And then they feel even more isolated. Because they're they don't meet up with their friends and they don't learn. So yeah, it's just it spirals” (Participant 6, FG2, White, Male).

“You might distance yourself from some people. And I think it depends on who is racist to towards you. If it's a close friend, who you thought you could trust and you appreciate as a person, and then they betray that trust and harm you essentially, then you're going to hide away maybe from close interactions. You're going to maybe pick and choose your friends. More on a racist basis, perhaps so more people who look like your act like you're at the same culture as you which obviously isn't good. You need to have diverse friend groups and have that trust in that friend group that they won't be racist towards you and respect you” (Participant 2, FG1, BME, Male).

“they might only surround themselves with people similar to them” (Participant 9, FG3, White, Female).

Subtheme 2: Social Isolation

Participants described the impact of racism on social wellbeing and social isolation. They made reference to the state of being excluded from social interactions or limiting social contact including the fear associated with experiences of racism and how that can lead to social isolation.

“It's sort of more like alienating yourself. Yeah. It's definitely more of an alienation away from branching out to other people and sort of more I'm going to just be stuck in this sort of area because I feel safe. It's like a safety net. Yeah. And then I'm scared to step outside there because I don't know what I'll be subjected to. So a lot of fear” (Participant 8, FG3, White, Female).

“You might have to surround yourself with close friends or feel scared to go out certain places” (Participant 2, FG1, BME, Male).

Subtheme 3: Vulnerability

In line with the previous subtheme, participants expressed strong views about the impact of racism on YP being left exposed or feeling vulnerable. Participants talked about the vulnerability people may experience when making new friends which can lead to feelings of social isolation:

“They might be nervous to make new friends because what if they turned out to be racist” (Participant 8, FG3, White, Female)

and this was echoed by other participants who explicitly talked about the impact being YP feeling vulnerable

“You might feel more vulnerable all the time” (Participant 3, FG1, BME, Male).

Theme 2: Mental health

This theme exemplifies one of the other key findings in relation to the impact of racism on YP. Participants consistently expressed the significant impact on YP's mental health. They acknowledged the different ways in which racism could affect mental health including PTSD, self-harm, low mood as well as feelings of loneliness and feeling unsupported.

“(It could lead to) Anxiety, depression maybe in severe cases, if they've been like hate crimed as a young child, they might have PTSD. Or, I mean, not even as a young child, if they just hate crimes in general that might make them anxious to go outside again. Especially if it was like something physical. It's obviously not going to do wonders for their mental health” (Participant 8, FG3, White, Female).

“It's also like in the really unfortunate case, like self-harming, yeah, as well. Like that's a big especially with young people. It's a huge issue and it's sad they come with so come to that” (Participant 9, FG3, White, Female).

“there's no one that can defend them or help them out or like calling them out”

(Participant 4, FG2, BME, Male) and “they'll probably feel like no one has them to be honest like no one can really like stand up for them” (Participant 5, FG2, BME, Male).

One participant spoke about having to develop a ‘resilience’ or indifference towards experiencing racism. They described it as:

“I've also developed like, a resilience for it. Like, if, like, if you're facing it every day, you're gonna be like, Oh, it's just like another stimuli it's the same thing is repeated and you're just getting used to it” (Participant 1, FG1, BME, Male).

Theme 3: Impact of witnessing racism

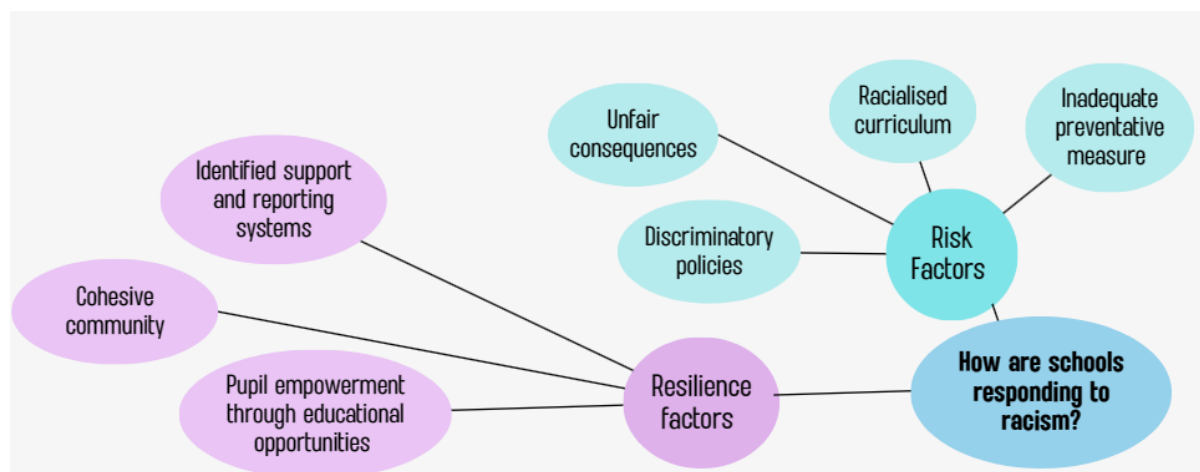
This theme relates to how participants felt about having witnessed racism. This was initially explored in phase one of the study, the survey. Participants consistently expressed feelings of helplessness and being put at risk. They talked about the conflict of wanting to help when they have witnessed a racist incident however, they do not want to be put themselves at risk either. One participant spoke about *“feeling helpless, but also feeling that you could be putting yourself at risk as well to be subjected to that”* (Participant 6, FG2, White, Male). This was echoed by another participant who described an incidence of being a bystander and how they felt:

“I have a friend, He probably wouldn't say himself but how I saw it was there were these people in our tutor group and I want to say gang up but then like, find it entertaining, like picking on him and doing stuff. I mean, back then I wasn't really like, I mean, they were majority a lot taller than me, like bigger than me, so I can't really do anything..... There were times when he would just get picked and I'd just be there, like stand there. Because I couldn't really, I felt as though I can't really do anything to like make a difference or I'll be a victim as well. Then they'd do something to me” (Participant 7, FG2, White, Male).

4.3.2 How are schools responding to racism from the student's perspective?

Figure 12

Themes related to how schools are responding to racism from a YP's perspective



This overarching theme encapsulates how schools are responding to racism within their practice and policies, from a young person's perspective. This highlights the risk and resilience factors schools have in approaching and dealing with racism appropriately.

Theme 1: What is going well

This theme captures the ways in which schools are successfully and appropriately approaching and dealing with racism. Positively, the participants were able to identify these approaches demonstrating an awareness and at times, clarity in processes.

Subtheme 1: Faith in identified support and reporting systems

Participants spoke positively about the systems within their schools which were identified for YP to go to and use when experiencing racism. The participants shared that they felt that they had people they knew they could go to, had effective and clear support systems and trust in the teachers who were dealing with racist incidences.

“There’s always many support systems as well around so in case this stuff does happen, there’s always someone you can go to talk to” (Participant 8, FG3, White, Female)

“So, we have people that we can go to who we know are higher up and we’ll deal with it more seriously”. (Participant 7, FG2, White, Male)

One participant shared an approach of a ‘taskforce’ that their school does in order to involve the students in the practice of anti-racism. This taskforce is run by students and staff and a way to call out racist practices, remarks and actions.

“I guess you could say like good thing about our school is we do have an anti-racism Taskforce, which is really important to mention. And that is basically run by an ethnic minority teacher. And it’s basically just students calling out other people on their racism and racist remarks. Like even as a joke like it should always be told to someone like, Hey, be careful with where you’re going with that, like it could escalate to something different” (Participant 2, FG1, BME, Male)

There was a view that both students and staff would deal effectively with racist incidences across two out of three schools.

“I think if like there was to be like, say like in one of our classes, or like, there was like an incident through racism. I think it would be stamped out very quickly by the students and the teacher” (Participant 7, FG2, White, Male).

Subtheme 2: Cohesive community

This subtheme emerged from the participants’ perceptions and feelings around their school community. Participants shared positive feelings of being included, welcomed and protected. The theme captures how participants are made to feel that they can open up to staff and how the school creates an atmosphere where students can be honest and feel reassured that the incidences will be dealt with. One participant mentioned:

“And I feel as though our school is pretty well built to deal with it. And they're very understanding and they always make it feels as though you're welcome to tell them anything, and they will sort it out” (Participant 6, FG2, White, Male).

Some participants also highlighted some unique aspects as to how the school creates this cohesion, making reference to the policies their school has adopted and how it works as a ‘deterrent’:

“We have a zero-tolerance policy on any sort of racial or discriminatory behaviour. So that is obviously a deterrent” (Participant 5, FG2, BME, Male).

Other participants shared the values of their school including the value of anti-racism and how that is instilled in their students as well as having symbols in schools that promote equality, identity and inclusion.

“We have like different values in our schools so like anyone who like joins a new school like year sevens or like new staff can just see our values” (Participant 5, FG2, BME, Male).

“We've got the we believe symbols and like, I think it was updated a few years ago. I think since that has brought a lot more attention to like, not just black lives matter, but like all of the different symbols. I think they've gained more awareness and popularity within the school. And I think it's probably caused like less incidents to happen I'd imagine. I think they've done a good job with that” (Participant 6, FG2, White, Male)

Subtheme 3: Pupil empowerment through educational opportunities

This subtheme emerged as a result of participants speaking about the experiences and opportunities that were facilitated through their schools. They spoke about how these opportunities and experiences had empowered students and increased awareness and understanding. Participants spoke about the range of educational experiences that promoted inclusion. Across all three focus groups, participants spoke positively about their school's approach to Black history month.

“we have a lot of Black History Month displays, I mean, especially during Black History Month.... , we had a lot of guest speakers as well come in to talk about, like their sort of experiences as well” (Participant 8, FG3, White, Female)

“they're doing a very good job with Black History Month, we just had that. They introduced a lot of stuff into the curriculum, or they're trying to change it” (Participant 9, FG3, White, Female)

Participants mentioned that not only was there a focus on certain events such as Black history month, some schools have embedded talking about racism and multiculturalism into their curriculum.

“So in like PSHE sessions, we talk a lot about racism and also multiculturalism and how we can accept people for who they are. So, I think that helps” (Participant 5, FG2, BME, Male).

“personal development days, we talked about racism and like if you see it, to report it and stuff like that, so obviously it is being taught to younger years. So, they sort of understand like, the area around it and that like when you see it this is what you should do, don't let someone do this” (Participant 8, FG3, White, Female)

There was a strong view that the impact of educating YP on racism and the consequences of racial actions has led to schools experiencing less incidences of racism:

“So, I'm not saying this problem doesn't exist. It does exist. But in in our school, I feel like it's much more like it's more toned down because there's actual emphasis on educating students about this” (Participant 2, FG1, BME, Male)

Theme 2: What is not going well

Theme two exemplifies one of the other key findings of the study, that there are practices and policies within schools that do not promote anti-racism and inclusion. In contrast to the positives of theme one, participants expressed frustrations around the lack of policies and practices their school had adopted. These risk factors compliment research

question three: What would YP like to see change in schools to challenge racism, which is explored below.

Subtheme 1: Racialised curriculum

Participants described their frustrations and anxieties of the impact of a narrow curriculum which didn't include diverse materials. One participant recalled an incident in their class where literature that could be considered racist was used and the impact of that on their peers, particularly peers from a Black and ethnic Minority background. The participant spoke about the inappropriate way the teacher handled the situation.

"But yeah, there's a whole thing about the white English teachers saying the N word because it's in the books and it's just wrong. They will be like, Guys, I'm saying it because it's in the book. You still shouldn't say it and I think one time in my class. But we have people of colour in my class. We have black people in my class, of course, but I think the teacher asked a black person to say it for her.....But they were uncomfortable with it anyway. Like, I don't really want to say that Miss. It was kind of like, what's the word that I'm looking for? inappropriate? You can't just ask someone to say the N word for you? That's really weird" (Participant 8, FG3, White, Female)

In particular, one participant spoke about English literature used in GCSEs such as 'Of Mice and Men' which the participant shared caused an 'uproar' (Participant 9, FG3, White, Female) due to it containing offensive language in which students were asked to read out loud.

There were strong views that the curriculum was not promoting people from Black and Ethnic Minorities for example, participants spoke about history being tailored towards teaching students about white historic figures and negating to teach students about other figures from other backgrounds. Participants recalled learning about historic inventors and the subject being focussed on white figures:

“But I still don't know a single Chinese or like, Korean or Japanese inventor who invented something significant. But I do know about like some obscure white person who invented like, paint that doesn't dry” (Participant 1, FG1, BME, Male).

Subtheme 2: Discriminatory policies/lack of policies

Subtheme two provides a greater insight as to participants frustrations about the way their school responds to racism and promotes inclusion. Despite identifying some positives around reporting systems, across all three focus groups, participants were vocal about a lack of policies in place and in some cases, discriminatory policies that aimed to disadvantage certain communities or limit YPs expression of their culture including key issues around hair and uniform.

Participants discussed the rules and regulation around hair relating to the vignettes that participants were asked to read at the start of the focus groups. This vignette described a girl being discriminated against for having cornrows. The participants related policies in their schools related to the vignette, making explicit some of the accessories students were prohibited from wearing.

“I think there used to be a policy around hair like that. And it was kind of outrageous. I remember everyone was mad about it... I think they didn't allow bonnets or like bandanas or anything for, you know, people with curly hair to wear” (Participant 9, FG3, White, Female).

This is echoed in other policies such as uniform policies where students are required to buy certain types/colours of clothing; the participant speaks about how this may impact YP who wear certain clothing for religious reasons.

“like people who wear hijabs they have to buy like, different skirts. They get told off for it.... I think that's wrong, because they're doing it as a sign of respect to God and they're not allowed to choose what they wear” (Participant 9, FG3, White, Female)

Conversely to some of the participants in subtheme one, one participant spoke about the lack of policies around specifically racism.

"I think they've got like a no tolerance policy. Yeah, all of that covers like all issues or behavioural issues. So, it's kind of like there's not one specific process put in place for racism specifically, and there really should be" (Participant 8, FG3, White, Female).

Participants describe the impact that these discriminatory policies have on people, and how they felt in relation to the nature of the schools' views. One participant held a strong view about the way in which these policies such as certain hairstyle and uniform policies, which are aimed at creating discipline and supporting students, instead limit the freedom of expression and stereotype YP.

"I think the schools have been very traditional in their views, are very conservative. And I think it needs to be more liberal, like you need to allow especially young people because their minds are still developing. They're still trying to think for themselves and make their own way in life. And I think you limiting that right. It sort of degrades them down to a certain stereotype and the sort of on that narrow path they're not allowed to stray away from it" (Participant 9, FG3, White, Female)

Subtheme 3: Inadequate preventative measures

This subtheme suggests that there is a lack of adequate preventative measures around racism. Alongside subtheme two where a lack of policies is said to be an issue, participants spoke about a lack of educators addressing racism when it occurs including a lack of consequence when racism was occurring.

"There was that whole joke. I don't know if I should say out loud because it's really offensive. Because just like they'd stretch their eyes and say, Oh, my mom was Chinese. My dad was Japanese. And then I turned out like this and then they do like, different stretched eyes and that was normal. Everyone was doing it and no one was doing anything to stop that, that was going on in the playgrounds and everyone thought it was funny. And no one like fought to stop us. And it's weird because we had teachers watching over us constantly in the playgrounds, in lunch and no one

thought that kids shouldn't be making fun of other people's ethnicities like that"

(Participant 8, FG3, White, Female).

This subtheme suggests that the lack of measures and action by educators to address racism almost perpetuates the experiences of racist incidences making it seem normalised.

Subtheme 4: Unfair consequences

Interestingly, in this subtheme, the participants demonstrated their feelings of consequences being unjust and disproportionate. The participants spoke about consequences being seen as too severe and argued for the need to allocate consequences on a case-by-case basis depending on the severity of the incidence. The participants felt that some consequences were not appropriate and proportionate to the action.

"Like even if it's like, a minute thing you should like be caught, they should, what's the word like? they shouldn't get like too much in trouble in a sense they shouldn't be penalised for if it was like a minute thing" (Participant 6, FG2, White, Male).

"But there was an incident in year nine, with race where there was like some kids throwing on racist slurs as a joke at just joking with each other, not to anyone else, but just between them, but they got excluded for a week or something and I don't think that's fair on them because they're joking around, they're doing what kids do and the schools just not letting the kids be kids" (Participant 1, FG1, BME, Male).

This is where racism can fall into the category of 'banter' and it comes up against school rules and policies. This participant suggests that the victim needs to have a say on whether they felt it was offensive and if the consequence is appropriate. They proceed to discuss how they feel indifferent to their friends using racist language however it could be perceived differently to someone else.

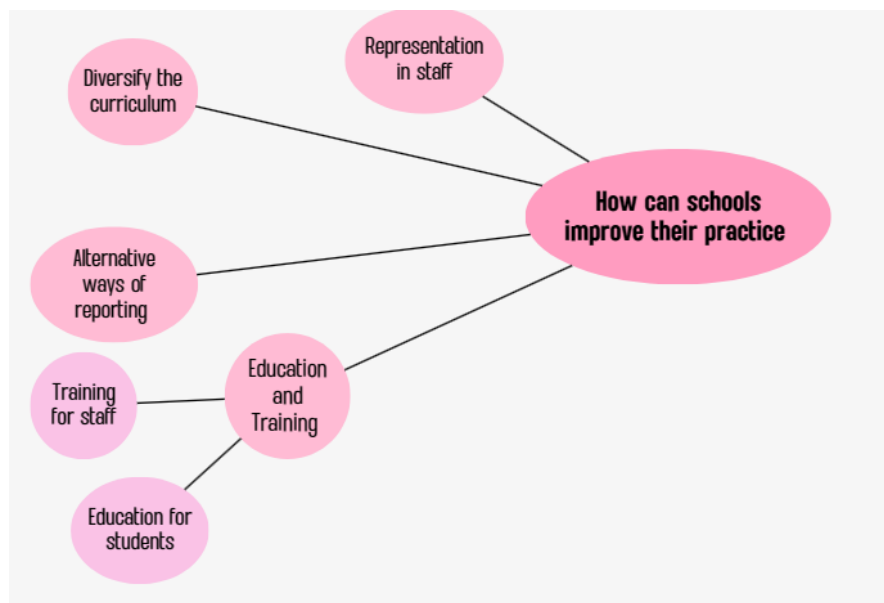
"I don't mind my friends using racist language to me because they're my friends. I know they mean don't mean any harm. And we just joke around I think that's one

thing that school gets wrong because even if they are friends are joking around, it's it doesn't mean that racist, they're just saying they're just doing that to me because they know we're friends and I'm, I'm 100% fine with it" (Participant 1, FG1, BME, Male).

4.3.3 Ways to improve practice in schools from the student's perspective

Figure 13

Themes related to how schools can improve their practice from a YP's perspective



Following on from identifying what is and isn't going well in schools in terms of their practice, the research identified a theme around YP's perspectives and views on how schools can improve their practice.

Theme 1: Diversity the curriculum

This theme encapsulates how participants expressed negative experiences in the curriculum related to race. Common themes among the focus groups demonstrated that their curriculum was not inclusive and indicated some bias. One participant called for change: *"the curriculum I think does need to be looked at again"* (P.9). All participants expressed that the

curriculum required some reforms. Participants talked about subjects such as History and English where the curriculum could be viewed as racist. A number of participants talked about the literature used in English where it contained racial language in which YP were uncomfortable using.

“They use the term ‘Indian’ a lot. And I know that some Native Americans do prefer that term as well. But the way they use it is a little bit derogatory, and it's outdated and I think that the textbook needs to be updated or something. I don't know what they can do, but they need to change the terminology that they use because it's just wrong” (Participant 8, FG3, White, Female).

One participant described feeling that the school had avoided some topics due to feeling uncomfortable or possibly saying the wrong thing including avoiding talking about current political issues due to feeling uncomfortable and not feeling skilled enough to approach it.

“And the school has been very careful about mentioning this. I haven't heard any mention of a teacher talking about it in RS when we've had discussions that could very easily bring this up..... they're scared to say something that might offend other people” (Participant 3, FG1, BME, Male)

A common theme emerged where participants felt that although the curriculum may address racism targeted towards Black people, they felt that it failed to acknowledge and recognise racism toward other cultures and ethnicities.

“I don't really think they cover like, all races, you know what I mean, Like, I mainly just see them cover racism for Black people but not like Indian or Chinese or anything” (Participant 1, FG1, BME, Male).

“It's always just a focus on black people. And that's, well, you know, we need to cover everyone because what if someone says something horrible, and it wasn't covered in assembly and they don't know if it counts as racism or not? You know, what to do?”
(Participant 3, FG1, BME, Male)

From this, it demonstrated that some participants felt it was imperative to cover racism in relation to all cultures and ethnicities. It gives a sense of the way the school is interpreting what racism is and who is affected by it. Although participants acknowledged that Black people faced racism, and at a higher rate than others, participants felt that not discussing racism toward other cultures may imply that these communities did not experience racism.

Theme 2: Alternative ways of reporting racism

This theme speaks to the different methods for reporting incidences of racism. Currently, all three schools have varying ways of reporting racism, some with more robust processes in place, others with vague guidelines. Participants talked about the need for YP to feel safe and secure enough to report incidences of racism and to feel safeguarded:

“I think having a safe space, especially when people get overwhelmed, especially if they're being targeted. I think if they have somewhere to go where there's someone like a supporter there where they can just talk about it without any repercussions because I think a lot of people, they don't want to talk to a teacher about it because they feel like it will just get escalated further and you know, if it gets escalated further I think they have a fear like in the playground is going to become a topic that is talked about and then they're the centre of attention” (Participant 5, FG2, BME, Male).

Another participant talked about the process of reporting an incidence of racism including how to report it and how it will be dealt with and who will deal with it.

“You could do it (report) online. So, you can report anonymously if you want to, or you can go to a member of staff or you can go to like student support or something and they'd flag it up on the system, which then will be taken to like the senior leadership team, which is like the head of year or like headmaster and things like that. And then they see whoever said it, it would then be that person coming in for a meeting or something about what they've said”. (Participant 8, FG3, White, Female)

The need for clarity around the process of reporting incidences of racism seemed important to some participants. There were concerns raised around the consequences of racism, highlighting that racist incidences need to be met with educating the perpetrator around the impact of their actions. Without this, it may not be fixing the issue.

“I think that's especially worrying with racism because if they're punished for it, that's still that doesn't mean that they've learned their lesson. They haven't been taught why it was wrong or how the words or actions are affecting the person that they've done it to. It's just sort of like, you did a bad thing, so you're getting a detention. So, it's not gonna fix the issue though” (Participant 9, FG3, White, Female)

Along with the need for alternative and more specific ways of reporting racism, there is a need from YP for a just and appropriate consequence to be put in place.

Theme 3: Representation in educators

The discussion about educators illuminated the fact that there was a lack of diversity in the educators in school. The participants from all three schools described how the lack of representation in educators can and does impact on YP. One participant demonstrates the lack of diversity in educators

“Only one of my teachers is Black” (Participant 8, FG3, White, Female) and how that impacts activities like Black History Month as they felt *“there should be more of a Black view on these things...curating Black History Month rather than (white teacher) sending out questionnaires to the school”* (Participant 8, FG3, White, Female).

Some participants called for more diversity in staff, as a result having more Black and ethnic minority educators would mean that they have a better understanding of how racism may impact YP.

“There's not a lot of diversity. Here like our senior leadership team. They're all white people. Like (teachers name), a lot of them aren't part of an ethnic minority. I don't

think they understand us. And I know they will deal with it and they know the repercussions and they know what can happen if, like, someone's racist to you and you don't tell someone, they do emphasise that, I think that's good, that they're raising awareness, but I think that there's a need personally, I think that we should have more diversity on the SLT so that there's people that have understood what the kids are going through.....I think that's really important, and there's not really enough of that in the school" (Participant 2, FG1, BME, Male)

One participant proceeded to state that it felt that only certain educators speak up about racism and this may down to their personal experiences or feeling skilled enough to discuss it:

"Definitely people working in like the sociology and criminology department are like very vocal because they've learned this sort of stuff and like in depth, so I think they're very vocal about it, whereas everyone else is sort of quite quiet about it. Like they don't really talk about it" (Participant 9, FG3, White, Female).

Interestingly, other participants felt that diversity shouldn't be prioritised over skill and qualifications. They spoke about schools feeling the need to hire based off race and negating whether or not they are skilled enough for the job.

"Oh, you need to employ teachers of different cultures. No, that's not the case. You need to employ teachers that are qualified, the most qualified, not because they're white or not because they're diverse, It should be because they're most qualified, but also take into account like, their experiences and how they relate with the kids and then and like, you know how educated they are on racism and yeah, I think we take that into account because a lot of schools will hire like people that aren't based off of like race and they wanted more diversity" (Participant 1, FG1, BME, Male).

The theme of 'representation in educators' captures the importance for YP to have diverse educators at all levels of hierarchy. It suggests that YP want to see the diversity in educators to reflect the diversity in their students.

Theme 4: Education and training

A lack of training and education for both YP and educators emerged as another finding. Theme four produced two subthemes that served to give further detail and underpin the overarching theme of education and training. The essence of theme four was that YP felt race and racism was not discussed enough in schools, particularly around educators lacking training and therefore knowledge and skills around identifying and addressing racism as well as YP requiring more explicit education on racism.

Subtheme 1: Training for staff

Across all three focus groups, it was clear that the participants felt that educators lacked the skills to identify and address racism, especially when in the form of misidentification/ lack of identifying microaggressions. Participants consistently expressed a lack of confidence in educators being able to appropriately support YP who have experienced racism. The need for training was discussed in all three focus groups and in some, a discussion about the onus being on the school to deliver training to educators:

“Maybe having some extra training or information about it because I feel like sometimes it's not their fault. It's the fact that they get overwhelmed..... They don't know how to deal with it. So, they just leave it which isn't right. But, you know, they don't have the resources to effectively deal with it and then they just move it on higher when it could be dealt quicker” (Participant 4, FG2, BME, Male).

This demonstrates the importance of educators feeling equipped to deal with incidences of racism and therefore avoids the need to refer onto someone else/not be dealt with.

Participants felt it imperative that educators increased their awareness and ability to recognise racism:

“The teachers need to have a training.....to recognise that there is racism, that's wrong. There shouldn't be racism, but when there is how do I make it easier for the

children who's suffering from it and stop it for them, so they don't feel unsafe or separate from somebody else” (Participant 2, FG1, BME, Male)

The participants were able to suggest ways for educators to upskill themselves including the use of case studies or vignettes to support educators putting skills into practice.

“Say something around kind of teachers becoming more aware about microaggressions picking up on those even talking to like students about microaggressions. Like we could explain to them what a microaggression is, like they don't have to do a course at the government or something they can just talk to us about it. Okay, so what's a microaggression, that's how to identify what that is. I think that would also build a bond like between us as well. So, then it's kind of like you're speaking to young people, you make them feel included in the training about what microaggressions are and on how we can intercept them and stop that before it becomes something big” (Participant 8, FG3, White, Female).

“I don't know how much our teachers actually do it, but maybe if teachers had a meeting, where they went through examples of something like this, made up or real and then real examples in the school and certain teachers dealt with and how they could have done differently” (Participant 3, FG1, BME, Male).

Subtheme 2: Education for students

In line with the previous subtheme, participants not only recognised the need for educators to increase their awareness, knowledge and skills, but also recognised that YP required some level of training and education on what racism and ways to teach this: The importance of educating YP from a young age was highlighted:

“It's about educating people young when they're first coming to school, especially since the jump from primary school to secondary school is quite daunting. And I think people will just try to do anything to try and fit in. And I think people get to the point

where they see a group who they identify with, and even though they may be doing, they may be leading them down the wrong path. They still follow them because they don't want to be seen as the outcast or something. And that can lead to them picking on other people. And if we stop that from, you know, the first week, then it will have a ripple effect as they get older and then it won't happen, you know, in their adult life"

(Participant 6, FG2, White, Male)

There was also a strong view that parents should have a role in educating their children to understand what racism is, what the impact is on other people and society:

"Parents need to like, teach their kids more about what's wrong and what's not like before going into school.....so that they have more of a better understanding like way it actually is, what effects can I do to people like as a society as well" (Participant 5, FG2, BME, Male).

4.4 Chapter summary

This chapter outlines the key findings that have emerged from the data analysis. The analysis has revealed what YP define and describe as racism linked to the use of meta-language such as discrimination being a form of internalised racism. The data also presented key findings as to what YP felt the impact of racism including mental health, physical health and social health. Lastly, the findings have suggested key practices and policies that schools have implemented that promote inclusion and challenge racism as well as recommendations from a YP's perspective as to what else schools can be doing.

Chapter 5: Discussion

5.1 Chapter introduction

This chapter discusses each of the study's research questions in relation to the findings and previous literature on the phenomena. This chapter begins with a summary of the findings in relation to the research questions, followed by an analysis of the strengths and limitations of the study. The chapter will then discuss the implications of the research for EPs, schools and YP. Suggestions for future research are also explored in this chapter. Finally, the chapter concludes with the researcher's reflections regarding the overall research process and final words. The themes have arisen in response to the data collected for each research question:

- 1) What are young people's experiences and understanding of racism in school? This is answered by phase 1 and 2 of the study.
 - a. What are young people's definition of racism? This is answered by phase 1 and 2 of the study.
 - b. What is the impact on those who have experienced or witnessed racism in school? This is answered by phase 2 of the study.
- 2) 2) From a YP's perspective, how are school's responding to racism? This is answered by phase 2 of the study.
- 3) What would young people like to see change in schools to challenge racism? This is answered by phase 2 of the study.

A loud silence

Before delving into the discussion of the findings, it is imperative to note Phase 3 of the study which was intended to seek the views of educators, to explore from their perspective what is going on, 'on the ground' in schools, did not take place. The primary aim of including

educators in this research was that by seeking their views, educational settings and systems can refine their practices and create more conducive learning environments based on their feedback (Erdem, 2015). Unfortunately, the study received no educators volunteering to take part in the interviews. Interestingly, educators, namely the SENCOs, were active participants in helping the researcher disseminate the survey and organise the focus groups within their schools. The lack of recruiting educators to take part in this phase of the study can possibly be attributed to a number of factors including a lack of time. However, this on its own does not explain the lack of educator involvement, especially given their initial interest and involvement in the study. It is possible that other factors may be at play which are outlined below.

Firstly, a lack of participation could be explained by the idea of 'White silence'- a term around White people's tendency to remain silent in discussions about race and racism (DiAngelo, 2011). 'White silence' serves as a shelter to White people by keeping their views and perspectives on race hidden and therefore, they are protected from further exploration or possibly challenge (DiAngelo, 2016). The participants in the study made it clear that there is a lack of representation in their staffing in school and therefore, it can be assumed that educators may be from a predominantly White background. Consequently, it is plausible that the lack of participation in the interviews is due to the educators wanting to avoid finding themselves in an 'uncomfortable' position discussing diversity, practice and perhaps evading a circumstance where the 'critical gaze is shifted from the racial object i.e., the non-white other, to the racial subject i.e., white self' (Mazzei, 2008, p. 1127). As CRT posits, racism is an everyday occurrence but for those whom have White privilege, it is possible that they do not see fighting racism as their own fight and therefore remain silent.

Another explanation for the non-response is educator's lack of confidence around discussing race and racism (Alexander et al., 2020). This could refer to educators' racial literacy; which is defined as "the capacity of teachers to understand the ways in which race and racism work in society, and to have the skills, knowledge and confidence to implement

that understanding in teaching practice” (Joseph-Salisbury, 2020, p.2). Therefore, educators may feel ill-equipped to talk about issues related to race and racism and consequently, will avoid opportunities to do so.

Another possible explanation for educators’ non-participation is the possible feelings around increased vulnerability and exposure. Discussions about race are routinely dismissed or silenced in schools (Castagno, 2008; Fine & Weis, 2003; Phelps Moultrie et al., 2017). It is possible that the educators may have wanted to participate but there may be fears around repercussions in doing so. This is supported by literature which describes an ‘ambivalence’ when teaching or talking about racism. It is said that educators may experience a conflict, in that they are both eager to discuss racism but obstructed by high powers in the education system (Epstein, 2019). With the non-response from educators, it was not possible to ascertain their views and perspectives on school’s policies and practices.

Lastly, a possible explanation is that educators simply did not have the time to take part in the research. Research shows that educators are under incredible amounts of stress, high workloads and a lack of resources (Mohzana et al., 2023). The pressure to meet curriculum standards, performance measures and manage lesson planning and administrative duties leave educators with little/no free additional time. It is also recognised in the limitation section below that the timing of the research fell within the Autumn half term and it is possible that the pressures of examinations and grading may have resulted in educators feeling like they did not have the time to engage with this research.

5.2 RQ1: What are young people’s experiences and understanding of racism in school?

The main research question explored how YP describe and make sense of any experiences of racism. The question was answered via responses from the survey and the discussion in the focus groups.

Definition

Phase 1 of the study asked YP about what racism means to them. This yielded four themes that described their personal definitions of racism. From a CRT perspective, this finding is important as it confirms that, for YP, racism does exist within their worlds (Page, 2020). Participants spoke about both the description of racism but also demonstrated an emotional awareness associated with racism. The four themes identified were: discrimination, power imbalances, social injustice and awareness. The participants' responses can be seen as a way of using meta-language around racism and aligns with existing definitions of racism and the definition used in this study (Alvarez et al., 2022; Paul, 2022). The term 'discrimination' was the most common word to describe racism in this survey, and this can be seen as a way of describing interpersonal racism which refers to discriminatory thoughts, actions and behaviours toward another person. Boynton-Jarrett et al (2021) further supports the notion of discrimination being a type of interpersonal racism and posits that this is the most common form of racism. The use of 'power imbalances' relates to internalised racism; highlighting a sense of superiority over another person's race or ethnicity. Power imbalances and internalised racism intersect by the oppressed group internalizing the dominant group's narratives and norms, the dominant group holding societal power including economic, political and cultural influence. It also intersects by the oppressed group unknowingly supporting the dominance of the privileged group by unconsciously maintaining harmful beliefs and behaviours (Gary, 2019; Scott, 2022). This finding aligns with the key tenets of CRT, with the idea of White supremacy and the concept that whiteness dominates. The theme 'social injustice' that YP described can be associated with structural racism and institutional racism. Both of which refer to racism in a systemic way e.g. through failed policies and systems (Caldwell & Bledsoe, 2019). These themes link strongly with data that emerged from what schools are currently doing/not doing to challenge racism and promote inclusion.

Experiences of racist incidences

Building on the review of literature in the previous chapters, phase 1 of the study which explored YP's views via a survey found further evidence that supports the view that racism exists in schools and YP are experiencing a level of racial discrimination within these settings (Alexander et al., 2020; Bhopal, 2024; Cowling, 2020). This aligns with one of the main premises of CRT that racism exists and has become 'normalised' in systems such as education.

The data analysis found that nearly a third (30%) of participants in the survey had either experienced or witnessed a racist incident in school. This provides confirmatory evidence of the high level of racism in schools which is echoed by research by (Batty & Parveen, 2021; Cowling, 2020).. Analysing this data in terms of class size, it appears that one-third of students, equating to 10 out of a class of 30, have either experienced or witnessed acts of racism. It is possible that this is the tip of the iceberg as in 2012, schools were advised that there was no legal requirement to report incidences of racism to any external bodies such as the local authority. Moreover in 2017, schools were advised that they were no longer obligated to record any form of racist bullying (Batty & Parveen, 2021). This may lead to four possible outcomes: (i) it is possible that YP may not recognise certain incidences as racist incidences; (ii) schools may consciously or unconsciously make decisions about what constitutes a racist incident and (ii) as a consequence (iii) schools may under-report incidences of racism. Thus, the notion of 'normalised racism', as CRT asserts, may lead to the dismissal of racism as 'banter' or minor behavioural infractions (Bhopal, 2024, p.52).

Interestingly, 24% (n=12) of the participants chose 'prefer not to say' in response to the question 'have you ever experienced or witnessed a racist incident in school?', and this could potentially reflect a lack of confidence when reporting, evidence of under-reporting or evidence of misinterpretation of incidences. Research by Kingett et al (2017) echoes this by noting that YP's ability to report racism is largely dependent on them being able to recognise an incident as racist in the first place.

46% (n=23) of participants responded 'no' to this question, which states they have not experienced or witnessed racism in school. One possible explanation is that schools have robust policies and guidance in place regarding racism and therefore why we see a lower level of racism occurring in schools. This explanation aligns with the literature that states that in 2021, we saw more than 660 schools in England sign up to a diverse and anti-racist curriculum as well as in Wales, the Welsh government making learning about the contributions of Black, Asian and minority ethnic communities mandatory under a new curriculum (Batty et al., 2021). Therefore, it is possible that the high number of participants who are not experiencing racism could be explained by some schools doing more to combat racism in the first place. Alternatively, this high rate of disagreement with this statement may also be explained by a misidentification of racism, a lack of trust in the system or a fear of consequences or schools ignoring and denying racism as a problem.

Direct experience or witnessing of racism

A Likert scale was administered to participants as part of survey in phase 1. This Likert scale explored participant's direct experiences or witnessing of racist incidences in school. The data analysis suggests no differences the direct experiences of racism between Black and ethnic minority participants and White participants. This finding is in contrast to research that predominantly suggests a difference in experiences between ethnicities (Beacres, 2023; Weale, 2020). The lack of difference between participants' experience or witness of racism may be due to barriers around reporting racism. Vergani & Navarro (2020) lend further support to this view noting that barriers to reporting hate crimes or incidences of racism include: 'internalisation', 'lack of awareness', 'fear of consequences', 'lack of trust in statutory agencies and 'accessibility' (p.3). Looking through a CRT lens, because racism is assumed to be more normalised, it can therefore go unnoticed (Bhopal, 2024). At times, racism can be misconstrued for 'banter' and as a result, it is possible that we are looking at inaccurate data and an incomplete picture of what is happening in schools. Interestingly, despite nearly half of the participants (46%) suggesting they had not experienced or

witnessed racism in the survey, participants in the focus groups were vocal about the types of racism occurring in the very same schools, therefore it highlights that there is possibly a lack of understanding around what racism is and what it looks like. This is demonstrated by quotes where students were suggesting it is ok to be racist amongst friends. However, the non-significant differences between groups may also suggest that there are minimal incidences of racism occurring in these schools. This may be attributed to strict policies and procedures for dealing with racism that are in place and described in the quotes from YP. Therefore, these statistics could reflect the true prevalence of racism in school.

Interestingly, significant differences were found for witnessing incidences of racism between participants from a Black and ethnic minority background and participants from a White background. This may suggest that those who took part in the survey may be bystanders (witnesses of racist incidences) rather than being directly affected by racism. This findings suggests that racism is occurring in schools but perhaps those who have directly experienced racism may not have taken part in the survey.

Impact of racism

Phase 2 of the study which involved a focus group with YP aged 15-18 provided an insight into their view of what the impact of racism is. Three themes emerged from this data: mental health, social wellbeing and witnessing racism. Davids (2011) asserts that whilst racism appears as an action or behaviour in our external world, it produces significant experiences internally. Reflecting on participant's views and perceptions of the impact of racism in RQ1, the majority of participants believed that the main impact of racism would be on mental health. There was a recognition from participants of a relationship between racial discrimination and adverse mental health outcomes (Alvarez et al 2022). Participants talked about experiences of racism leading to low moods and possible self-harm; they made reference to the possible outcomes of anxiety, depression, self-harm and post trauma stress disorder (PTSD) aligning with outcomes discussed in existing literature and as previously noted in the literature review (Alvarez et al., 2022; Ghezze et al., 2022; Pachter & Coll,

2009). Two participants talked about the idea of developing a 'resilience' or 'tolerance' towards the experiences of racism. This is echoed in research around 'racial battle fatigue', a term coined to refer to the cumulative emotional, psychological, and physical toll experienced by people of colour due to ongoing exposure to racism, discrimination, and racial microaggressions (Franklin, 2019). Bhopal (2024) also sheds light on the notion of victims of racism not only experiencing the emotional toll of racism but also a burden being placed on them to then report this racism.

Interestingly, participants highlighted the importance that racism has on social wellbeing; whereas this is often neglected as a high impact factor in existing literature. Participants spoke about how the impact of racism can affect friendships, create social isolation and feelings of being vulnerable. They spoke about the impact racism has on how one forms their friendship groups and how experiencing racism may lead to people choosing friends from similar backgrounds to themselves to avoid opportunities of discrimination. Participants alluded to being more selective around friendships. Evangelist (2022) lends support to this idea by suggesting that racism can impact racial trust in friendships and relationships and therefore limit racial diversity within friendships. This is also supported by research by Bhopal (2024) who found similar instances of YP mixing more with peers from the same background following experiences or fear of racism and as a form of protection. Participants also spoke about the idea of 'social isolation' and 'vulnerability' specifically calling out how racism may lead to a lack of interest and an increase in fear of making new friends as well as limiting contact with peers to safeguard against racism.

There were strong views around people not standing up or defending themselves and being lonely as a result of racist experiences. Participants spoke about feelings such as a lack of protection and defense. From this, it seems that a sense of belonging and feeling supported by their network is important for YP and how it can be a protective factor against the impact of racism. This is supported by research by Ransome et al (2023) who found that feeling supported and social connectedness 'is an important buffering mechanism to mitigate

the associations between racial discrimination and health' (p.1). This finding can provide some insight into potential support and the atmospheres schools provide.

5.3 RQ2: From a YP's perspective, how are schools responding to racism?

What is going well from the YP's perspective

The themes captured participants experience of what their schools are currently doing, which refers to RQ2. When thinking about the school's role in supporting YP who have experienced or witnessed racism and their role in promoting inclusion, participants were vocal about a number of ways in which schools are successfully responding to racism. Whilst there are no legal requirements for schools to report racism, positively, some participants described a process that has been implemented for reporting racist incidences. More than a third of the participants in the focus groups talked about the awareness of an identified system for reporting and the feelings of safety/ support that is associated with that. It appears that trusting the school system, and practices, and feeling safe in school is important to YP. The feeling of safety can be related to school related outcomes or goals, and a sense of belonging (Mitchell et al., 2018). Some participants were able to describe who in their school is responsible for addressing racist incidences and were also able to identify educators that they felt comfortable to trust to deal with an incident.

A sense of community and belonging was commented on by three participants which highlights this as a protective factor and a deterrent against racism. The association between discrimination and a sense of belonging is well supported in research (Aggarwal & Çiftçi, 2021; Fincher, 2014). Participants spoke about the 'zero tolerance policy' which refers to an unwavering stance against discriminatory behaviour and suggests no room for compromise or leniency when a racist incident has occurred. Whilst it is positive that these policies are in place in schools (Verdugol & Glenn, 2002), the literature suggests that in order for a zero-tolerance policy to be effective, racism and discrimination must be detectable. These policies are often seen to be a statement of aspiration and not applicable to everyday life as it is not

often understood by everyone in the school community (Smith et al., 2023). Despite this, it seems from the participants' responses that a zero-tolerance policy on racism brings about a feeling of reassurance and safety.

The subtheme 'pupil empowerment through educational opportunities' encompasses the participants' experiences and opportunities that were facilitated through their schools. Most focus groups highlighted the importance of Black history month and how their school has approached this including speakers and presenters as part of an educational experience. Aspects of this theme identified through this research are echoed in existing literature which highlights the benefits of teaching Black history month in schools. Research supports this idea as it suggests that Black history month offers an opportunity to celebrate, share and understand the impact of Black heritage and culture (Newark Trust, n.d.). Importantly, participants spoke about how anti-racism and discussing the topic of racism has been woven into their curriculum through subjects such as personal, social and health education (PSHE) and personal development days. This tells us that schools are making attempts to embed talking about race and racism into the curriculum and part of everyday teaching rather than it be a one-off exercise or session. Kishimoto's (2018) research echoes this by emphasizing the importance of incorporating the topics of race and inequality into the curriculum and teaching students from an anti-racist pedagogical approach.

What is not going so well from a YP's perspective.

In contrast to the previous themes, participants expressed their frustrations around some of the practices and policies that are inhibiting anti-racism in schools. Three participants (across all three schools) talked about the curriculum being racialised and how it excludes teachings from diverse backgrounds, instead students are presented with a whitewashed version of education. In particular, subjects such as History and English were under the spotlight. Participants spoke about how the curriculum fails to include historic figures from ethnic minority backgrounds. Bhopal (2024) lends support to this idea by suggesting that the curriculum 'consistently ignores the contribution of ethnic minority groups and their own

history' (p.65) and fails to recognise that the British empire is 'built on the oppression of the ethnic minority groups' (p.65). This has implications for Black and ethnic minority students not seeing their histories and stories represented in the history curriculum. When seeing the inclusion of Black and ethnic minority group's history as ad-hoc or an addition, it perpetuates the idea that these groups are outsiders.

Other participants talked about how the taught English literature preserves the idea of racism in the classroom. Participants spoke about reading literature such as '*Of Mice and Men*' which uses offensive language. In one particular incident, a Black student was asked to read the N word which left the class and the student feeling uncomfortable. Contrary to having zero-tolerance policies around using racially offensive language, it seems that schools make it acceptable if it is part of the curriculum. Participants spoke about the exclusivity of the English curriculum alluding to the fact that they are presented with a White view point, using stories and literature from White history, a prime example of interest convergence where schools only enforce subjects or literature when it serves them. This is supported by research from Boakye (2022) who suggests that Black literature and writers are usually 'a footnote in the taught curriculum' (p.84). Further research by Saleh (2023) supports this finding by noting that English literature taught in schools often excludes the Black presence in Britain or is focused on the 'suffering and dehumanization' of Black people in literature such as '*Of Mice and Men*' (p.342).

Discriminatory policies/Lack of policies

Subtheme two provided a greater insight to the participants frustrations around the lack of policies around racism and how the policies in place serve to allow racism to still take form in more covert ways. Participants spoke about the uniform policies around clothing and hair, calling out how the policies were seen as discriminatory. This theme aligns with research by Macon (2014) who talks about the prevalence of discriminatory policies around hairstyles. Other participants spoke about the lack of policies specifically around racism and whilst there are overarching policies around bullying, little or no policies made reference

specifically to the consequences of racism. By failing to explicitly state the repercussions of using racist language or actions, the policies can be seen to be a simple ‘tick box’ exercise in which racism is ignored, dismissed or rarely proven (Myers & Bhopal, 2017). Participants emphasised not feeling supported by teachers which can impact their student-teacher relationship and trust. This can have implications on attachment in schools; a topic that is often discussed within EP practice. Geddes (2006) places an importance of the student-teacher relationship on engagement and achievement. The less trust and attachment YP have with their teachers, the more impact it will have on their self-esteem, their ability to deal with challenges such as racism and their identity (Lavy & Naama-Ghanayim, 2020).

Inadequate measures

This subtheme encompasses how schools have failed to put measures in place and adequate consequences for when racist incidences did occur. Participants had strong views on the lack of identification and repercussions when racist incidences occurred in the playground. Bhopal's research (2024) offers support to this theme as it suggests that by leaving these behaviours unpunished, schools uphold the idea of ‘acceptable’ and ‘unacceptable’ racism and therefore ‘perpetuate a discourse of denial on the presence of racism in school’ (p.76).

Unfair consequences

Unfair consequences were given special prominence within the YP's accounts. It was apparent that some participants felt that the consequences that did exist within their schools were unjust and not in proportion to the action. One participant felt that it should be looked at on a case-by-case basis to ascertain what the most appropriate punishment would be. This was a new finding that does not align with previous literature and narratives around consequences of racism. The majority of research suggests that schools need harsher and more clarified consequences to racism (Skiba & Peterson, 1999; Zimmerman & Astor, 2021).

This subtheme can also be seen to contradict the previous subtheme of a lack of measures in place as it suggests that there are in fact consequences for racist behaviour in school.

5.4 RQ3: What do YP want to see change in schools?

Diversify the curriculum

Notably, the YP's experiences and views were vastly similar to suggestions and calls for change in the broader literature. In line with the previous research, the participants reported a need to diversify the curriculum. This finding aligns with previous research which focuses on the 'decolonisation' of the curriculum and the need to diversify education. In particular, there were calls for the text and resources used to be updated as it could be viewed as racist and offensive. This is congruent with other studies which have found that there is a need to teach students history from a colonial perspective and understanding the history of inequalities (Abu Moghli & Kadiwal, 2021; Gopal, 2021; D. Miller et al., 2023). One participant reported that the school avoided talking about racial matters such as the war in the Middle East. Difficulties with educating students around race and racism is supported by previous studies which highlight the psychological barriers to engaging students in race talk (Tropp & Rucinski, 2022) further highlighting the need for upskilling and training educators; this links to the subtheme of training for staff. One participant noted that although there are attempts to diversify the curriculum and include Black history, it failed to recognise the history of other ethnic minorities. From this, it demonstrated that some participants felt it was imperative to cover racism in relation to all cultures and ethnicities. Although participants acknowledged that Black people faced racism, and at a higher rate than others, participants felt that not discussing racism toward other cultures may imply that these other communities did not experience racism.

Representation in staff

In line with previous research on staffing in schools (DfE, 2020.; Maylor, 2009; Tereshchenko et al., 2020), the participants reported that there is a bias in staffing with

schools and called for more representation in the teaching staff. They spoke about the lack of educators from a Black and ethnic minority background saying ‘only one of my teachers are Black’ and noted that the majority of teachers in a senior leadership position are from a White background. Concerns over the racial makeup of staff are longstanding. Joseph-Salisbury (2016) lends support to this subtheme, positing that the lack of diversity has implications on YP from a Black and ethnic minority background feeling they are unable to succeed to these types of roles. Further research from The Runnymede Trust (2020) supports this suggesting that ensuring a diverse teaching workforce had advantages for YP from White backgrounds as well as it is important for educators from Black and ethnic minority backgrounds to be seen in aspirational, senior positions (Joseph-Salisbury, 2020)

Education and Training

The participants within this study highlighted the importance and need for students to be educated around what racism is and its impact as well as emphasising that training for staff should be considered a priority. Participants talked about additional training or information given to educators in order to upskill and improve their confidence when identifying and dealing with racism. This is supported by research by Miller (2021) who postulates that anti-racist training for school leaders should be a fundamental part of continuing professional development. The topic of training educators should also be addressed at initial teacher training before educators formally enter the profession. Bhopal & Rhamie (2014) supports this, suggesting that race and anti-racism should not be viewed as an ‘add on’ or a tokenistic measure, but should be engrained into initial teacher training programmes.

There was also a strong view that educating YP should not only be the responsibilities of schools but parents should be encouraged to educate their children before coming into school. Research by Wu et al (2022) lends further support to this highlighting the importance of parents, especially White parents, talking to their child about race. When

parents stay silent and avoid talking about racism, it can imply that racism is someone else's problem and therefore does not reinforce an anti-racist narrative at home.

Participants also emphasised that teaching children about racism as pertinent. In particular, they highlighted that this would be most beneficial for students transitioning from primary to secondary school. They felt this time would be best as it is a big jump and YP may try to assimilate to their peers, at the determinant of possibly engaging in racist or discriminatory behaviours in order to fit in. This is supported by research by Gormally (2019) who explores how 'othering' as a group can be linked to a sense of belonging and commonality.

5.5 Strengths and limitations of research

The present study provides a unique contribution to the field of literature ascertaining and highlighting YP's voice. This gives us a valuable insight into what is happening in some schools and what YP would like to see change. From the literature review, it is clear that there is a gap in research exploring the link between racism and education on a YP's level and post the Black Lives Matter movement, illustrates YP's interest, knowledge and activism. More importantly, whilst the existing research explores what is and isn't happening, it fails to take into account what participants want to see change.

Throughout the research process, the researcher actively engaged with conferences, talks and events on racism in education. This included working with school staff, EPs and academics. Attending these events gave the researcher a richer and deeper insight into the current issues faced in the education system and this helped to build a more profound understanding of the research's implications.

A number of limitations within this research are recognised by the researcher. Firstly, due to the time restraints of the research, there were features of the study that the research could not explore in more detail. It would have been beneficial to examine experiences of racism across other protected characteristics such as class, age or religion, thus highlighting

the role of intersectionality. Due to the single sex schools taking part, specifically more boys schools participating there was not a representative sample of males and females, the researcher was not able to explore in depth the intersectionality of gender and race. This may have given us more insight into the axes in which males and females experience privilege and consequences of racism. An intersecting aspect which had limited exploration during this research was the impact of school culture on racism. Interesting findings might have been seen when exploring the differences between how grammar and comprehensive schools approach racism. In regards to this, one of the limitations is the type of schools included in this study as it did not include independent and faith schools which perhaps may have had different practices, policies and experiences.

Another limitation is that this study is specific to the geographical location of Summer borough. Whilst the research acknowledges that the findings are specific to Summer borough schools, it does not devalue the findings. However, caution needs to be taken when generalising findings to other areas of the UK where the demographics are different. In addition, the study had insufficient power and did not recruit the number of participants to make the findings generalisable. The present study cannot confidently assert that the views obtained provide an accurate representation of YP's views on racism in education, rather that the views and attitudes found reflect a snapshot of the views held by YP in these schools.

As recognised in the discussion, not being able to include educators' views can be seen as a limitation. Without having their point of view, it could be said that the study represents only a student-centered view of what is happening in schools.

In addition, a limitation regarding the survey is that it relied on self-report data and therefore it may have limited objectivity. Whilst the study did not aim to achieve complete objectivity, it is important to recognise the implications of how the data is interpreted. To address this concern, throughout the research process, peer review was used, which

provides some reassurance that the same conclusions would have been made if the research was conducted by another researcher.

Lastly, the role of the researcher and topic may have caused some social desirability. It is possible that those whom have an interest in this as a topic may be more inclined to take part which may then affect the results. It is also possible that the appearance (being from an ethnic minority background) of the researcher may have influenced the responses in the focus groups, possibly creating bias results. One of the challenges of this type of research is not allowing the position of the researcher to influence the interpretation of data.

5.6 Implications for Educational Psychologists

EPs have an integral role in supporting settings such as schools to provide environments where students feel safe and able to learn. They are well placed to support schools and educators to understand the needs of YP and able to use research to promote best practice and inclusion within schools. EPs in the area where this study was conducted support schools by conducting systemic work on academic issues such as improving literacy, supporting neurodiverse students and reducing school non-attendance. However, the EPS has not, until now, provided support for schools on understanding the prevalence of racism and how it can be addressed such as providing training and supervision to schools. It is imperative that schools undergo this type of systemic work as it challenges the social issue of racism.

‘EPs are not just clinicians; they are also advocating for CYP and can act as a bridge between them and their relationship with the educational provision’ (Ricketts, 2019, p.111). EPs are primarily involved with analysing, synthesising and assessing CYP’s needs in order to advise provisions of how best to meet their needs, however EPs also hold power in being able to draw out the pupil voice. This is increasingly becoming part of, and central, to EP work.

EPs have a number of core functions including: training, consultation, assessment, intervention and research. The table below suggests some implications for EPs across their work with CYP and families, schools and the LA.

Table 5

Implications of EP practice across the core functions

Level	Core functions				
	Consultation	Assessment	Intervention	Training	Research
Child and Family	<ul style="list-style-type: none"> - Be aware of the different cultures and ethnicities CYP and their families are from e.g. cultural traditions and narratives. - Be aware of the power dynamics in consultation when talking about issues such as racism e.g. white supremacy and white privilege. - Report to safeguarding any incidences where you may think racism may be at play. 	<ul style="list-style-type: none"> - Revisit the types of assessments used, thinking about whether they are representative and standardised on the population being assessed. - Recommend provisions that emphasises a sense of belonging in schools. - Make sense and explore CYP's experiences and history. 	<ul style="list-style-type: none"> - Provide therapeutic input for CYP who have experienced racism. - Gain Pupil voice around CYP's identity e.g. ethnicity, culture and race. 	<ul style="list-style-type: none"> - Provide training to CYP about racism e.g. microaggressions. 	<ul style="list-style-type: none"> - Single case studies on experiences of racism and its impact. - Explore the intersectionality of those who have experienced racism with other protective factors such as gender, religion, social class. - Continue to promote the research in the field of anti-racism in education.
School or establishment	<p>Shifting narratives and notions around anti-racism e.g. white privilege and whose responsibility it is to be anti-racist.</p> <p>Fostering communication between schools and parents e.g. providing resources for parents to talk about racism and how to be anti-racist at home.</p>	<ul style="list-style-type: none"> - Contribution to school's anti-racist/safeguarding policy - Encourage schools to reflect on their SEN monitoring list to see if there are any patterns of referrals. - Encourage 	<ul style="list-style-type: none"> - Develop behaviour and safeguarding policies for school staff. - Signpost schools to charities that support anti-racism. - Contribute to whole-school interventions e.g. anti-discrimination. 	<ul style="list-style-type: none"> - Provide anti-racism training to schools including approaches on how to support CYP who have experienced racism. - Ongoing supervision or reflective spaces for staff. 	<ul style="list-style-type: none"> - Design, implement and evaluate action research in schools.

		schools to assess how they support CYP who have experienced racism.	-	Contribute to developing the curriculum to include more diverse teachings.		
LA/Council	Contribute to multi-disciplinary meetings with lens/theories such as CRT and intersectionality. Contribute to LA wide equality, diversity and inclusion (EDI) groups.	- Contribution to LA's anti-racist/safeguarding policy - Encourage the LA or the EPS to monitor their referrals to see if there are any patterns.	-	Support inclusion.	- Collaborate with the EDI group to show case best practice of anti-racism from other teams.	-Design, implement and evaluate action research in the LA.
			-	Contribute to establishing borough wide initiatives e.g. anti-racist practice.	- provide training to other teams within the borough on anti-racist practice.	
					- Encourage the EPS and other teams within the LA to keep anti-racism on their agenda through having continuing professional development days or through peer supervision.	

As highlighted, the aim of this research was to elicit YP's voice around what they wanted to see as part of practice and guidance in their schools to challenge racism and promote inclusion. Importantly, there is a role for EPs to co-construct elements of anti-racism practice such as training as noted in their responses from the YP in the focus group. An example of this is co-constructing training on microaggressions so YP can share their views on what they feel is/isn't a microaggression. Therefore, EPs are well placed to encourage schools to implement some of the recommendations that YP's have suggested found in this study. Another example of this is supporting schools to change their policies on anti-racism; EPs are able to support in this way as they are often seen as gatekeepers and agents of change. In this way, EPs are able to act in a preventative way, which is a focus from the SEND green consultation.

However, there are challenges posed to EPs in supporting schools in work such as systemic work. One of the biggest challenges to the system and structure of EP services was the introduction of traded models of service delivery. Following the formation of the coalition government and the focus to reduce the economic deficit, the government proceeded with shifting public services to a traded model. Under the current climate of austerity and reduction in central government budgets, EP services have had to take radical steps to move the profession in a direction that would ensure sustainability (Islam, 2013).

Traded services are a domain within the EP profession which has received increasing attention (Fallon, et al., 2010; Allen & Hardy, 2013). The move towards a traded model was a new direction for services which impacted the practice of psychologists. Hill (2013) states that '...the discord between psychological and political/legislative influences has led to polarised views, opinions and practices within the profession' (p.1). This model allows schools who have 'bought' into the service to access EP work. This may have implications for schools who then may prioritise individual casework over systemic work, which could use up a number of hours. However, the research conducted here allows EPs to work with schools to facilitate change on a systemic level as it provides clear and easily

implementable guidance on how schools could improve their practice. Having a better understanding of the experiences of YP in schools can support EPs to explore school's policies and guidance, providing support to schools in considering and implementing systemic changes. This means that EPs can facilitate change on a wider level, not just with individuals.

An important part of EP practice is supervision and EPs can play an important role in working with settings and educators to allowing them to reflect on their practice. EPs can do this by providing supervision or can facilitating peer consultation/practices such as a reflecting team to help educators question some of their narratives and practices. Using school data, EPs can themselves identify and monitor who their vulnerable communities may be and establish if there are any patterns that give rise to concerns such as exclusions related to discriminatory practice (as mentioned in table 5), whilst encouraging schools to do so too.

The British Psychological Society (BPS) states that it is imperative that Psychologists recognise the ethnic differences that exist among 'BAME' communities (2017). This is highlighted in the assessment of Developing Professionals Skills and Competencies within the BPS and the Health and Care Professions Council (HCPC) which looks at competencies in diversity and cultural differences. It is important for EPs to raise awareness in their practice considering the sorts of assessments they use reviewing whether they are culturally appropriate, reword the language used, being mindful of racial bias when working with families/ communities from different ethnic backgrounds (as mentioned in table 5). It is essential that EPs reflect on their own practice and any potential biases before commencing work with schools.

5.7 Implications for schools

Reflecting on Maslow's Hierarchy of Needs, it is important for YP to feel safe and secure at school in order for them to be confident and in a state ready for learning (Maslow,

1943). A sense of belonging was highlighted as important in this research; therefore, it is imperative for schools to create an environment where robust practices are in place and anti-racist education is implemented in order to reduce and avoid incidences of racism, thus creating that sense of belonging. This can be done by agreeing a diverse curriculum celebrating different cultures, having appropriate reporting, monitoring and dealing with the perpetrators and victims of racist incidences and teaching YP about other cultures and ethnicities to promote the understanding and acceptance of people's differences.

Although this research was not able to ascertain educators' perceptions of racist incidences in school, an important finding from the participants in this research was the lack of support and identification of racism in the first place. Further research into understanding educators' experiences of supporting YP who have experienced or witnessed racism can be beneficial in understanding this perspective. It is important that the finding of lack of support and training for educators found in this research be taken into consideration in terms of staff receiving training especially around unconscious bias and microaggressions. In turn, this can allow for fairer consequences.

Another implication arises from the finding of parental education around racism; therefore, it is pertinent that schools create opportunities for 'home-school' liaisons about talking to children about race and racism.

5.8 Suggestions for further research

The present research included participants from several schools in Summer borough. It would be beneficial if future research was conducted with the same design but with other schools, including independent and faith schools, within Summer borough to see if there are patterns across the local authority. It would also be useful to conduct this study on a larger scale across different LAs to identify any regional observations and differences.

As mentioned, future research could include educators' perspective as this would be valuable in highlighting their views on how school's approach racism. By including educators'

view point, the research could triangulate educators, YP's and literature's perspective of racism in education.

5.9 Reflexivity

I felt it was important to include this section as part of my thesis to provide a sense of my reflections to the research process. Undergoing this research on this topic has improved my skills, competency and confidence as both a research and an EP. My passion and dedication to advocate for those with an unheard voice has sustained me throughout this process. It was a privilege and honor to hear the experiences and narratives of the YP that participated in this research, some of which were incredibly difficult and must have made them felt exposed and vulnerable. Their passion to improve the school system and create an education system that challenges racism and is inclusive was inspiring to me. Being able to give these YP a voice and disseminate that back to schools, local authorities and wider political systems is extremely gratifying.

In particular, being able to meet and share my research with academics in the field of Educational Psychology as well as Education and Sociology has been a source of pride. It has been encouraging to see and hear their reactions to my research and to hear a mutual interest and passion around this topic. I feel saddened to hear that racism exists, both in an overt and more so in a covert subtle way in schools. It is alarming to see the impact that racism has on YP and can continue to have later in life. I hope that this research can contribute towards promoting change in the system and encourage EPs to be an active agent in this change.

5.10 Dissemination of findings

The findings of this research will be shared with Summer borough's local authority so that systemic changes can be made to LA policies and practices. The researcher has been invited to feedback the findings of this study at the staff conference in Summer borough. The researcher also plans to write up this research for publishing in journals so that the findings

can be disseminated on a wider scale. There are hopes for this research to be shared at the Division for Education and Child Psychology conferences so that it can stimulate discussions and changes within the profession and therefore support EPs work with schools.

5.11 Chapter summary and conclusion

This chapter has provided an analytical exploration and discussion of the study's research findings. The findings from this study have contributed to an existing but limited body of research and knowledge within the field of Educational Psychology and racism in education. Most importantly, this chapter highlights the implications the findings can have on Educational Psychologists and schools. It is hoped that the findings in the current study will provide EPs and schools with knowledge and recommendations in order to challenge racism and promote inclusion within these schools by following easily implementable changes. As seen in this research, racism not only permeates society, but the racial inequalities continue to persist in all areas of education. This research can be used to inform best practice within schools and local authorities as well as raising an awareness and understanding of racist incidences that remain in schools along with how to challenge them. It may also support professionals to be agents of change to create systemic changes.

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Appendices

Appendix A: Information letter to parents

Doctorate in Professional Educational, Child and Adolescent Psychology



Programme Director: Vivian Hill

Dear Parent/Carers,

My name is Rachel Rebello. I study at UCL Institute of Education which is a University in London. I want to learn more about young people's understanding about race and racism. I am interested in talking to young people about their experiences of racism and how we can better support them.

Your child's school has been selected to take part in the study. This information sheet is to inform you about the study and seek parental permission for your child to take part.

If you agree for your child to take part, I would like to:

Invite them to take part in a **short survey** that they can complete online. This will take no more than 15-20 minutes. They are able to withdraw from the study at any time.

Questions may ask about their gender, ethnicity and whether they have experiences or witnessed an incident of racism. **This study will help to improve anti racist practices in schools and education. The findings will be shared with the Local Authority to improve borough wide inclusion in schools and provide schools with anti racist and anti discriminatory practices.**

They can opt in to take part in a **focus group** (group of up to four other young people) to talk about your experiences of race and racism. This will take place in the Autumn term. Additional parental permission will be sought if your child opts in to take part.

All information about your child, including your responses to the questions will be anonymised. It will be kept confidential and I will ensure no identifying features will be included in the research. All information will be kept confidential unless it was felt that you or someone else were at risk. In this circumstance, I will speak to another adult.

The topic of conversation could be sensitive for some people, and I will look to make your child feel safe and supported. I will also offer a space for them to have a talk and debrief with me after the focus group. I can refer them to external support if they need it. Support can be found via Report all Hate Crime - Stop Hate UK

Please click the link here to complete the parental permission form. If you do not want your child to take part, please complete the box with their name and school so they can be omitted from the study.
<https://forms.microsoft.com/r/WW3AmCFpLb>

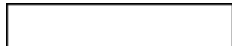
Contact for further information

If you have any further questions before you decide whether to take part, you can reach me at Rachel.rebello.21@ucl.ac.uk

This project has been reviewed and approved by the UCL IOE Research Ethics Committee.

Many thanks,

Rachel Rebello



Appendix B: Parent consent form

Info sheet

Hello! My name is Rachel Rebello. I study at UCL Institute of Education which is a University in London. I want to learn more about young people's understanding about race and racism. I am interested in talking to young people about their experiences of racism and how we can better support them. Your child's school has been selected to take part in the study. This information sheet is to inform you about the study and seek parental permission for your child to take part. If you agree for your child to take part, I would like to:

Invite them to take part in a **short survey** that they can complete online. This will take no more than 15-20 minutes. They are able to withdraw from the study at any time. Questions may ask about their gender, ethnicity and whether they have experiences or witnessed an incident of racism. They can opt in to take part in a **focus group** (group of up to four other young people) to talk about your experiences of race and racism. This will take 45-60 minutes, this will take place in a quiet room in their school setting. Discussion topics may be feelings and emotions when they have experienced or observed a racist incident. This will take part in the Autumn term and a separate consent form will be sent out to seek parental consent. The interviews will be audio recorded and transcribed. Your child will be able to withdraw from the study at any time during this focus group. They will receive a copy of the transcription of your interview to confirm what has been said is recorded correctly.

Who is carrying out the research?

The research is being conducted as part of my doctoral training and I will be overseeing the research. This research is supervised by Cynthia Pinto (Educational Psychologist and Tutor at IOE) and Christine Callender (Associate Professor of Education at IOE).

Will anyone know your child has been involved?

All information about your child, including your responses to the questions will be anonymised. It will be kept confidential and I will ensure no identifying features will be included in the research. All information will be kept confidential unless it was felt that you or someone else were at risk. In this circumstance, I will speak to another adult.

Could there be problems if you take part?

The topic of conversation could be sensitive for some people, and I will look to make your child feel safe and supported. I will also offer a space for them to have a talk and debrief with me after the focus group. I can refer them to external support if they need it. Support can be found via Report all Hate Crime - Stop Hate UK

Contact for further information

If you have any further questions before you decide whether to take part, you can reach me at Rachel.rebello.21@ucl.ac.uk

This project has been reviewed and approved by the UCL IOE Research Ethics Committee.

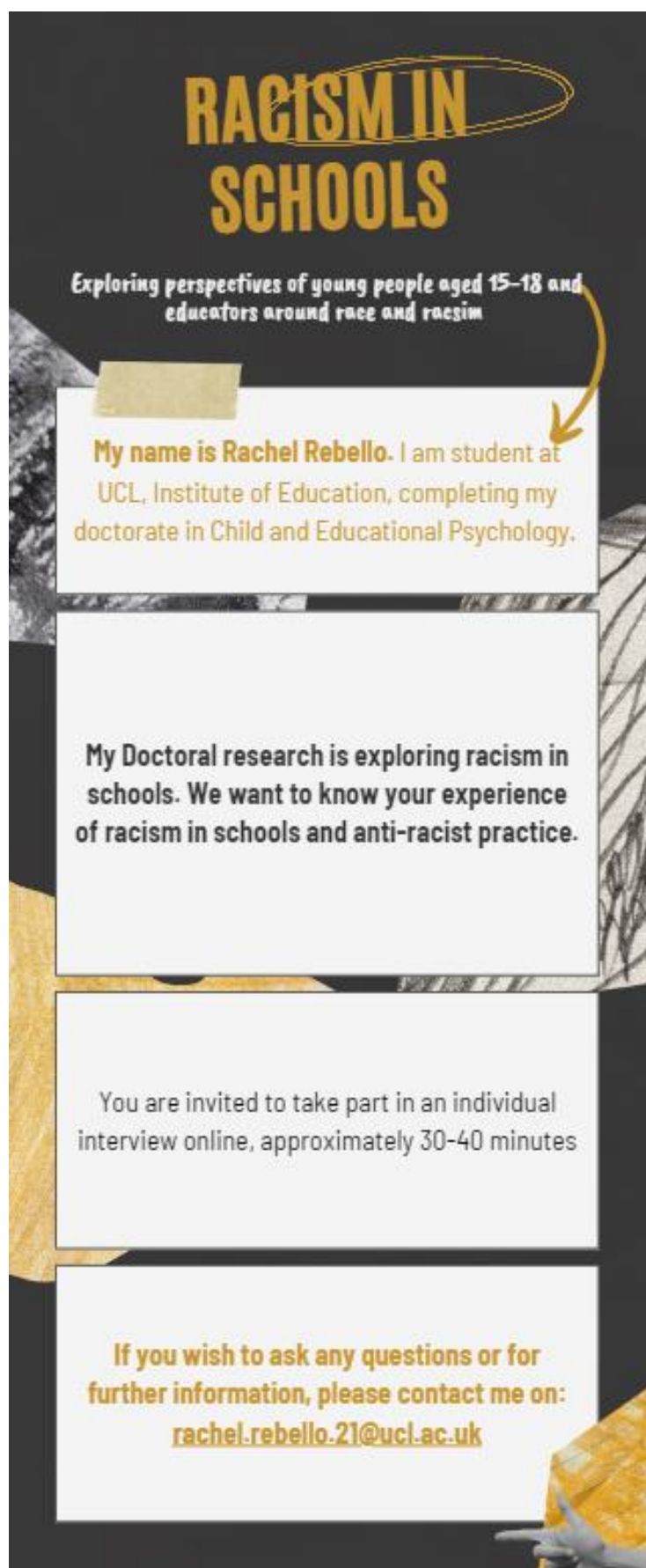
1. I have read the information sheet above and consent to my child taking part in the study *

Yes

No

2. If you have opted for your child not to take part in the study, please could you fill in their name and school below so they can be omitted:

Appendix C: Information poster for Young people



RACISM IN SCHOOLS

Exploring perspectives of young people aged 15-18 and educators around race and racism

My name is Rachel Rebello. I am student at UCL, Institute of Education, completing my doctorate in Child and Educational Psychology.

My Doctoral research is exploring racism in schools. We want to know your experience of racism in schools and anti-racist practice.

You are invited to take part in an individual interview online, approximately 30-40 minutes

If you wish to ask any questions or for further information, please contact me on:
rachel.rebello.21@ucl.ac.uk

Appendix D: Information and consent form for young people

Racism in schools: Information sheet for 15-18 year olds



Hello! My name is Rachel Rebello. I study at UCL Institute of Education which is a University in London. I want to learn more about young people's understanding about race and racism. I am interested in talking to young people about their experiences of racism and how we can better support them.

If you agree to take part, I would like to:



Invite you to take part in a **short survey** that you can complete online. This will take no more than 15-20 minutes.

Questions may include your age, where you are from, your gender (you do not have to answer this)

Other questions may be 'have you experienced or observed any incidences of racism?'

You are able to withdraw from the study at any time.



You can opt in to take part in a **focus group** (group of up to four other young people) to talk about your experiences of race and racism. This will take 45-60 minutes, this will take place in a quiet room in your school setting.

Discussion topics may be feelings and emotions when you have experienced or observed a racist incident

The interviews will be audio recorded and transcribed. You are able to withdraw from the study at any time during this focus group. You will receive a copy of the transcription of your interview to confirm what has been said is recorded correctly.



Who is carrying out the research?

The research is being conducted as part of my doctoral training and I will be overseeing the research. This research is supervised by Cynthia Pinto (Educational Psychologist and Tutor at IOE) and Christine Callender (Associate Professor of Education at IOE).



Will anyone know I have been involved?

All information about you, including your responses to the questions will be anonymised. It will be kept confidential and I will ensure no identifying features will be included in the research. Your parents/guardians will have been sent an information sheet to ask for permission/let them know that young people may be taking part. All information will be kept confidential unless it was felt that you or someone else were at risk. In this circumstance, I will speak to another adult.



Could there be problems if you take part?

The topic of conversation could be sensitive for some people, and I will look to make you feel safe and supported. I will also offer a space for you to have a talk and debrief with me after the focus group. I can refer you to external support if you need it. Support can be found via [Report all Hate Crime - Stop Hate UK](#)

Contact for further information

If you have any further questions before you decide whether to take part, you can reach me at Rachel.rebello.21@ucl.ac.uk

If you would like to be involved in the focus groups, please complete the attached consent form and return to **Rachel Rebello** by 30th July 2023.

This project has been reviewed and approved by the UCL IOE Research Ethics Committee.

Thank you very much for taking the time to read this information sheet

Data Protection Privacy Notice

The controller for this project will be University College London (UCL). The UCL Data Protection Officer provides oversight of UCL activities involving the processing of personal data, and can be contacted at data-protection@ucl.ac.uk. This 'local' privacy notice sets out the information that applies to this particular study. Further information on how UCL uses participant information from research studies can be found in our 'general' privacy notice for participants in research studies [here](#). The information that is required to be provided to participants under data protection legislation (GDPR and DPA 2018) is provided across both the 'local' and 'general' privacy notices. The lawful basis that will be used to process any personal data is: 'Public task' for personal data and 'Research purposes' for special category data. Your personal data will be processed so long as it is required for the research project. If we are able to anonymise or pseudonymise the personal data you provide we will undertake this, and will endeavour to minimise the processing of personal data wherever possible. If you are concerned about how your personal data is being processed, or if you would like to contact us about your rights, please contact UCL in the first instance at data-protection@ucl.ac.uk.



Consent form

I have read and understood the information sheet above. I have had the opportunity to ask any questions. I understand that I can withdraw up to any point at which the data and transcripts.

Yes ☐

No ☐

Appendix E: Online survey for young people

Experiences of racism in school

Info Sheet

Hello! My name is Rachel Rebello. I study at UCL Institute of Education which is a University in London. I want to learn more about young people's understanding about race and racism. I am interested in talking to young people about their experiences of racism and how we can better support them. If you agree to take part, I would like to: Invite you to take part in a **short survey** that you can complete online. This will take no more than 15-20 minutes. You are able to withdraw from the study at any time. Questions may ask about your gender, ethnicity and whether you have experiences or witnessed an incident of racism. You can opt in to take part in a **focus group** (group of up to four other young people) to talk about your experiences of race and racism. This will take 45-60 minutes, this will take place in a quiet room in your school setting. Discussion topics may be feelings and emotions when you have experienced or observed a racist incident. The interviews will be audio recorded and transcribed. You are able to withdraw from the study at any time during this focus group. You will receive a copy of the transcription of your interview to confirm what has been said is recorded correctly.

Who is carrying out the research?

The research is being conducted as part of my doctoral training and I will be overseeing the research. This research is supervised by Cynthia Pinto (Educational Psychologist and Tutor at IOE) and Christine Callender (Associate Professor of Education at IOE).

Will anyone know I have been involved?

All information about you, including your responses to the questions will be anonymised. It will be kept confidential and I will ensure no identifying features will be included in the research. Your parents/guardians will have been sent an information sheet to ask for permission/let them know that young people may be taking part. All information will be kept confidential unless it was felt that you or someone else were at risk. In this circumstance, I will speak to another adult.

Could there be problems if you take part?

The topic of conversation could be sensitive for some people, and I will look to make you feel safe and supported. I will also offer a space for you to have a talk and debrief with me after the focus group. I can refer you to external support if you need it. Support can be found via Report all Hate Crime - Stop Hate UK

Contact for further information

If you have any further questions before you decide whether to take part, you can reach me at

Rachel.rebello.21@ucl.ac.uk

If you would like to be involved in the focus groups, please complete the questionnaire below.

This project has been reviewed and approved by the UCL IOE Research Ethics Committee.

Yes

No

I have read and understood the information sheet above. I have had the opportunity to ask any questions. I understand that I can withdraw up to any point. *

Survey

1. What is your gender? *

- Male
- Female
- Non-binary
- Prefer not to say

2. Which of these categories matches your ethnicity? *

- Indian

- Pakistani
- Bangladeshi
- Chinese
- Any other Asian background
- Caribbean
- African
- Any other Black, Black British, or Caribbean
- White and Black Caribbean
- White and Black African
- White and Asian
- Any other Mixed or multiple ethnic background
- English, Welsh, Scottish, Northern Irish or British
- Irish
- Gypsy or Irish Traveller
- Roma
- Any other White background
- Other

3. If you do not self-identify using the categories above, how would you describe your ethnicity? *

4. Which of these categories match your religion? *

- Buddhist
- Christian
- Hindu
- Jewish
- Muslim
- Sikh
- Other religion
- No religion

5. If you do not self-identify using the categories above, how would you describe your religion?

6. What year group are you in? *

- Year 10
- Year 11
- Year 12
- Year 13
- Other

7. What school do you attend? *

8. What does racism mean to you? *

9. Have you ever experienced or witnessed a racist incident at school? *

Yes

No

Prefer not to say

11. Please rate the following: *

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree	Prefer not to say
I have been intentionally excluded from events because of my race	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have witnessed someone being intentionally excluded from events because of their race	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have been falsely accused or criticised because of my race by peers or teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have witnessed someone being falsely accused or criticised because of their race by peers or teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have been verbally or physically abused because of my race by other peers or teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have witnessed someone being verbally or physically abused because of their race by other peers or teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Peers or teachers have assumptions about my ability, character or behaviour based on stereotypes about my race	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have witnessed peers or teachers have assumptions about other people's ability, character or behaviour based on stereotypes about their race	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that because of my race, I am not always actively included by my peers or teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have witnessed someone be actively excluded by their peers or teachers because of their race	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that because of my race, my peers or teachers treat me differently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have witnessed peers or teachers treat someone differently because of their race	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. If you answered yes to question 10, can you describe what happened? (who was involved? where did it take place?)

13. How did the incident make you feel?

14. How was the incident dealt with, if at all?

Follow up focus groups

Thank you very much for taking part in the survey.

If you would like support in school if you have experienced a racist incident, please see your school's designated safeguarding lead, member of senior leadership or any other member of staff.

If you would like external support, please see www.stophateuk.org for further information.

Alternatively, If you have any questions or would like to discuss this with me, please do not hesitate to contact me at rachel.rebello.21@ucl.ac.uk. I would love to hear more about your experiences, if you would like to take part in a small focus group in the Autumn term, please enter your name and email address below (your name and email address will only be used to contact you and will be deleted after contact has been made).

15. Enter name here:

16. Enter email address here:

Appendix F: Example of a transcribed focus group

RR: Oh, okay, well, again, thank you so much for making the time to speak to me today. My first question is kind of just initial thoughts and the vignettes that you've just read, kind of how it makes you feel any thoughts about it?

P4: I mean, they're just like, racial encounters really like situations where racism has gone on where no one's really said or done anything. Like even the teachers are just aware

P5: how it's been like teachers like it's just been, the students have been neglected. like nothing's been done. about it.

P6: It's like, these aren't like, really specific things are quite common things that maybe you would recognise as racist encounters before, like some of the abuses shown towards these people. So it's definitely something that would have affected a lot of people.

P7: I think in four and five, especially the fact that the teachers have like just basically just like shoved the situation to the side. And like both of their students like, they just kind of just like the start by them getting used to which they shouldn't have to.

RR: How does that kind of make you guys feel? Like reading these vignettes or these case studies? How does it make you feel?

P4: I just I mean, like it doesn't really feel make me feel as bad. I'm like, heard and like seen, like worse things happen. This is not like an average thing but I feel like there's worse it's happened before. So just kind of I just, I don't know. It's just the exact like commenting on it, you know

PP03: I feel a sort of like a sinking feeling. Because it's bad but it doesn't make me angry. It makes me angry but it doesn't make me want to act out. You know, I want to help people but you know, it's just like, there's nothing you can do, especially when there's people in authority, or people of power who are making these decisions that maybe you don't agree with, but you can't really question them. I don't think there's a platform to question them.

P7: I think basically, it was like all of these different vignettes, they're just a bit like, not like basic but I've personally seen a lot heard a lot worse, like, within like the school system and stuff, but yeah, it's not so great.

RR: You guys mentioned that you've seen a lot worse, what does a lot worse look like if you're happy to share those experiences? And just remember, obviously, it's all confidential, nothing's identifiable.

P4: I mean, mainly me I've seen like a lot of like online, like not actually like in person per se. To me, I've seen like people recording it like these encounters happening. And like sometimes it's just like them and no ones there to defend them. It's just kind of like standing their ground, kind of for some of them and other than just like waiting to happen.

RR: So, what are these experiences that you said that the recording is kind of more physical things or emotional?

P4: It's mainly sometimes verbal. And like, like the person recordings, so other people can hear and like, know that it's like this is happening.

P6: So like, in history costs, especially, you know, we're learning about, like, slavery and that is one of our topics. And even those lessons, you know, there's some people that you know, aren't taking it as seriously as probably they should. And you know, they're affecting people around them by saying

things and like reacting to, like watching a film and laughing about things and you know, if I sit next to someone who is from the ethnic background that is affected, you know, they don't say anything, you know, I feel bad and you know, can't really do anything to try and talk to a teacher and you know, they didn't see anything so they can't do it. But yeah, that's just makes them feel isolated. I think

RR: this has a lot to do with how people are responding to racism, whether it be a kind of learning about the racist things in history, but also responding to it on social media and, and if they see it face to face Yeah. Anything else about how it's feeling for you guys?

P5: It's really common on social media, just like it's like, it's like a normal thing to do in society. So it's just like, Why has it been neglected?

P7: I remember like I think in English, we do like these like different books and like, they'd have like, racist types words and stuff and like, there'd be people in the class who'd like laugh or just say the words like when you don't really know these words have got meaning which isn't like good. They just wouldn't take them very seriously.

RR: What do you think the impact racism has on young people? What might the impact be thinking about it in the context of kind of health and mental well being but also kind of socially and self esteem wise?

P4:

I mean for like probably like the person like saying or doing these things like they're not facing any repercussions. They may assume it's okay to say because no one's really going to stop them. And then for the victim, they'll probably feel like no one has them to be honest like no one can really like stand up for them. They can't really do anything, especially if it's in school and there's no one that can defend them or help them out or like calling them out. It's probably a feeling of them being like left out, like not neglected, but like it kind of like on your own fight this thing.

P6: I feel like they feel isolated. They, you know, especially if there are these platforms to help them and people that they trust, then they can't do anything about it. And I think that leads to if it keeps on building up, it leads to them having an outburst or even like just not turning up to school. And then they feel even more isolated. Because they're they don't meet up with their friends and they don't learn. So yeah, it's just it spirals.

P7: I think especially with teenagers and like social media these days. It can have like a really bad impact on someone's mental health because there could be like, with the situation it could be a positive with social media with like, you could maybe find someone in the same situation as you and I don't know how often that'd really happened that you never know but yeah, it's quite a bad impact on someone's mental health.

RR: What do you think the impact is on people's mental health? Like, you mentioned things around obviously, people feeling quite isolated and perhaps not coming to school or not meeting that with friends. What else happens for people's mental health do you think when they experience or maybe witness instances of racism?

P6: I think if somebody witnesses racism, they have a feeling to, you know, say something but I feel like especially conditioning of people's minds and then social interaction they've had before. I think sometimes it stops people from saying something and you know that I think that then has an impact on them where they start to feel bad and their emotions start spiralling where they think I should have held that person and then it just becomes a total negative impact on everyone apart from maybe the person who's abusing.

RR: Just thinking about kind of school lies and these kind of feelings that you feel about school, are there incidences that you've recognised in school that might be racially motivated.

P4: I mean, I wouldn't say now it would say like, I really had like any racial encounters that myself in school like now, and I always say like, like year seven, year eight, there were instances when I mean, I have a friend (name), He probably wouldn't say himself but how I saw it was there were these people in our tutor group and I want to say gang up but then like, find it entertaining, like picking on him and doing stuff. I mean, back then I wasn't really like, I mean, they were majority a lot taller than me, like bigger than me, so I can't really do anything. He kind of was just like on his own, you know, I mean, now better now like, there's nothing really happening but back then. There were times when he would just get picked and I'd just be there, like stand there. Because I couldn't really, I felt as though I can't really do anything to like make a difference or I'll be a victim as well. Then they'd do something to me.

RR: So I'm hearing a bit about feeling a bit helpless. Is that right?

P4: Yeah, Yeah

RR: So feeling helpless, but also feeling that you could be putting yourself at risk as well to be subjected to that.

P4: Yeah, yeah.

RR: Any other thoughts?

P5: Besides just feeling like a bystander like, I in the tutor group as well. So it's like what could I have done like I couldn't have done anything otherwise I could have been a victim myself.

RR: And if we were thinking about this now, because you guys are a bit older now. How do you feel about kind of speaking out about racism in school? Do you feel comfortable doing that or do you feel that kind of puts you at risk, and it's quite a vulnerable thing to do.

P6: I feel like if, nowadays, especially with the situation we're in now, we have a very good support system, especially here, where I feel like if somebody did experience racism, or they saw racism, I feel like they'd be looked after and they would get the right treatment and the right care, and it would be dealt with. And I feel as though our school is pretty well built to deal with it. And they're very understanding and they always make it feels as though you're welcome to tell them anything, and they will sort it out.

P4: I'd say I feel like we do. I feel like back then there was like, people would, go into groups like based on like certain like things they liked or sometimes would be like race, like they all hang separately. I mean, now I'd say like the school is a bit more multicultural now. There's more like there's different races from different backgrounds. So it's kind of like dialled down, and people are like matured since then, like they know it's wrong and like, it is a bad thing to say and can have a negative impact on someone. So I'd say it's like it's better now. We don't really see like any racial, like encounters and interactions.

RR: So it's more diverse now than it used to be. Yeah. Okay. Any other thoughts?

P7: I think if like there was to be like, say like in one of our classes, or like, there was like an incident through racism. I think it would be stamped out very quickly by the students and the teacher. Because I don't really think at this school is like, people aren't really like that. Everyone just looks out for each other and stuff.

RR: How about outside of school, because I know what this is, obviously, the context of school but outside of school, how do you guys feel about kind of society as a whole around kind of racist

attitudes or racial discrimination? What are your thoughts around kind of society as a whole? That sounds like a big question.

P5: I think more people developed knowledge on racism. So like it's still happening though. But like, I think more people like understand the effects of it. Like what actually is it.

P4: I'd say like, with like, more generations like coming now there's more like diversity, and people are like making friends with people from different backgrounds. So they'll know they are friends with people that may have like racial experiences and they themselves may defend them because I guess that's their friend, they have more friends from a different background. So it's becoming more not equal in a sense, but more like accepting like people know that it's wrong. And know not say to be racist, or like, I mean, yeah, in a sense, like, like not be racist.

P6: so I think if you like, look at society as a whole, I think we are becoming more multicultural, but there's still people that are not maybe cling on but they're still hold beliefs that, you know, I don't really blame them at all because it's their environment and the way they've been nurtured, you know, obviously, they know they're doing wrong, but it's the way they've been brought up and they can change their attitude, but I think it's very hard to do that. Once they've been, you know, 20/30 years of that. And you're being isolated from different cultures. I feel multiculturalism will help eradicate racism and discrimination, but it's going take a lot longer and I don't think it'll ever go away.

RR: How do you think multicultures will help kind of eradicate racism kind of help to promote more inclusion

P6: I think by just interacting with other people. I feel like the more interaction like I think, in the past has been a lot of you know, people not interacting with other people based on race and different identities. But now, you know, my, group we have three people (ethnicity), we have (ethnicity) and people from (ethnicity). And you know, if we get to talk about these experiences, or they've gone home to the (country), and they talk about this and we you know, you gather an understanding of, okay, the whole world doesn't just revolve around this. There's a wider world and you know, we have to appreciate that.

RR: Any other thoughts on that?

P7: I personally think that it would be like impossible to like completely, like, wipe out racism. But I think within society now on how more multicultural it is, I think it is a lot better. However, even like, even like 10 or so years ago, it was probably, it wasn't as bad as like, how it used to be with like laws. within society, it's still like, was kind of normalised and I think we've kind of took like a big step in to like with loads of different campaigns and stuff like that. I think it's just bought more, What's the word? Like, more people to like, see and understand.

RR: so a lot more kind of awareness, would you say, around kind of racism and you said about the campaign's and just kind of bring it into people's minds as you mentioned. Okay. I'm just thinking about what schools can do. So I wonder if you guys can talk to me about what your school does, that you think they do well, in terms of kind of challenging racism and promoting inclusion, and then we'll talk about what schools could be doing better. Maybe not specifically this school, but it could be kind of schools in general. And we're just thinking about what would best anti racist practice look like for schools, What could we be saying to them that they could put into their policies or their guidance. So tell me about this school. Tell me about what they might do well.

P6: so at our school we have a very structured leadership system within the teachers. So we have people that we can go to who we know are higher up and we'll deal with it more seriously. And then we have a zero tolerance policy on any sort of racial or discriminatory behaviour. So that is obviously a deterrent. But also education, so in like PSHE sessions, we talk a lot about racism and also multiculturalism and how we can accept people for who they are. So I think that helps.

P4: I'd say like hiring teachers from different backgrounds, that also helps, because some students may feel like there's a like, there's someone like me like that same background as me. So we can relate and like they can trust them, like talk to them, and stuff like that. I mean, I know the school has like a, we have a prayer, like people from Muslim backgrounds, like go there, like pray and like find people like them, you know. So I feel like they do that very well.

RR: so you said about kind of hiring that diverse staff if that's something that they already do, or you would think that they should be doing?

P4: No they already do that. Yeah, I feel like they're doing it more aswell. I mean, when I started that, they kind of already like was but as I as I went my other years, they were like hiring more diverse staff like people from different backgrounds. So yeah, it's very nice to see.

P5: We have like different values in our schools so like anyone who like joins a new school like year sevens or like new staff can just see our values.

P4: Just to build on what (P5) and (P4) both said, we've got the we believe symbols and like, I think it was updated a few years ago. I think since that has brought a lot more attention to like, not just black lives matter, but like all of the different symbols. I think they've gained more awareness and popularity within the school. And I think it's probably caused like less incidents to happen I'd imagine. I think they've done a good job with that.

RR: Anything else that you think the school might be doing well, or that's working well.

P4: We do have, like news day, Tuesday, or we sometimes, like they'll show like news around the world, like its own areas, like for example, like the Palestine stuff going on. And it's to like educate everyone. It's like they understand what is going on. In our world like this is happening.

RR: Is there anything in the school that they aren't doing well, that they could be doing a bit better? And again, it's confidential.

P7: I think maybe with some teachers, like, obviously, they've been trained how to deal with this situation, but maybe having some extra training or information about it because I feel like sometimes it's not their fault. It's the fact that they get overwhelmed with maybe some situations that they get. They don't know how to deal with it. So they just leave it which isn't right. But, you know, they don't have the resources to effectively deal with it and then they just move it on higher when it could be dealt quicker. But yeah, overall, it's not bad. It's good.

RR: So extra training and kind of how to deal with these situations as they arise. And so we don't get to the point where you have to kind of refer it kind of leadership, anything else that the school could be doing. If we were to look at an ideal school, so not necessarily this school, got an ideal school, what would they be doing in that school that would be like, this is best practice. This is you know, a really good school that has anti racist practice and that is promoting inclusion and people kind of happy about that.

P4: It'd not groups, but probably like clubs in a sense like that probably about certain topics. Like, like race, it can be I think like Asian like, like a race of Asians, black people, by like talking about like, educating people to understand.

P7: I think, to do with this school as well, to do in an ideal school I remember in like history and like lower years, you'd like touch on the topic of slavery, but you wouldn't really like delve into it as much as you would with other things. And I think obviously once you get to like, GCSE stuff I think that's like on a more national level. I don't know if like could be like added but like, there's some stuff that's like, like 1000s of years ago, this just isn't really doing much today.

RR: So learning more about kind of current histories, rather than looking at kind of the like, prehistoric stuff. And that to be more ingrained in lower years rather than it just being kind of in your GCSEs.

P7: Or even just to be given the option or like year seven or either, just to go into a bit more than if they pick up an interest in it and stuff.

P6: I feel like especially it really does matter with the kids that come in in year seven. I think if you have a multicultural intake of students you know, in a fair system where they take whoever they want, the best from each, you know, a range of multicultural, different cultures. And then you try and integrate them in, you know, choose a route where it's not like 90% of the class is white or 80% of the class is black. And it's a good mix. I feel like that would really help to understand what's appropriate and what's not and when to report things. Especially because I feel like being around people from different backgrounds, you get to understand what their tolerances are. And you sort of realise when it's when they they're starting to get annoyed about something you can identify it quicker. And just having that in the lower years really helps you progress when you get older to identify and deal with equipment.

RR: Any other thoughts?

P5: I feel that having more pastoral teachers for like, for people who like experienced racism or like seen racism and like wants to talk about it. I will just help them even more in school. So instead of like leaving it still themselves, dealing with themselves.

P6: I think having a safe space, especially when because people get overwhelmed, especially if they're being targeted. I think if they have somewhere to go where there's someone like a supporter there where they can just talk about it without any repercussions because I think a lot of people have like they don't want to talk to a teacher about it because they feel like it will just get escalated further and you know, if it gets escalated further I think they have a fear like in the playground is going to become a topic that is talks about and then they're the centre of attention. And they don't really want that and I know that's happened to a couple of my friends before. And you know, if they had somewhere to go where it's everything's confidential, and you know, it was dealt with on a one to one basis where, you know, maybe the teacher can pull in the person who's been abusing or whatever and identify that without making a big deal of it, then I think that would help a lot.

RR: so dealing with it. For one to better words in a more discreet way. Yeah. Okay. So it doesn't become kind of gossip or don't come talk on the playground and they're not kind of put into the limelight essentially. What else?

P7: just to build on this point a little bit as well, I think is a very good idea. But then as well, you could have like, something to like, report it anonymously. So like, obviously it's an issue to you but like as a like general issue, it could be like stamped out more that was like the personal incident that happened. There could be like a few different options like you could do it maybe like online or something like for the school, or you could like put it in a little box or something

RR: so just giving that in that kind of space to be able to still report it. Yeah, but do it in a play in a kind of way that makes them feel safe and not kind of vulnerable.

P7: So many different options as they want.

RR: Okay. What else in this, you know, hypothetical ideal school, would it? What would anti anti racist practice look like? So we've got around kind of diversifying staff we've got around diversifying the curriculum, we're having a safe space or different ways to kind of report racism. What about kind of the staff? What might the staff be doing?

P4: I was thinking like, probably like a like a zero tolerance thing. I like even if it's like, a minute thing you should like be caught up upon like, not like, they should, what's the word like? Like they shouldn't get like too much in trouble in a sense they shouldn't be penalised for if it was like a minute thing. There's like harsh consequences and like, that is like a, like an importance of that within the school.

RR: What do you think a consequence to someone maybe doing something that's racially discriminatory or racially motivated? What do you think that should look like in schools?

P6: I think if it's a first offence, especially there should be an education on why what they're doing is wrong. Because some people I think it's very common that people who commit racist acts in school are only doing it because they are influenced by exterior sources like their parents or their family or other friends or things I've seen online. So if you tell them that what they're doing is wrong, and that there's severe consequences, even in the wider society. You could go to prison for these things and, you know, also show the impact that it has on the people that they're affecting, and I think after that, if they continue doing it, then there should be a procedure to remove them from interacting with other people.

Rr: Is that something that you guys all agree with? Or do you think there should be other consequences?

P4: I mean, if like the I would have done is like severely bad probably get like excluded or, I don't know about kicked out they should, like face like harsh punishments.

RR: like being suspended, but not exclude not like permanently excluded. Any other consequences that you think might come about if people demonstrate these behaviours?

P7: I think especially if it's like a first time offence, like I think you should be like educated but at the same time, I think it depends like what year you're in . Because I think in primary school these days, I'm pretty sure, like they do like, obviously go like as in depth, but I think they'd have an awareness for like, just about socialisation of upbringing. I think you'd know what racism is. You know, you're supposed to treat everyone the same way you want to be treated. So I think is a bit of like a an interesting one because often there should be a zero tolerance policy on it

RR: so something around kind of schools policies and kind of guidance on how they deal with racism. And you mentioned before about, you know, teachers having more training around coping with racism and how to deal with that. Do you think the teachers in your school have that? Do you think they know how to deal with racism, If they would see it? Do you think they would kind of necessarily know how to report it or know how to identify when there's racism? So like, thinking about micro aggressions and things that are maybe not so visible?

P6: I think if the teacher, I don't think the teachers can identify it as well as they probably could have. And I think it's only when somebody goes and complains to them, that they see it and I think that first response is just to report it to a senior leadership team member. Because they feel like they deal with it. They know how to deal with it better than I am and it's not their fault because they don't want to make the situation worse, but I feel like if they just palm it off to somebody else, then there's more time for that person to be experiencing and also just feeling worse and worse, maybe it stops them coming into school, and things like that. So yeah, I think if there's more, the training, I feel like they do get good training and they know but I think it's when it's in practice, they might feel uncomfortable.

RR: Any other thoughts?

P5: I feel like some teachers don't do anything about it. I guess a few teachers that do it so like, maybe like multicultural, like other teachers, but like, I felt like some teachers just like in real life scenarios, just do nothing. And just like, oh, maybe just give it to SLT members.

RR: so kind of pass on that responsibility. So kind of brush it off to someone else. Or maybe not even kind of identifying or recognising it so they don't have to kind of do anything around it. Alright. Any other thoughts around that? Any other thoughts in general around kind of racism? I know that when we first spoke in the initial meeting, you guys all really, you know, interested in the subject and obviously wanted to talk about it and taking part in this study, which is great. Any other thoughts around kind of racism or what we could be doing?

P6: I think, I think it's just from educating people young when they're first coming to school, especially since the jump from primary school to secondary school is quite daunting. And I think people will just try to do anything to try and fit in. And I think people get to the point where they see a group who they identify with, and even though they may be doing they may be leading them down the wrong path. They still follow them because they don't want to be seen as the outcast or something. And that can lead to them picking on other people. And if we stop that from, you know, the first week, then it will have a ripple effect as they get older and then it won't happen, you know, in their adult life.

RR: so trying to change those narratives and trying to change those behaviours from the get go so we don't see kind of more extreme behaviours later on. Any other things?

P5: is that like as society?

RR: asociety or kind of as schools or as an education system.

P5: Like parents need to like, teach their kids more about what's wrong and what's not like before going into school. I get into like that the real world so that they have more of a better understanding like way it actually is, what effects can I do to people like as a society as well?

RR: so more education at home, kind of pass into the school? Anything else?

P4: I think. I think like for some people, they act like if they hear it, like see, they should, like call it out. You know, like, probably like nobody's be scared about like the consequence for like, they should like, call it out then because it can like progress worse, into something bigger and then that could probably be out there is like they probably can't handle that. So if they see like, a first incident they should like speak of about it, tell someone to get it sorted with.

P7: I think in society, especially these days, I think there's a lot of good role models out there for people to like look up to and like, make them feel like more comfortable to like speak out about stuff. Like I think so you've got an interest in like a sport or just like anything that you're interested in. I think in every aspect of it, there's always going to be a role model that you could, like you feel like you relate to and I think that's quite good these days.

RR: So promoting those role models, and kind of highlighting them in school and education.

RR: Is there anything else anyone wants to add?

RR: Thank you all for making the time to take part.

Appendix G: Email to schools regarding process including interviews with educators

Hi xxxx

Hope you are well.

I hope you don't mind but xxx passed on your email address. I am a trainee EP at Sutton and am doing my thesis on Race and racism within schools. I would like to speak to young people and educators in schools that are already on their anti-racist journey (like yourselves) to explore what practices they have in place and what could be done differently/share best practice. The aim of the research is to identify what race and racism means to young people in school and to support schools in challenging racism and promoting inclusion.

The study will involve an online questionnaire which will be sent to all secondary Sutton schools for 15-18 year olds. This will then be followed by focus groups of 3-5 young people to explore what racism means to them etc. I would also like to interview educators (this can be done online or in person) for 20-30 minutes about their views too. Ideally, it would be speaking to safeguarding leads, SLT, governors for safeguarding, pastoral care, teaching staff or TAs. I would be looking to recruit 3 educators.

The focus groups and interviews would take place in the summer term.

Please let me know if this is something your school would be willing to take part in, the study will have a massive contribution to current literature and research and I would be so grateful.

I am happy to schedule a call to discuss this in more detail or please feel free to email me if you have any questions.

Many thanks,

Hi all,

Hope you are well.

I am a trainee Educational Psychologist who is doing research in racism in schools and would like to speak to educators about their views on anti-racist practice to discuss what things are going well in schools and what things we would like to change. There is more information on the info sheet attached. The interview would be online via teams at a time and date convenient for you, it would take no more than 1 hour. I would really appreciate your participation in the study as this is valuable research that can create change in our education system. If you would like to sign up, please could you complete the consent form attached and return it back to me by 5th December, we can then arrange a time and date that is convenient to you to have the interview online. If you have any questions in the meantime, please do let me know. My email address is either Rachel.rebello@cognus.org.uk or Rachel.rebello.21@ucl.ac.uk.

Many thanks,

Appendix H: Ethnicity breakdown by school

Ethnicity Breakdown Spring 24		NCY				Total
		10	11	12	13	
Any other Asian background						
School 2		6	10	13	7	36
School 3		25	26	21	21	93
School 1		26	29	40	31	126
Any Other Black Background						
School 2		1	4	1		6
School 3		1				1
School 1		3	1	2		6
Any other ethnic group						
School 2		3	2	3	2	10
School 3		8	5	5	4	22
School 1		1	3	2	2	8
Any Other Mixed Background						
School 2		8		5	3	16
School 3		21	14	6	3	44
School 1		4	6	7	4	21
Any Other White Background						
School 2		16	23	16	5	60
School 3		16	12	8	4	40
School 1		5	7	4	11	27
Bangladeshi						
School 2		2	3		3	8
School 3		5	2	1	2	10
School 1		3	5	3	3	14
Black - African						
School 2		10	10	6	6	32
School 3		11	10	3		24
School 1		12	15	13	10	50
Black Caribbean						
School 2		10	8	4	5	27
School 3		7	4		1	12
School 1			1	2	2	5
Chinese						
School 2		4	2	1		7
School 3		6	3	1	3	13
School 1		6	3	9	6	24
Gypsy / Roma						
School 3				1		1
Indian						
School 2		7	2		2	11
School 3		15	11	4	2	32

School 1	28	28	36	36	128
Information Not Yet Obtained					
School 2	2	4			6
School 3	5		1	1	7
School 1		2			2
Pakistani					
School 2	7	4	4	1	16
School 3	14	25	8	12	59
School 1	19	8	22	25	74
Refused					
School 2	3	1	2	1	7
School 1	19	9	12	3	43
White - British					
School 2	145	157	68	66	436
School 3	100	86	27	36	249
School 1	17	24	25	24	90
White - Irish					
School 2		1		1	2
School 1	1			3	4
White and Asian					
School 2	4	6	6	1	17
School 3	1	9	1	4	15
School 1	2	6	4	9	21
White and Black African					
School 2	3	2	1	1	7
School 3	2	2			4
School 1	3	1	1	2	7
White and Black Caribbean					
School 2	12	14	5	6	37
School 3	9	2	2		13
School 1	1				1

Appendix I: Educator interview schedule piloting

The content of the interview schedule was piloted with three two Trainee Educational Psychologists, who have had previous teacher/educator experience. This enabled the researcher to gain a better understanding of the coverage and the relevance of the topics and questions. The piloting process simulated the real interview situation and provided vital information about the interview implementation (Willig & Stainton-Rogers, 2008). This allowed an opportunity to make the questions more accurate and ensure it prompted the responses needed for the research. It also allowed for an accurate idea of how much time the interview would take. The pilot participants were asked to note down any questions that they were not expecting, were unclear and anything they had not had a chance to mention. Following this, the interview questions were amended for more clarification such as adding 'if at all' to the end, to avoid assumptions. Changes were also made to the introduction and probes.

Appendix J: Educator interview schedule

Hello, my name is Rachel Rebello. thank you for agreeing to be a participant in the study. I'm conducting a study on racism in schools and what the implications might be for educational psychologists. This vital piece of research will contribute to shaping the field of anti racist practice within in schools and support schools to be more inclusive. The interview will take no more than one hour. It'll be helpful if you could respond to each question with your own unique experiences. This study is being conducted as part of my doctorate in Educational Psychology at UCL IOE. To reassure you and to reiterate what was outlined in the information sheet, All information will be kept confidential at all times, this includes your aspects of your personal identify, your school and every endeavour will be made to ensure your responses are not identifiable. Each participant will be assigned a code and data collected during the study is by code not by name and only your role such as head of year or teacher will be disclosed. All information will be kept confidential. The only time I will break confidentiality is if a safeguarding concern is disclosed.

Your interview will be transcribed and a copy will be sent over to you to ensure that what I have transcribed is correct. Original data files will be stored only on researchers personal secured computer and you have the right to withdraw at any time before, during or post interview. **In this interview, you will be asked about your own background, how the vignettes felt for you and how your school responds to racism.**

So it should take about an hour. Do you consent to proceed?

- 1.) Can you share a bit about your role?
 - a. What does your role involve?
 - b. How long have you been in your role?
 - c. What age and gender do you work with?
- 2.) How would you describe your ethnicity?
- 3.) What are your initial thoughts on the vignettes?
 - a. What emotions did they evoke?
 - b. How did they make you feel?
- 4.) What training or CPD have you received on racism, diversity and inclusion, if any?
- 5.) Would you describe the ethos of your school as anti-racist? If yes, please tell me why and if no, how do you think your school would benefit from an anti-racist perspective?
 - a. What difference do you think it would make?
 - b. How does your school assess the effectiveness of their practice, if at all?
- 6.) What has been your school's response where there have been allegations of racism?
 - a. What actions were taken?
 - b. How were the allegations resolved?

- c. Can you share with me an example of where the school has successfully responded to a racist incident?
 - i. In your view, what made the school's approach successful?
- 7.) What barriers, if at all, do you perceived as a challenge for schools in addressing racism?
 - a. What could schools do differently?
- 8.) Is there anything else you would like to share or do you have any additional comments?

I'll stop recording now and will stick around on the call if there is anything you want to discuss or debrief. I have also got some resources or can signpost you to charities should you need external support and can share guidance and frameworks that might be helpful to you and your school. I am able to feedback the findings of the study once it is completed.

[Teachers - SARI \(saricharity.org.uk\)](https://www.saricharity.org.uk)

[Anti-racism charter: Framework for developing an anti-racist approach | National Education Union \(neu.org.uk\)](#)

Appendix K: Generating of themes from codes

Ways schools can improve their practice		
Theme 1: Diversity the curriculum		<ul style="list-style-type: none"> - Having an actual black person do Black History Month. - Not discussing political events due to fear. - Curriculum needs to be looked at again. - Derogatory language used in history. - Outdated curriculum. - Need to focus on racism in other communities.
Theme 2: Alternative ways of reporting racism in schools- <i>reporting reforms</i>		<ul style="list-style-type: none"> - I think having a safe space, when people get overwhelmed, especially if they're being targeted. - somewhere to go without repercussions. - Fear of the consequences of reporting. - Reporting it online. - Reporting in anonymously. - Reports to be taken up with SLT. - Person coming in for a meeting to discuss what is said. - Punishment doesn't mean they learn from mistakes. - Need people to understand how racism affects others.
Theme 3: The need for more representation in staff		<ul style="list-style-type: none"> - Not a lot of diversity. - SLT are all White. - Not understanding us. - there's a need to have more diversity on the SLT - need to understand what the kids are going through. - Understand their first hand experience. - Only one of my teachers is Black. - definitely people working in like the sociology and criminology department are vocal about it. - Silence from other teachers.
Theme 4: Education and training- <i>Education and professional development</i>		
	Subtheme 4.1: Training for staff to identify racism	<ul style="list-style-type: none"> - having some extra training or information - They don't know how to deal with it. So they just leave it - don't have the resources to effectively deal with it - teachers need to be more aware of microaggressions. - Teachers to understand what microaggressions are. - Speak to students about racism directly to make

		<p>them feel included.</p> <ul style="list-style-type: none"> – Teachers to understand how to intercept racism. – teachers should have meeting, where they went through examples and how to deal with it. – The teachers need to have a training – Need to be able to recognise that there is racism, – Need to understand how do I make it easier for the children who's suffering from it and stop it for them – Importance of children feeling safe.
	Subtheme 4.2: The need for educating students on racism	<ul style="list-style-type: none"> – educating people young when they're first coming to school – Tendency to try and fit in leading to inappropriate behaviours. – need for a sense of belonging. – instead of just having workshops on it, a teacher meaningful connection with the children discusses it.

How are schools responding to racism		
Theme 1: what isn't going well.		
	Sub theme 1: Racialised curriculum	<ul style="list-style-type: none"> – white English teachers saying the N word – mice and men being racist – Black people being asked to say the N word
	Sub theme 2: Discriminatory policies/lack of policies	<ul style="list-style-type: none"> – they didn't allow bonnets or like bandanas or anything for people with curly hair to wear. – got like a no tolerance policy, not one specific process put in place for racism specifically. – Policy around hair
	Subtheme 3: Inadequate preventative measures	<ul style="list-style-type: none"> – people doing a racist behaviour about Chinese people. – no one was doing anything to stop that. – -lack of identification from staff.

	Subtheme 4: Unfair consequences- <i>inequitable outcomes</i>	<ul style="list-style-type: none"> - incident with race where there was like some kids throwing on racist slurs as a joke and got excluded for a week - feeling that the consequences are unfair - they're joking around, they're doing what kids do and the schools just not letting the kids be kids
Theme 2: What is going well		
	Subtheme1: Identified support and reporting systems	<ul style="list-style-type: none"> - many support systems as well around - there's always someone you can go to talk to. - we have people that we can go to who we know are higher up and we'll deal with it more seriously. - students calling out other people on their racism and racist remarks. - anti racism Taskforce.
	Subtheme 2: Cohesive community	<ul style="list-style-type: none"> - Everyone just looks out for each other and stuff. - We have like different values in our schools. - we have a zero tolerance policy on any sort of racial or discriminatory behaviour. - they always make it feels as though you're welcome to tell them anything,
	Subtheme 3: <u>Pupil empowerment through educational opportunities</u>	<ul style="list-style-type: none"> - Black History Month displays - guest speakers as well come in to talk about their experiences. - introduced a lot of stuff into the curriculum, or they're trying to change it. - personal development days, we talked about racism - emphasis on educating students about this. - PSHE sessions, we talk a lot about racism and also

		multiculturalism
	Subtheme 4: environment adaptations	<ul style="list-style-type: none"> – Have a prayer room for Muslim students.

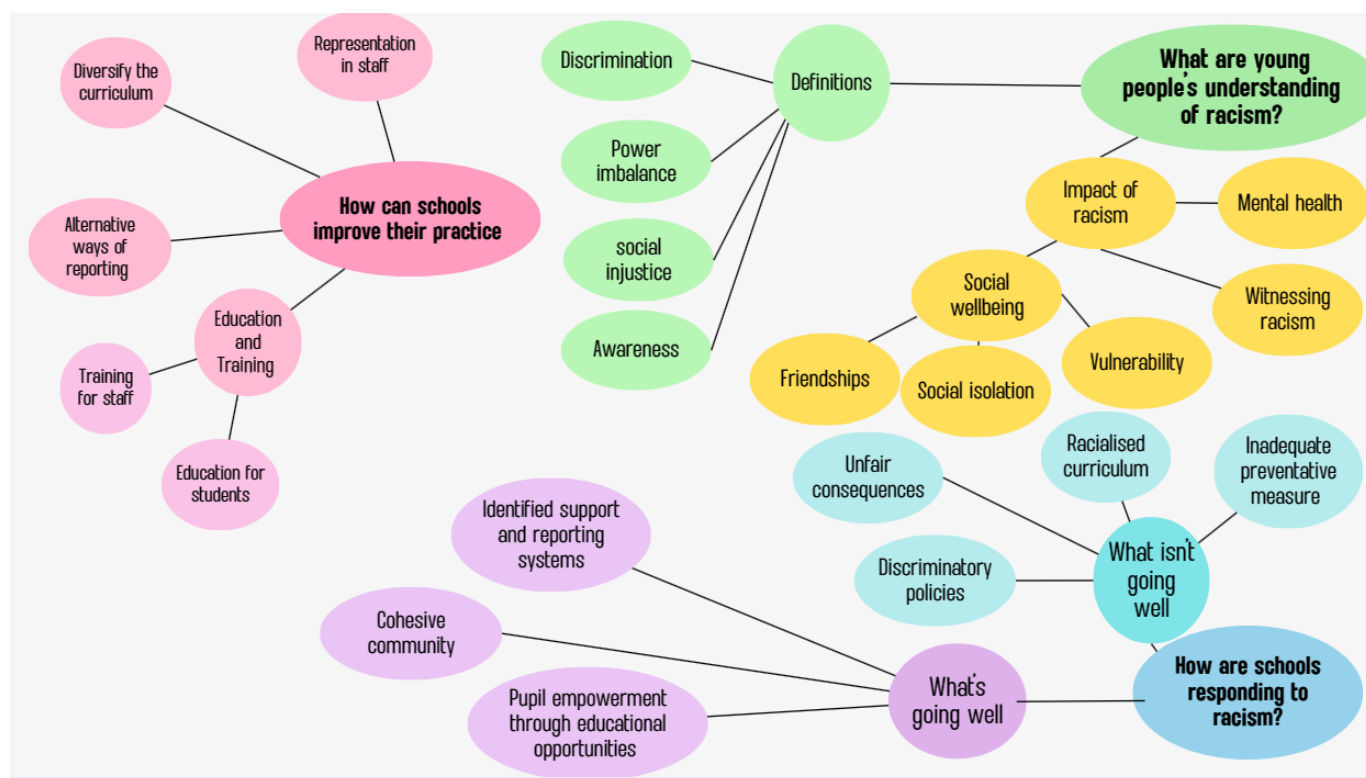
How do young people define racism?		
Theme 1: Discrimination		<ul style="list-style-type: none"> – Discrimination based on race or ethnicity. – The discrimination of an individual or community based on the colour of their skin. – Discrimination against different races of a community because of any of their particular mannerisms or culture. – Intentional discrimination against people due to the colour of their skin or their ethnicity.
Theme 2: Feelings associated with racism		<ul style="list-style-type: none"> – Racism is disgraceful, – I can't believe it happens in the modern day when society is supposed to have progressed massively. – Racism is bad
Theme 3: Power imbalances		<ul style="list-style-type: none"> – Believing in the superiority or inferiority or hierarchy of a race or skin colour. – current power imbalances
Theme 4: Social injustice		<ul style="list-style-type: none"> – Treating someone differently based solely on their race – noticing all the ways my friends are treated differently just because of their skin colour.

		<ul style="list-style-type: none"> - Mistreatment of minorities based on race. - Treating someone or a group of people differently because of their race, religion or culture. - It is the experience of being prejudiced against based on your skin colour, ethnicity, race, age, gender, etc.
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Impact of racism		
Theme 1: Social wellbeing	Subtheme 1: Friendships	<ul style="list-style-type: none"> - surround yourself with close friends. - you might distance yourself from some people. - they might only surround themselves with people similar to them - Because they don't meet up with their friends
	Subtheme 2: social isolation	<ul style="list-style-type: none"> - It's definitely more of an alienation away from branching out to other people and sort of more feel scared to go out certain places. - just be stuck in this sort of area because I feel safe.
	Subtheme 3: Vulnerability	<ul style="list-style-type: none"> - nervous to make new friends because what if they turned out to be racist? - You might feel more vulnerable all the time.
Theme 2: Mental health		<ul style="list-style-type: none"> - self harming - depression maybe in severe cases - developed like, a resilience for it - it makes people feel sort of embarrassed about their culture, about their heritage. - they might have PTSD. - no one that can defend

		<p>them or help them out or like calling them out.</p> <ul style="list-style-type: none"> – feel like no one has them to be honest like no one can really like stand up for them. – conditioning of people's minds and then social interaction they've had before. – they're not living up to the traditional standard, or viewpoint.
Theme 3: Witnessing racism		<ul style="list-style-type: none"> – feeling helpless – feeling that you could be putting yourself at risk as well to be subjected to that. – what could I have done like I couldn't have done anything otherwise I could have been a victim myself.

Appendix L: Thematic Map



Appendix M: Ethics form

Doctoral Student Ethics Application Form

Anyone conducting research under the auspices of the Institute of Education (staff, students or visitors) where the research involves human participants or the use of data collected from human participants, is required to gain ethical approval before starting. This includes preliminary and pilot studies. Please answer all relevant questions in simple terms that can be understood by a lay person and note that your form may be returned if incomplete.

Registering your study with the UCL Data Protection Officer as part of the UCL Research Ethics Review Process

If you are proposing to collect personal data i.e. data from which a living individual can be identified **you must be registered with the UCL Data Protection Office before you submit your ethics application for review**. To do this, email the complete ethics form to the [UCL Data Protection Office](#). Once your registration number is received, add it to the form* and submit it to your supervisor for approval. If the Data Protection Office advises you to make changes to the way in which you propose to collect and store the data this should be reflected in your ethics application form.

Please note that the completion of the [UCL GDPR online training](#) is mandatory for all PhD students.

Section 1 – Project details

a. Project title: [Racism in schools: Implications for Educational Psychologists and their practice](#).

b. Student name and ID number (e.g. ABC12345678): [21204711](#)

c. *UCL Data Protection Registration Number: [Z6364106/2023/05/117](#) a. Date Issued: [18/05/23](#)

d. Supervisor/Personal Tutor: [Christine Callender](#)

e. Department: [Psychology and Human development](#)

f. Course category (Tick one):

PhD ☐

EdD ☐

DEdPsy ☒

g. **If applicable**, state who the funder is and if funding has been confirmed.

h. Intended research start date: [01/06/2023](#)

i. Intended research end date: [01/09/2024](#)

j. Country fieldwork will be conducted in: United Kingdom

k. If research to be conducted abroad please check the [Foreign and Commonwealth Office \(FCO\)](#) and submit a completed travel risk assessment form (see guidelines). If

Doctoral student ethics application form Version 2.1 Last updated 02/12/20

the FCO advice is against travel this will be required before ethical approval can be granted: [UCL travel advice webpage](#)

I. Has this project been considered by another (external) Research Ethics Committee?

Yes ☐

External Committee Name:

Date of Approval:

No ☒ go to Section 2

If yes:

- Submit a copy of the approval letter with this application.

- Proceed to Section 10 Attachments.

Note: Ensure that you check the guidelines carefully as research with some participants will require ethical approval from a different ethics committee such as the [National Research Ethics Service](#) (NRES) or [Social Care Research Ethics Committee](#) (SCREC). In addition, if your research is based in another institution then you may be required to apply to their research ethics committee.

Section 2 - Research methods summary (tick all that apply)

☒ Interviews

☒ Focus Groups

☒ Questionnaires

☐ Action Research

☐ Observation

☐ Literature Review

☐ Controlled trial/other intervention study

☐ Use of personal records

☐ Systematic review – **if only method used go to Section 5**

☐ Secondary data analysis – **if secondary analysis used go to Section 6**

☐ Advisory/consultation/collaborative groups

☐ Other, give details: Doctoral student ethics application form Version 2.1 Last updated 02/12/20

Please provide an overview of the project, focusing on your methodology. This should include some or all of the following: purpose of the research, aims, main research questions, research design, participants, sampling, data collection (including justifications for methods chosen and description of topics/questions to be asked), reporting and dissemination. Please focus on your methodology; the theory, policy, or literary background of your work can be provided in an attached document (i.e. a full research proposal or case for support document). *Minimum 150 words required.*

Context: Racism not only exists in our society but is etched in our education system and we need to recognise the perspectives and understanding of race and racism as well as the impact it has on our young people. This study will take place in a London borough where there is an interest in this topic. Summer borough has been working on creating an anti-racist community and in 2021, launched a racial justice report which made recommendations around policy and practice reviews, continued listening and gathering of people's experiences, annual events to share learning and progress and continued support to groups working within communities experiencing racism. In line with their efforts for anti-racist practice, Summer borough was identified as a borough where the study should take place. The schools identified to take part in the study are schools that have highlighted race and racism as a topic of interest and focus within their setting.

Purpose: The purpose of this study is to inform Educational Psychologists about young people and educators' perspectives and understanding of race and racism and to provide Educational Psychologists with ways to support schools at a systemic level e.g., supporting anti-racist practice and policies. As Educational Psychologists, we have an ethical responsibility to engage in social justice and anti-racist action. Part of our roles includes supporting schools to create a place which can allow young people to reach their full potential. Whilst there is a wealth of research focussing on racism in schools, this research has largely focused on African American adolescents in the US to the exclusion of other age groups, populations and national contexts. This research would give the field of educational psychology and education an insight about the impact of racism in three schools in London, what these schools are already doing to address racism and what young people and educators would like to see. The study's aim is to be able to share policies, practices and strategies for anti-racist practice between schools.

Aim: The aim of the research is to identify what race and racism means to young people and educators in schools and to support schools in challenging racism, thereby promoting inclusion and anti-racist practice. In particular, this localised study can potentially inform the local authority of what resources schools are accessing within the borough in relation to anti-racist practices and where there is a lack or need for further resources.

Research questions:

- 1) What are young people's experiences and understanding of Racism?

This will be answered by the first questionnaire.

- 2) What is the impact of racism on young people?

- 3) What changes would young people like to see in schools to challenge racism?

- 4) How do schools respond to racism and how do they assess the effectiveness of their anti-racist practice?
- 5) How can Educational Psychologists better support schools' anti-racist practice?

Research design: This study will utilise a mixed methods approach, which adopts aspects of both quantitative and qualitative approaches using a pragmatic perspective. The study will be conducted in three stages:

First stage: a survey will be sent to three secondary schools to disseminate to young people aged 15-18 to complete. The survey will include demographic questions, as well as questions about the extent to which they have seen or experienced racism. Participants will also be given the choice to opt into the focus groups. The data from the survey will feed into the development of the interview schedule/guide for stage 2 and 3.

Second Stage: The study will aim to recruit young people from 3 schools: state funded girls' school, state funded mixed school and a specialist school. Young people who opted in will be invited a focus of group of 3-5 young people. A semi-structured interview schedule will be used. The aim of the focus group will be to identify perceived impact of Racism, understanding of Racism, young people's perspective on how their school responds to Racism and what they would like to see be done differently. The aim is to conduct 1 focus group of 3-5 participants per school. Focus groups were chosen for this stage as the researchers is not a familiar adult to the young people and therefore the group dynamics would stimulate discussion. Focus groups allows for information that might not be gathered from a single respondent and generate wider views and ideas than can be captured through individual interviews. In terms of practicality, this methodology was chosen as the researcher felt that it would be easier to find a time where several students could attend the focus group within the setting. The researcher will aim to meet with the groups at least one time before the focus group to discuss what the focus groups might look like, allow the participants to meet each other and to develop rapport between the researcher and participants as the researcher is an unfamiliar adult. This meeting will take place with another adult who has worked with the young people before/works in the school. The group will consist of no more than 5 participants to allow for a dynamic where everyone has the opportunity to contribute. The researcher will use a mixture between guides/prompt questions as well as scenarios to stimulate a discussion. The focus group will follow a 'staging' process, where we move from less sensitive topics e.g. general information, introductions to more sensitive topics e.g. discussing feelings associated with experiences of racism.

Third stage: School staff will be invited to participate in a 20-30 minute interview using a semi-structured interview schedule. The study will aim to recruit support staff, members of the senior leadership team, equality lead, main grade teachers, governors responsible for safeguarding or pastoral care teachers. The aim is to recruit 3 educators per school. The aim of the interviews will be to identify the staff's understanding of racism and how it manifests in school, to establish how they conceptualise the perceived impact of racism, their Doctoral student ethics application form Version 2.1 Last updated 02/12/20

perspective on how their school responds to racism and what they would like to see be done differently and how they can be supported better to respond to racist incidents. Individual interviews were chosen for this stage as it was felt that educators are more likely to be honest and reflective when not in the presence of other members of staff, some of which could be their superiors. This methodology was also chosen as it was seen to be time efficient as it would be difficult to find a time that all educators could take time out of the school day to attend a focus group.

Sampling: The study will employ a volunteer sampling strategy for pragmatic purposes. This is a form of purposive sampling where individuals opt to participate in the research. The study will seek the views of young people aged 15-18 and educators in the Secondary schools in Summer borough. Participants will be recruited through the secondary schools identified, and will be invited to participate via email, through SEN planning meetings with their link EP, through the SENCO forum and head teachers forum meetings. Participants will include a sample of professionals in the school (support staff, members of the senior leadership team, equality lead, main grade teachers, governors responsible for safeguarding or pastoral care teachers). The study hopes to gather views from approximately 40-50 young people from the questionnaire data, 12-15 from the young people through focus groups and 9 from the individual interviews. From the participants that opt into the focus groups and interviews, the researcher will choose a representative sample to take part e.g. Including participants from varied roles, including YP from varied backgrounds and ages, in a bid to create the most representative sample.

Method of Data Collection

This will be through online surveys to young people comprising for a mixture of open and closed ended questions. Follow up focus groups will be conducted in person to gather additional qualitative data from those who opt in. Interviews will be conducted with educators who have opted in too.

The Online survey will use open and closed questions to explore:

- Contextual questions e.g. age of the young person, gender, ethnicity
- Whether they have seen or been a victim of a racist experience
- What type of racism they experienced or observed (participants will be asked to describe their experience)
- The frequency of racist experiences using a likert scale question format

Findings

The findings will be disseminated to all who have taken part in the study and who have given contact information. The findings will also be presented back to the Local Authority which will be noted in the consent forms and info sheet Doctoral student ethics application form Version 2.1 Last updated 02/12/20

Section 3 – research Participants (tick all that apply)

- ☐ Early years/pre-school
☐ Ages 5-11
☒ Ages 12-16
☒ Young people aged 17-18
☒ Adults please specify below
☐ Unknown – specify below
☐ No participants

Education staff- support staff, members of the senior leadership team, equality lead, main grade teachers, governors responsible for safeguarding or pastoral care teachers

Note: Ensure that you check the guidelines carefully as research with some participants will require ethical approval from a different ethics committee such as the [National Research Ethics Service](#) (NRES) or [Social Care Research Ethics Committee](#) (SCREC).

Section 4 - Security-sensitive material (only complete if applicable)

Security sensitive research includes: commissioned by the military; commissioned under an EU security call; involves the acquisition of security clearances; concerns terrorist or extreme groups.

a. Will your project consider or encounter security-sensitive material?

Yes* ☐ No ☐

b. Will you be visiting websites associated with extreme or terrorist organisations?

Yes* ☐ No ☐

c. Will you be storing or transmitting any materials that could be interpreted as promoting or endorsing terrorist acts?

Yes* ☐ No ☐

*** Give further details in *Section 8 Ethical Issues***

Section 5 – Systematic reviews of research (only complete if applicable)

a. Will you be collecting any new data from participants?

Yes* ☐ No ☐

b. Will you be analysing any secondary data?

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Yes* ☐ No ☐

*** Give further details in *Section 8 Ethical Issues***

*If your methods do not involve engagement with participants (e.g. systematic review, literature review) **and** if you have answered **No** to both questions, please go to **Section 8 Attachments**.*

Section 6 - Secondary data analysis (only complete if applicable)

a. Name of dataset/s: Enter text

b. Owner of dataset/s: Enter text

c. Are the data in the public domain?

Yes ☐ No ☐

If no, do you have the owner's permission/license?

Yes ☐ No* ☐

d. Are the data special category personal data (i.e. personal data revealing racial or ethnic origin, political opinions, religious or philosophical beliefs, or trade union membership, and the processing of genetic data, biometric data for the purpose of uniquely identifying a natural person, data concerning health or data concerning a natural person's sex life or sexual orientation)?

Yes* ☐ No ☐

e. Will you be conducting analysis within the remit it was originally collected for?

Yes ☐ No* ☐

f. **If no**, was consent gained from participants for subsequent/future analysis?

Yes ☐ No* ☐

g. **If no**, was data collected prior to ethics approval process?

Yes ☐ No* ☐

*** Give further details in *Section 8 Ethical Issues***

*If secondary analysis is only method used **and** no answers with asterisks are ticked, go to **Section 9 Attachments**.*

Section 7 – Data Storage and Security

Please ensure that you include all hard and electronic data when completing this section.

a. Data subjects - Who will the data be collected from?

[Data will be collected from young people and educators working at schools.](#)

b. What data will be collected? Please provide details of the type of personal data to be collected

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Quantitative data- through questionnaires e.g demographic data

Qualitative data- through focus groups and interviews

Optional: Gender, age, ethnicity, Type of school they attend

Optional: email address or other contact information for disseminating findings and opportunity to be involved in the follow up focus group. If participants agree to take part in the follow up focus group, then personal data may be collected including participants name and contact details.

Is the data anonymised? Yes ☐ No* ☒

Do you plan to anonymise the data? Yes* ☒ No ☐

Do you plan to use individual level data? Yes* ☒ No ☐

Do you plan to pseudonymise the data? Yes* ☒ No ☐

* Give further details in **Section 8 Ethical Issues**

c. **Disclosure** – Who will the results of your project be disclosed to?

Results of the project will be disclosed to the participants involved, the DEPsy cohort and research supervisors. It will be presented as a doctoral thesis, submitted in part fulfilment of the requirements of the UCL Institute of Education for Doctorate in Professional Educational, Child and Adolescent Psychology (DEdPsy.). Results may be considered for publication following thesis submission. Findings from the study will also be presented to the Local Authority.

Disclosure – Will personal data be disclosed as part of your project?

No- all personal data will be anonymised before processing, and any identifying information about the participants (such as name, school) will be removed from the transcription making all the data anonymous. Once the final report has been written and summary emailed to all participants, all contact information for participants will be destroyed.

d. **Data storage** – Please provide details on how and where the data will be stored i.e. UCL network, encrypted USB stick**, encrypted laptop** etc. Enter text

For transcription purposes, interviews and focus groups (with consent from participants) will be recorded using a password protected voice recorder which will be stored securely. Once the interviews are transcribed, the recordings will be deleted. Quantitative data from the survey will be collated using statistical software programme (SPSS) for analysis. All files will be stored securely on a password protected laptop, in accordance with the university's data protection policy. Only research supervisors and I will have access to the data files. Any identifying contact information will be stored in a separate, password protected file location from the transcribed interviews and survey data. Doctoral student ethics application form Version 2.1 Last updated 02/12/20

**** Advanced Encryption Standard 256 bit encryption which has been made a security standard within the NHS**

e. Data Safe Haven (Identifiable Data Handling Solution) – Will the personal identifiable data collected and processed as part of this research be stored in the UCL Data Safe Haven (mainly used by SLMS divisions, institutes and departments)?

Yes ☐ No ☒

f. How long will the data and records be kept for and in what format?

Data will be kept on UCL's one drive, in a password protected folder on a password protected laptop. Audio recordings will be destroyed at the earliest convenience. Anonymised data will be kept for 10 years, in line with UCL ethics guidance.

Will personal data be processed or be sent outside the European Economic Area? (If yes, please confirm that there are adequate levels of protections in compliance with GDPR and state what these arrangements are)

No

Will data be archived for use by other researchers? (If yes, please provide details.)

No

g. If personal data is used as part of your project, describe what measures you have in place to ensure that the data is only used for the research purpose e.g. pseudonymisation and short retention period of data'.

Any identifying information such as name or school will be removed from interview transcriptions, making all the data anonymous. Pseudonyms will be used in place of participants or group names. The location(s) of the school will be placed in a geographical context e.g. South East England. Interview audio files will be deleted once transcribed. Contact information will be deleted once the final dissemination of the project is complete.

*** Give further details in *Section 8 Ethical Issues***

Section 8 – Ethical Issues

Please state clearly the ethical issues which may arise in the course of this research and how will they be addressed.

All issues that may apply should be addressed. Some examples are given below, further information can be found in the guidelines. *Minimum 150 words required.*

- Methods

- Sampling

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- **Recruitment**
- **Gatekeepers**
- **Informed consent**
- **Potentially vulnerable participants**
- **Safeguarding/child protection**
- **Sensitive topics**
- **International research**
- **Risks to participants and/or researchers**
- **Confidentiality/Anonymity**
- **Disclosures/limits to confidentiality**
- **Data storage and security both during and after the research (including transfer, sharing, encryption, protection)**
- **Reporting**
- **Dissemination and use of findings**

The proposed research is planned with regard to the ethical considerations in line with the British Psychological Society (BPS) 'Code of Ethics and Conduct' (BPS, 2021) and the Health and Care Professions Council's (HCPC) 'Standards of Conduct, Performance and Ethics' (HCPC, 2016).

Sampling and recruitment :

This project intends to collect data from participants through an online survey with the potential for follow up focus groups as well as interviews with educators. Information about this project will be initially sent to Head teachers, SENCOs and members of SLT through advertising at forums and through link EPs. It will invite them to disseminate the survey to young people 15-18 in the secondary schools. The email link will be accompanied by an information sheet and on the survey, there will be information about consenting to take part. Also, an information sheet will be sent to schools to disseminate to parents to make them aware that this survey will go out. Consent will be sought from school (en loco parentis) unless their policies state otherwise.

The project will recruit using an opt-in approach for the three identified schools. Following receipt of information about the research, the potential participant will take an active step in agreeing to participate by following the link to take part in the survey. Participants are actively choosing to attach their email address or other contact information if they are interested in receiving follow up information about the project or take part in the focus group. While an opt in approach might lead to lower response rates and a potentially less representative sample, it is a practical option for this study as participants must volunteer willingly.

An information sheet and consent form will be sent to the three identified schools asking staff to opt into taking part in the individual interviews.

Benefits of the research Doctoral student ethics application form Version 2.1 Last updated 02/12/20

The research aims to increase knowledge and understanding of the experiences of racism with young people and educators. By exploring their perspectives, the project hopes to identify best practice for anti racist policies, how to better support young people who have experienced racism, what types of racism young people are experiencing and the impact of racism on young people.

Informed consent

Participants will be providing fully informed consent. The participant information sheet and consent form will contain details about the right to withdraw consent at any time, including information about omitting any interview or survey questions that participants do not wish to answer. Young people aged 15-16's parental consent will be gathered through school as *en loco parentis* however, all parents will be sent an information sheet about the research and given the option to withdraw their child from the research. During the focus groups/ interviews, participants will need to confirm their consent to be recorded for transcription purposes and will be reminded that they may withdraw their consent at any time, during or after the interview or focus group. All unprocessed data will be destroyed if the participant chooses to withdraw. Contact information for withdrawal of consent will be provided on the initial information sheet. The researcher will also obtain ongoing assent from the young person throughout the study.

Safeguarding/child protection

Participants will be given information about the study and the topics we will cover in advance in the information sheet. The research includes discussion of sensitive topics which may involve talking about personal and emotional experiences as educators, and / or young people's experiences, trauma or emotional challenges. It is possible that educators and young people may find exploring their emotional experience around racism distressing. Young people completing the survey reflecting their perspectives around race and racism may bring up difficult feelings for some participants. They may find the discussion of their emotional experiences leads to feelings of anxiety or other difficult emotions. To reduce this risk, participants will be informed about the length of the survey and will choose to participate at a time and date convenient to them. For the focus groups, they will be conducted in a quiet room that other people will not have access to. Should a participant become distressed whilst retelling their experiences, the researcher will allow them time and space to re-join the group if they want to and will be reminded that they have the right to withdraw. The researcher will also offer time after the focus group if the participants want to discuss anything and will be signposted to a charity that supports people who have faced racism/inform the safeguarding lead if necessary and appropriate.

The researcher will minimise this by giving the option to withdraw from the study at any time and choose not to take part in any of the activities or answer any questions. The information sheet will also guide participants for any further support needed. The researcher will also offer a space at the end of each interview or focus group to a supportive discussion and debrief if needed, in which the researcher can direct them for further support/refer to the safeguarding lead for the school, if necessary and appropriate. The Doctoral student ethics application form Version 2.1 Last updated 02/12/20

researcher will create a safe space with a supportive manner during the focus group and interviews. The researcher will endeavour to pose all questions or topics in each of the stages of the study as sensitively as possible. The researcher will reassure participants we can stop the interview or withdraw from the focus group at any time, without reason. In the information sheet and debrief, the researcher will give information around support for those who have experienced a racist incident: [Report all Hate Crime - Stop Hate UK](#)

In order to safeguard all young people in the study, the data will be anonymised and kept securely under the data protection measures outlined above. No other participant will have access to another person's data and the overall results and findings will be coded and anonymised to protect the identity of all participants to prevent any safeguarding/ child protection issues from arising. The focus group will meet with the researcher once before the actual focus group takes place to explain what types of questions will be asked on the day, this will hopefully allay any uncertainties or anxieties about what may be asked. As mentioned above, should participants become distressed during the study, a procedure will be in place e.g. giving the participant the option to continue, signposting to support, referring to the safeguarding lead for the school if necessary/appropriate.

Confidentiality and anonymity

The data collected in this study will be anonymised and coded. Interviews will be recorded and transcribed, with the recordings destroyed as soon as they have been transcribed and anonymised. All transcribed data will be coded and anonymised, encrypted and stored on a secure password-protected device. Any identifying information (such as names, schools, local authority etc) will be removed from transcriptions. Any identifying contact information used to arrange consent, interviews and dissemination of results will be stored in a separate password-protected file location and destroyed as soon as possible (once information is disseminated). Confidentiality will be withheld in all situations unless there is a disclosure which suggests someone is at risk or immediate harm, in which case safeguarding procedures will be followed. This information will be included in the pre-interview brief so that participants are all aware. Participants in the focus group will be reminded of the confidentiality of the group and asked to agree to not disclose anything that is said in the group. The beginning of the focus group will talk about rules and boundaries of the group.

The researcher will ensure that no individual can be identified in the write up of the findings, by any identifiable characteristic. Participant names, local authorities and any other personal details will also be changed in the transcriptions. The semi-structured interview schedule should support confidentiality in that all professionals will be asked the same set of questions and therefore any themes identified should not be attributable to one individual and/or their local authority. Participants as part of the interviews will be sent a copy of their transcripts to ensure what has been said is reflected accurately.

Disclosures/limits to confidentiality

Confidentiality will be maintained in all situations unless the participant discloses that someone or themselves are at risk of immediate harm, in which case I will have to inform my supervisor and the safeguarding lead for the school. Doctoral student ethics application form Version 2.1 Last updated 02/12/20

Sensitive topics

It is possible that some participants may experience some discomfort during the interviews/focus groups as a result of reflecting on experiences of racism or talking about racism. The researcher will attempt to reassure participants by explaining that they need only answer if they feel comfortable to do so. Participant anonymity and confidentiality of the interviews will also be reiterated.

Any findings which highlight inefficiencies in practice will be carefully considered and sensitively handled to ensure that they are reported in a way which does not assign blame to schools or staff, or compromise confidentiality.

Reporting

I will ensure that descriptions of the borough and participants are fully anonymised and will be careful to ensure no description could be recognised. For example, I may refer to the placement borough using a pseudonym e.g. Summer borough and give general and non-specific descriptions of the demographic, such as referring to the average income in relation to the UK average.

I will disseminate a summary of final, anonymised research findings in the form of a research briefing, to all participants, schools taking part and the local authority. I will also seek to publish the research.

Please confirm that the processing of the data is not likely to cause substantial damage or distress to an individual

Yes ☒

Section 9 – Attachments.

Please attach your information sheets and consent forms to your ethics application before requesting a Data Protection number from the UCL Data Protection office. Note that they will be unable to issue you the Data Protection number until all such documentation is received

a. Information sheets, consent forms and other materials to be used to inform potential participants about the research (List attachments below)

Yes ☒ No ☐

Enter text

b. Approval letter from external Research Ethics Committee Yes ☐

c. The proposal ('case for support') for the project Yes ☐

d. Full risk assessment Yes ☒

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Section 10 – Declaration

I confirm that to the best of my knowledge the information in this form is correct and that this is a full description of the ethical issues that may arise in the course of this project.

I have discussed the ethical issues relating to my research with my supervisor.

Yes ☒ No ☐

I have attended the appropriate ethics training provided by my course.

Yes ☒ No ☐

I confirm that to the best of my knowledge:

The above information is correct and that this is a full description of the ethics issues that may arise in the course of this project.

Name [Rachel Rebello](#)

Date [12.04.23](#)

Please submit your completed ethics forms to your supervisor for review.

Notes and references

Professional code of ethics

You should read and understand relevant ethics guidelines, for example:

[British Psychological Society](#) (2018) *Code of Ethics and Conduct*

Or

[British Educational Research Association](#) (2018) *Ethical Guidelines*

Or

[British Sociological Association](#) (2017) *Statement of Ethical Practice*

Please see the respective websites for these or later versions; direct links to the latest versions are available on the [Institute of Education Research Ethics website](#).

Disclosure and Barring Service checks

If you are planning to carry out research in regulated Education environments such as Schools, or if your research will bring you into contact with children and young people (under the age of 18), you will need to have a Disclosure and Barring Service (DBS) CHECK, before you start. The DBS was previously known as the Criminal Records Bureau (CRB). If you do not already hold a current DBS check, and have not registered with the DBS update service, you will need to obtain one through at IOE. Doctoral student ethics application form Version 2.1 Last updated 02/12/20

Ensure that you apply for the DBS check in plenty of time as will take around 4 weeks, though can take longer depending on the circumstances.

Further references

Robson, Colin (2011). *Real world research: a resource for social scientists and practitioner researchers* (3rd edition). Oxford: Blackwell.

This text has a helpful section on ethical considerations.

Alderson, P. and Morrow, V. (2011) *The Ethics of Research with Children and Young People: A Practical Handbook*. London: Sage.

This text has useful suggestions if you are conducting research with children and young people.

Wiles, R. (2013) *What are Qualitative Research Ethics?* Bloomsbury.

A useful and short text covering areas including informed consent, approaches to research ethics including examples of ethical dilemmas.

Departmental Use

If a project raises particularly challenging ethics issues, or a more detailed review would be appropriate, the supervisor must refer the application to the Research Development Administrator via email so that it can be submitted to the IOE Research Ethics Committee for consideration. A departmental research ethics coordinator or representative can advise you, either to support your review process, or help decide whether an application should be referred to the REC. If unsure please refer to the guidelines explaining when to refer the ethics application to the IOE Research Ethics Committee, posted on the committee's website.

Student name: Rachel Rebello

Student department: Psychology and Human Development

Course: DEdPsy

Project Title: [Racism in schools: Implications for Educational Psychologists and their practice.](#)

Reviewer 1

Supervisor/first reviewer name: Christine Callender

Do you foresee any ethical difficulties with this research? The ethical considerations for the study have been considered and arrangements are in place in the event that participants experience distress in retelling experiences of racism. I would recommend that a journal is kept throughout the Doctoral student ethics application form Version 2.1 Last updated 02/12/20

data collection phase to record thoughts, responses and any questions that arise as part of the data collection process.

Supervisor/first reviewer signature:

Date: 31st May 2023

Reviewer 2

Second reviewer name: Cynthia PINTO

Do you foresee any ethical difficulties with this research? No

Second reviewer signature:

Date: 31.5.2023

Decision on behalf of reviewers

Approved

Approved subject to the following additional measures

Not approved for the reasons given below

Referred to the REC for review

Points to be noted by other reviewers and in report to REC:

Comments from reviewers for the applicant:

Once it is approved by both reviewers, students should submit their ethics application form to the Centre for Doctoral Education team: IOE.CDE@ucl.ac.uk. Doctoral student ethics application form

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UCL Institute of Education Research Ethics Committee Risk Assessment Form - Fieldwork	
Name(s) of Researcher (s) submitting this risk assessment:	Rachel Rebello
Name of Supervisor (if applicable):	Cynthia Pinto Christine Callender
Research Project Title:	Racism in schools: Implications for Educational Psychologists and their practice
Brief Description of Project (including Fieldwork Location):	A study involving questionnaires sent to 15-18 year olds in three identified schools in summer borough exploring their understanding and perspectives of race and racism. Young people can opt to take part in a focus group comprising of 3-5 young people from each school to further explore their views. Educators will also be invited to take part in individual interviews.

Appendix N: Phase 3 educators interview rationale and interview schedule construction

Interviews were to be used to gain teachers' perspectives on experiences of racist incidences and their views on school's anti-racist practices and policies. An email was sent to educators in the setting and the school's communication system via the contact at the school, after the focus groups had been arranged (see appendix H). The email included the information sheet and consent form asking for one hour of the participants' time to do an online interview. The researcher highlighted that this could be completed at a time convenient to them e.g. lunch time, before school or after hours. Numerous emails were sent over the course of three months attempting to recruit participants. Until this point, the contact at the schools were active participants who were helping and supporting the researcher with setting up the focus groups, liaising with parents etc. Only two responses were received where one staff member said they did not have time to support the research and one SENCO said they couldn't ask their educators as they felt they were under a lot of time pressures already. Despite their active involvement in facilitating access to the YP, it was disappointing that there was an (un)expected lack of participation and this phase could not be completed. A reflection on this aspect of the study is explored in more detail later in this chapter and the discussion of possible explanations including the notion of white silence, a lack of racial literacy and feelings of vulnerability.

Interviews were chosen as it would have created space for an in-depth exploration into the experiences of educators, and rich data as a result of its open-ended nature, whilst also making sure the research questions are answered. The open-ended question interview schedule would be a flexible tool to guide and prompt the conversation with the participant and allow for a deeper discussion which would have allowed for a unique perspective on what schools are already doing to challenge racism and promote inclusion.

ion.

The interviews were planned to be administered online to allow for flexibility and also to aid confidentiality so other members of staff would not know which educator had taken part. Interviews were chosen for this phase as it is felt that educators are more likely to be honest and reflective when not in the presence of other members of staff, some of which could be their superiors.

The use of an exploratory approach and open-ended questions were chosen as it allowed the participant to discuss their experiences at length. The schedule's aim was to be a flexible tool to guide the conversation and the use of prompts supported a richer and deeper discussion. The wording and number of questions were carefully considered to include different parts of their continued professional development as well as firsthand experiences. Key areas included: background information around their role, reflections on the vignettes, training on racism, schools practice and policies and school's responses to racism. Research suggests that interviews should start with questions that participants will find easy to answer to allow the interviewer and interviewee time to acclimatise to how the interview will proceed. For example, the interview starts off with questions around the participants role and how long they have been in their role, what age groups and gender they work with. There is little research conducted around the experiences of educators in relation to racism in schools therefore it was important to develop an interview schedule for this research through the review of existing literature.

