

How can we reduce racial discrimination in schools? An Interpretative  
Phenomenological Analysis exploring how Educational Psychologists enact change.

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## Abstract

In Britain pupils who are Black or of dual heritage (Black Caribbean and White) are three times more likely to be excluded from education than white pupils. Alongside this there is a well-documented attainment gap which has been evident for decades. These academic inequalities highlight the systemic nature of racial discrimination within educational settings in Britain.

There is some research around addressing racial discrimination in schools, though there is limited research on how educational psychologists work to reduce racial discrimination in schools. Educational psychologists work to enact change in various ways, including systemic, group and individual levels. They appear to be well-placed to challenge practice within an educational setting and so how they do this in relation to racial discrimination is the focus of this study.

This research aims to explore the factors that enable educational psychologists to enact change within these systems. Interpretative Phenomenological Analysis (IPA) was used in this study to analyse information gathered through semi-structured interviews. This focused on how educational psychologists have responded to enact change when working in a school environment in which they felt there was racial discrimination and the factors that they felt enabled positive change. The findings for this study unearthed six overarching themes on the '*context of the racial discrimination*', '*individual EPs and the role*', '*noticing racial discrimination*', '*forming relationships*', '*use of structure and tools to support change*', and '*acknowledging different responses to racial discrimination*'. The findings are discussed in relation to psychological theory and existing literature, with implications for the practice of individual educational psychologists, educational psychology services, training providers and national bodies.

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## List of Abbreviations

Abbreviation	Meaning
BAME	Black, Asian and Minority Ethnic groups
BME	Black and Minority Ethnic
BPS	British Psychological Society
CYP	Children and Young People/ Child or Young Person
DfE	Department for Education
EP	Educational Psychologist
HCPC	Health and Care Professions Council
IPA	Interpretative Phenomenological Analysis
LA	Local Authority
n.d.	No date
RD	Racial Discrimination
SEMH	Social Emotional and Mental Health
SEND	Special Educational Needs and Disabilities
SMT	Senior Management Team
TEP	Trainee Educational Psychologist
TEPICC	Trainee Educational Psychologist Initiative for Cultural Change
UK	United Kingdom

## 1- Introduction

Initially, this chapter will define terms that will be used in this research and the reason for their inclusion. Next, the chapter will explore the socio-political context for the study and its conceptual and theoretical background. In conclusion, a rationale for the current study will be provided.

### 1.1 Language and Terminology

#### 1.1.1 *Race and Ethnicity*

Race is defined as 'one of the major groups which human beings can be divided into according to their physical features, such as the colour of their skin' (Collins Dictionary, n.d.-a). An individual's race is closely linked with their ethnicity which is their belonging to a racial or cultural group of people (Van den Berghe, 1978).

On the government website the recommended categorisation of racial and ethnic groups are:

- White (English, Welsh, Scottish, Northern Irish or British; Irish; Gypsy or Irish Traveller; Any other White background);
- Mixed or Multiple ethnic groups (White and Black Caribbean; White and Black African; White and Asian; Any other Mixed or Multiple ethnic background);
- Asian or Asian British (Indian; Pakistani; Bangladeshi; Chinese; Any other Asian background);
- Black, African, Caribbean or Black British (African; Caribbean; Any other Black, African or Caribbean background);

- Other ethnic group (Arab; Any other ethnic group)

(Office for National Statistics [ONS], n.d).

The racial groups used in research differ between individual researchers. Two overarching terms frequently used when discussing an individual's race are Black, Asian and Minority Ethnic groups (BAME) or Black and Minority Ethnic (BME). It had been suggested that these terms create difficulties for those that they attempt to identify. The '#BAMEOver' campaign has highlighted the inadequate nature of the term (Parker, 2020). These terms blend ethnicity, race and nationality and ignore an individual's specific ethnicity (Bonnett & Carrington, 2000; Bunglawala, 2019). They also appear to create a hierarchy in the naming of some ethnic groups over others. The wide use of these terms in statistics promotes the erasure of heritage and identity and assists in the avoidance of key social commentary which suggests that a shared experience of racial discrimination and inequality perpetuates the use of these terms (Bhopal, 2018; James, 2020).

As the researcher I agree that these terms do not acknowledge the diversity and individual experience within racial and ethnic groups. Therefore, my approach will be to use the term that the individual identifies with. When referring to groups of people that may be impacted by racial discrimination, I will use the term minoritised groups to acknowledge that it is within Britain that the global majority are minoritised (Campbell-Stephens, 2021).

### **1.1.2 Racial discrimination and Racism**

Racial discrimination is defined as 'discrimination, unfair treatment or bias against someone or a group of people on the basis of their race' (Collins Dictionary, n.d.-b). A bias is when an individual shows negative views or prejudice against an object, person or group (Collins Dictionary, n.d.-c). When biases or unfavourable opinions about another person are based on inadequate facts this is called prejudice (Collins Dictionary, n.d.-d). Prejudices can form based on influences from an individual's previous experiences, social circles, the media, and their parent's views (Ellithorpe, 2015; Pirchio, 2018; Stangor, 2016). These prejudices can lead individuals to discriminate against those that they hold negative views about. Racism is when prejudice is acted upon by an individual or group with power which leads to oppression of an individual or racial group (Barndt, 1991).

Racism can be exhibited overtly or covertly (Coates, 2011; Elias, 2015). Overt racism is the intentional or obvious harmful attitudes or behaviours someone may exhibit towards another due to their skin colour which may include discriminatory language and physical acts which intend to harm others (Elias, 2015). Covert racism is often more subtle as it includes how people may be treated differently due to their skin colour and may be based off an individual's unconscious biases and the stereotypes that they believe (Coates, 2011). Subtle verbal or nonverbal insults or invalidations related to race said at an interpersonal level, which are often unconscious to the perpetrator, have been labelled as microaggressions (Pierce et al., 1978; Solórzano et al., 2000). The impact of microaggressions are cumulative and can be highly detrimental to the targeted individual (Sue & Spanierman, 2020).

Sue and Spanierman (2020) highlight the interplay between individual instances of racism and broader institutional racism. Institutional or systemic racism is the systematic discrimination of a racial group through institutional policies and practices and the shaping the cultural beliefs and values that support those racist policies and practices (Sue & Spanierman, 2020). This leads to an organisation's collective failure to provide an appropriate and professional service which maintains a cycle of discrimination (Macpherson, 1999).

## **1.2 Socio-political Context**

### ***1.2.1 Diversity in Britain***

The 2011 census data illustrates that the largest ethnic group in England and Wales was White British (80.5%), followed by Asian (7.5%: Bangladeshi, Chinese, Indian, Pakistani, and Asian other), White other (5.4%: White Irish, White Gypsy/Traveller, and White other), Black (3.3%: Black African, Black Caribbean, and Black other), Mixed (2.2%: Mixed White/Asian, Mixed White/Black African, Mixed White/Black Caribbean, and Mixed other) and 'Other' (1%: Arab, and Any other) (ONS, 2018a). From 2001 to 2011, the percentage of the population of England and Wales that identified as White British decreased 6.9% from 87.4%. In this same time period, all other ethnic groups increased, including Asian (4.8%), White other (3.8%), Black (2.2%), Mixed (1.4%) and 'Other' (0.4%) (ONS, 2018a). The most recent data sets show that the majority of the UK population live in an urban location (81.5%) whilst 18.5% lived in a rural location (ONS, 2018b). The ethnic groups most likely to live in an urban location were Pakistani (99.1%), Bangladeshi (98.7%), and Black African (98.2%). The most ethnically diverse region was London, where 44.9% identified as

white British, 18.5% Asian, 14.9% White other, 13.3% Black, 5% Multiple ethnicities, and 3.4% Other (ONS, 2018b).

### ***1.2.2 Racial discrimination in Britain***

In 2013, Alicia Garza, Patrisse Cullors, and Opal Tometi formed the Black lives matter (BLM) movement in response to the acquittal of Trayvon Martin's murderer in America, a 17-year-old who was murdered walking home (BLM, n.d.). In the summer of 2020, the BLM movement had a resurgence in mainstream media around the world, linked to an American citizen, George Floyd, being murdered by police in Minneapolis, Minnesota (Dreyer et al., 2020). This along with the disproportionate impact of Covid-19 on people from Black, Asian and other minoritised ethnic backgrounds in the UK raised questions as to the level of institutional racism that exists in Britain (British Broadcasting Corporation [BBC], 2020; Dar et al., 2020; Heath & Richards, 2020; Humphrys, 2020). In 2021, the British government released a report exploring racism, ultimately stating that there is no longer systemic racism in England (Commission on race and ethnic disparities, 2021). This report caused huge controversy as 'contributors' such as Stephen Bourne, SI Martin and the Black Young Professionals (BYP) network stated that they had not been properly consulted (Mohdin, 2021). Organisations such as the British Medical Association (2021) and the EP race and culture forum wrote open letters or position papers challenging the conclusions of the government's report commenting that the writers had missed an opportunity to highlight structural race inequality as a major factor which affects the outcomes and life chances of many British citizens.

In 2018 the largest disparities in the ethnic groups of those interacting with the criminal justice system (CJS) appeared at the point of stop and search, arrests, custodial sentencing and prison population, in which minoritised groups were vastly overrepresented (Home Office, 2021). This pattern of over representation is even more pronounced in children (under 18 years of age), particularly in arrests, custodial sentencing, and prison population (Home Office, 2021). This illustrates that minoritised ethnic groups, particularly those who identify as Black, appear to be overrepresented in many stages throughout the CJS compared with the White ethnic group. Offenders also exhibit high levels of speech, language and communication needs (SLCN) (Bryan, 2004). Along with overrepresentation in the CJS as offenders, there were also disproportionate numbers of victims of those that identified as from a minoritised group (ONS, 2020). These statistics illustrate the experience of some individuals who identify as being part of a minoritised ethnic group in the United Kingdom. For further reading regarding criminal justice system inequalities see Appendix A.

### ***1.2.3 Racial discrimination in the British education system***

Every individual who faces discrimination has a unique experience as it can occur to different levels based on a number of characteristics. Intersectionality is a term used to explore the interaction of multiple facets of identity and its relationship to power imbalances and discrimination (Crenshaw, 1991). This includes characteristics such as race, gender, sexuality and ability. Shonibare (2021) suggested that students from African Caribbean and South Asian heritage and who have SEND had additional factors that affect their experience of further education, such as an adverse early education, race, ethnicity and cultural connection, parental context, perspective and influence, broad and fluid identity, how they are subject to systems of power and the

power of self (Shonibare, 2021). The government introduced legislation in an attempt to reduce discrimination in education. The Equality Act (2010) states that organisations must make reasonable adjustments for those with protected characteristics, these include age, gender reassignment, being married or in a civil partnership, being pregnant or on maternity leave, disability, race, nationality, ethnic or national origin, religion or belief, sex or sexual orientation. The Act aims to 'eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act; advance equality of opportunity between people who share a protected characteristic and those who do not; and foster good relations between people who share a protected characteristic and those who do not' (Equality Act, 2010). This was the first time that educational providers had a legal requirement to differentiate based on an individual's needs, although what constitutes reasonable adjustment is subjective (Wadham, 2010).

The Children and Families Act (2014) and its associated guidance, the SEN and Disability (SEND) Code of Practice (Department for Education [DfE], 2015), initiated reforms to the systems supporting CYP with SEND. They dictate a statutory process that each Local Authority (LA) must carry out if a CYP has or 'may' have SEND, called an Education, Health and Care (EHC) needs assessment. The assessment includes access to an assessment by an EP which leads to an outline of suggested provision to support development. If agreed upon by the LA the resulting EHC Plan (EHCP) is a legally binding document that summarise a CYPs strengths, needs and the special educational, health and social care provision required to achieve the agreed outcomes. Data suggest that there is ethnic disproportionality in the identification of SEND and the number of pupils with an EHCP. Travellers of Irish heritage (4.5%) and

pupils of a Black Caribbean (4.4%) heritage had the highest proportion of pupils with EHCPs (DfE, 2019-a). Strand and Lindorff (2018) also noted that some Asian pupils may not receive sufficient access to specialist resources when diagnosed with autistic spectrum condition (ASC), while some Black Caribbean children may be provided a narrowed curriculum due to over-identification of needs. Nationally, there is a disproportionate number of Black Caribbean and Mixed White & Black Caribbean students identified with social, emotional and mental health (SEMH) needs, particularly in the secondary phase and in high poverty schools (Strand & Lindorff, 2018). Whilst the disproportionality for some special needs, such as Moderate Learning Difficulties (MLD), intersects with the CYPs socio-economic background and early attainment, this research suggests that neither factor is linked to the ethnic disproportionality in the identification of ASD or SEMH needs (Strand & Lindorff, 2018).

In the UK between 2018-2019 pupils of Black Caribbean and dual heritage (Black Caribbean and White) students were three times as likely to get excluded as white British pupils (Department for Education [DfE], 2020a; Gibbons, 2020). Demie (2019) suggested reasons for the overrepresentation of Black Caribbean pupils in exclusion statistics including inadequate definitions of racism in schools, teachers' low expectation for Black students, unconscious biases, institutional racism, lack of diversity in the school workforce which includes teachers, Educational Psychologists (EPs) and Special Educational Needs Co-ordinators, and lack of effective training for staff on multicultural education, diversity and race issues. Joseph-Salisbury (2020) also found that secondary school teachers considered the factors that may reinforce racial discrimination in a school to be; the demographics of teaching staff, the curriculum and school policies, including behaviour policies and dress codes. Lee and

Newton (2021) illustrated that teacher assessment can differ based off ethnicity leading to further discrepancies. This further illustrates factors that may influence the national underachievement of Black boys (Graham, 2011). Chiu et al. (2016) highlighted that a sense of school belonging informs mental health and academic attainment which suggests that school belonging is a universal necessity. Ginn (2021) noted that two dimensions of school belonging were found in Secondary-aged Pupils from minoritised ethnic backgrounds: general and ethnic belonging. The pupils experience of belonging was influenced by being different from the majority and the school ecosystem, such as their policies and ethnic representation. How strongly an individual relates to their ethnic identity appeared to contribute to protective factors (Ginn, 2021).

Various government reforms and initiatives have been aimed at raising the attainment of underachieving students, particularly Black boys. In 2000 the government began giving headteachers the freedom to convert their schools into academies and leave council control (The Learning and Skills Act, 2000). This programme was accelerated in 2010 allowing local-authority-run schools that were under performing to be transformed by high-performing sponsors (Academies Act, 2010). Pupil premium was also introduced, which gives schools extra money to improve the performance of their poorest pupils (DfE & The Rt Hon Michael Gove MP, 2010). Between November 2015 to 29 January 2016 the Department of Education undertook a consultation which led to the introduction of the English Baccalaureate (EBacc) as a performance measure to encourage the study of English, Mathematics, Science, a modern or ancient foreign language, and either history or geography. This has encouraged schools to enter more pupils for the General Certificate of Secondary Education (GCSE) in the key academic

subjects that are most valued by universities and employers. It attempted to have a positive impact on the achievement of pupils with 'relevant protected characteristics', such as disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. This covers the protective characteristics in the Equality act (2010) except age which was seen to be irrelevant. Nationally 39.7% of pupils are entered into the EBacc subjects and 24.7% achieve a pass in all of the subjects. When factoring ethnicity into the analysis White pupils entry rate is 38.2% and achievement rate is 23.7%; those of a Gypsy/Roma traveller heritage have an entry rate of 5.1% and an achievement 1.4%; Asian pupils have an entry rate 47.1% and an achievement rate of 31.3%; Black pupils have an entry rate of 43% and an achievement rate of 23% (For Black Caribbean pupils have an entry rate of 36.1% and an 15.9% achievement and Black African pupils have an entry rate of 46.6% and an achievement rate of 26.4%) (Department of Education, 2017). This illustrates that Gypsy/Roma and Black pupils had a lower attainment despite a higher percentage of pupils being entered for the EBacc. In 2016 'Progress 8' and 'Attainment 8' were introduced which measure how well children progress in key stage 4 using the results of 8 GCSE-level qualifications. The average individual pupils Attainment 8 score in 2017/18 was 46.5 out of 90.0. When broken down to include pupil's ethnicity White pupils 46.1, Asian 50.4, Black 45.0 (Black Caribbean 39.6, Black African 47.5) (DfE, 2019-b). In every ethnic group, girls had a higher average score than boys (DfE, 2019-b).

#### ***1.2.4 Racial discrimination and the EP profession***

During the resurgence of the BLM movement in the summer of 2020 many EPs were also reminded to explore what they do to support the experiences of students from

Black, Asian and other minoritised ethnic backgrounds in their practice (BPS's Division of Counselling Psychology Black and Asian Counselling Psychologists' Group et al., 2020; Murphy, 2020). As EPs work with a range of educational settings at multiple levels they are well placed to support systemic change such as the reduction of racial discrimination (Bronfenbrenner, 1992). However, Williams et al. (2015) stated that there has been minimal analysis of the discourses that inform EP practice around race and ethnicity. The factors above influenced practitioners and led to individual and groups of practitioners to ask the establishment, including Educational Psychology Services (EPS) and training courses, to take more action in challenging racism and inequality in education, both within and external to the EP profession (Williams et al., 2015). King et al. (2018) admitted that race and culture has been overlooked in conventional educational psychology research. DeCuir-Gunby, and Schutz (2014) explored why race has not traditionally been examined in educational psychology research which included discussion around the significance of race, dilemmas in the study of race and an investigation of the prevalence of race-related constructs in top educational psychology journals. They found that commonly, empirical research considers race for descriptive/demographic purposes (i.e. only in the methods section without any further analysis), for explanatory purposes (i.e. when race is used to explain difference in outcome variables), or for comparative purposes.

Sakata (2021) explored how EPs can develop culturally responsive practice using a Delphi study. The participating EPs came to a consensus on culturally responsive practice linked to building relationships, assessment, intervention, continuing to engage in a continuous learning process around culture, considering both intrapersonal and interpersonal development, and considering structural implications

related to culture. Participants did not reach agreement around statements which linked to specific models, tools and frameworks, which respondents associated with being largely unfamiliar with those that were mentioned. The agreed upon themes were presented as a guiding framework for practice (Sakata, 2021).

To support further exploration into issues around race in education, DeCuir-Gunby, and Schutz (2014) proposed two further approaches: the use of race-focused constructs to offer theoretical understandings of race-related issues and embracing race reimaged constructs, which combine traditional research approaches with race-influenced perspectives. In this proposal, the researcher aimed to use race-focused constructs to consider theoretical understandings of race-related issues. Therefore, this proposal will outline research that aims to explore EPs responses to working in a school environment in which they felt there was racial discrimination and the factors that they think were useful to enact change.

### **1.3 Rationale for the current study**

In the researcher's first year as a Trainee Educational Psychologist (TEP) they conducted an observation in a school in which they noticed two students were treated differently for the same behaviour, the only differing factor appeared to be the race of the students. Whilst it would be an oversimplification to attribute this interaction entirely to race, which might be ignoring the relationship and previous experiences between the member of staff and each student, the observation made the researcher wonder how much racial prejudice had influenced the situation. This observation was taken back to supervision where the supervisor commented that they had noticed racial

discrimination in the school and had been trying to highlight this within the system however had been struggling to enact change. This experience along with other anecdotal discussions highlighted that EPs may be working in school environments in which they felt there was racial discrimination which the researcher felt should be explored in order to support EPs to enact change in such environments.

## **1.4 Conceptual and Theoretical Background**

This research aims to explore factors that support practitioners enact change within a school system. For this reason, it is important to explore psychological theories that focus on the maintenance of racial discrimination within a system. Burnham (2018) coined the social graces framework which highlight possible aspects of difference including: Geography, Gender, Religion, Race, Appearance, Ability, Age, Culture, Class, Education, Employment, Ethnicity, Sexuality, Sexual orientation and Spirituality ([GGRRAACCEEESSS]). Of the demographic information that makes up the social graces race is often the most visible upon meeting someone which allows biases to be formed rapidly (Burnham, 2018).

Prejudice that an individual may hold can be enabled, maintained and reinforced by organisations that they belong to. A systems approach recognises the intricacy of interactions and the wider systems impact on an individual's behaviour (Arnold & Wade, 2015). Bronfenbrenner's (1992) ecological systems theory notes that individuals are at the centre of four levels of a system including microsystems, mesosystems, exosystems, macrosystems and chronosystems. Interactions within these different levels may affect the development of an individual's racial

consciousness (Peterson, 2014). In an educational setting racial discrimination can be enabled at each of the levels, for example within the microsystem each of the groups that an individual belongs to (different classes or extracurricular activities) can be influenced by the ethnicity of individuals in the system or prejudice within another individual's behaviour that affects team dynamics and style of teaching. Aspects such as the beliefs of senior leadership within a school and differences between the groups, affects the mesosystem. Discrimination may be perpetuated within an exosystem through the portrayal of a specific race in the media, inequitable school funding or discriminatory policies within the school, LA or government. The attitudes and ideologies and social beliefs of the macrosystem may also be affected by social forces, historical trends and events and cultural expectations, including race, privilege and power the interpretation of these factors and change over time (Peterson, 2014). As this illustrates, racial discriminations can be ingrained in different levels of a system which makes the process of enacting change complex.

Another theory that applies to the maintenance of racial discrimination in systems is the Critical Race Theory (CRT) developed by Crenshaw et al. (1995). It holds a social constructivist perspective of racism that commits to understanding and opposing systems that suppress people from Black, Asian or other minoritised ethnic backgrounds (Bell, 2009). CRT is devised to illustrate how laws and regulations that are supposedly 'colour-blind' have permitted racial oppression and inequality to continue through legal changes such as the outlawing of slavery and the Racial Relations act (1965) which is now part of the Equality act (2010) (Chakrabarty et al., 2012). Gillborn (2006) noted that racism is deeply ingrained in the culture, laws and psychology of the western world, not only in obvious performances of race hatred but

also in more subtle displays of power that disadvantage one or more minoritised ethnic group, such as institutional racism. The inclusion of these terms moves away from the emphasis on the intent behind an action and focuses on the impact on an individual or group (Gillborn, 2006). This subtle form of racial discrimination may be illustrated in the education system through national laws, local area policies or school (Taylor et al., 2009). For example, over the past ten years numerous cases have been recorded in which Black students have been temporarily excluded due to their hairstyle breaking school policies (Dabiri, 2020). In 2011, a case against a school was taken to high court as they would not allow the child onsite with cornrows as they claimed that they broke rules that banned 'gang-related' hairstyles (BBC, 2011; The Guardian, 2011). The court ruled that this was racial discrimination which ignored the cultural significance of the hairstyle, along with the use of certain styles to protect hair from breaking. A similar case was recently settled outside court as a school repeatedly sent a child home for wearing her hair in an afro (Virk, 2020). Situations like this case lead to emotional distress, the child missing school through temporary exclusions and potentially having negative comments on their school record based on the school's inability or unwillingness to take racial and cultural differences into account. Individuals within an education system may enact institutional racism through unconscious biases, gaslighting, microaggressions and macroaggressions (Levchak, 2018). For this reason, it is not enough to just not be racist, practitioners must be proactive in their practice. This is often referred to as being 'anti-racist'. This may include taking positive action to respond to racist comments, analysing underachievement and using a range of teaching strategies to enable pupils to engage and make progress, supporting teachers and pupils to engage in reflective practice, ensuring equitable engagement with all children and families (Brookfield, 2014). Structures to support practitioners may

lead to an increase in these behaviours and greater positive change, however this may be difficult if EPs do not feel confident in anti-racist practice themselves.

## **1.5 Relevance and Impact of the Research**

As EPs are often well-placed raise racial discrimination within an educational setting, this research aims to explore the factors that enable EPs to enact change within these systems. The research could be used as a tool to support EPs planning to challenge racial discrimination within a school system. The results of this research could be applicable to EP practice when working with a school, in the UK, in which they feel there is racial discrimination. The results may highlight useful strategies and considerations that could be applied when EPs are in this specific situation. It may be generalised to other professionals supporting educational settings. Therefore, the results may also be useful to LAs as a structure to support schools to further foster equality and challenge racial discrimination would have a positive impact for staff and students. After completion this study will be fed back to participants, stakeholders and commissioning services via a written summary. It is proposed that it will then be disseminated further via publication in a peer reviewed journal.

## 2- Literature Review

This chapter provides a critical review of the research to explore how racial discrimination is approached in education. Originally when exploring the topic area, a literature search was conducted to examine previous research pertaining to how EP's enact change in settings where there is racial discrimination. However, search terms relating to this topic did not yield any results that met the inclusion criteria therefore a further literature search was used to examine previous research pertaining to the wider topic of racial discrimination in educational settings.

### 2.1 Search strategy

The search was run on 18<sup>th</sup> October 2021, using seven databases via EBSCOhost. The databases included: APA PsycInfo, APA PsycArticles, APA PsycBooks, APA PsycExtra, PEP Archive, Education Source, SocINDEX with Full Text. The search terms have been detailed in Table 1. To find the most relevant papers a Boolean search was utilized, using 'AND' between search terms one to six.

Table 1. *Search terms for the literature review.*

Search term	Search place	Search terms	Search Results
1	Abstract	race OR racial OR ethnic* OR heritage OR background OR minorit* OR BAME OR BME OR Black OR Asian OR Caribbean OR African OR Bangladeshi OR Pakistani OR Indian OR Chinese OR traveller OR Arab	13,619,369
2	Abstract	prejudice OR discriminat* OR racism OR inequal* OR equality OR attainment OR achievement OR anti-discriminatory OR performance OR outcome* OR bias* OR exclu*	19,860,176

3	Abstract	dismantle OR change OR reduce OR stop OR remove barriers OR foster OR create OR improv* OR transform* OR address* OR prevent*	38,940,627
4	Abstract	“early years” OR nursery OR “local authority” OR school OR college OR “educational setting” OR educat* OR classroom	12,491,666
5	Full text	“UK” OR “united kingdom” OR engl* OR brit*	116,938,810
6	Full text	“educational psychology” OR “educational psychologist” OR “educational psychologists”	728,316

The included ethnicities were selected from the government website to mirror what is used across the UK (Office for National Statistics, n.d). Quotation marks were used around key phrases to ensure that the exact terminology was included in the search. Asterisks were used to truncate words allowing associated terms with different endings to be included. Terms were searched for in titles and abstracts of papers to narrow the search bracket to ensure that relevant articles were included, and irrelevant articles were discounted.

Three searches were run:

- Search one included terms 1,2,3,4,5, and 6,
- Search two included terms 1,2,3,4, and 5,
- Search three included a hand search and snowballing.

Whilst the researcher included the role of Educational Psychologist (search term six) in the first search, this search term was not included in the second search due to a limited number of relevant papers being returned.

## 2.2 Inclusion and exclusion criteria

The inclusion and exclusion criteria were established by the researcher prior to the searches, to ensure that the selected literature was relevant to the current study. This has been shown in Table 2.

Table 2. *Inclusion and exclusion criteria for literature on how racial discrimination approached in education.*

	Inclusion	Exclusion
Study type	<ul style="list-style-type: none"> <li>● Full text articles</li> <li>● Academic journals that have been peer reviewed</li> </ul>	<ul style="list-style-type: none"> <li>● Limited access to articles</li> <li>● Non-peer reviewed articles</li> </ul>
Time and Location	<ul style="list-style-type: none"> <li>● Written in English</li> <li>● Those that took place in the UK</li> <li>● published between 2012 and 2022</li> </ul>	<ul style="list-style-type: none"> <li>● Written in a language other than English</li> <li>● Those that took place outside the UK</li> <li>● published before 2012</li> </ul>
Scope	<ul style="list-style-type: none"> <li>● Articles that covered topics relevant to 'racial discrimination in education'. <ul style="list-style-type: none"> <li>○ Articles that referred to education settings for individuals inside the age range of 0-25 were included.</li> <li>○ Articles focusing on other professions linked to education were included.</li> </ul> </li> <li>● Articles with a research design (quantitative, qualitative or mixed-methods papers)</li> </ul>	<ul style="list-style-type: none"> <li>● Articles that did not cover topics relevant to 'racial discrimination in education'. <ul style="list-style-type: none"> <li>○ Articles that referred to education settings for individuals outside the age range of 0-25 were not included.</li> <li>○ Articles not about education, such as those that centred around the medical field, were excluded.</li> </ul> </li> <li>● Articles without a research design (Not quantitative, qualitative or mixed-methods papers)</li> </ul>

During the search equivalent subjects were applied. Papers published before 2012 were excluded to reflect the deadline for which local authorities had to publish equality information and objectives as stated in the Equality Act (2010). Research published in

languages other than English or conducted outside of the UK context were also excluded. This was to ensure that the literature was relevant to the socio-cultural context in which EPs train and practice. Educational settings pertained to organisations for 0–25-year-olds which could come into the remit of an Educational Psychologists role. Peer-reviewed papers were selected, in an aim to ensure that the most appropriate research relevant to the current study was analysed.

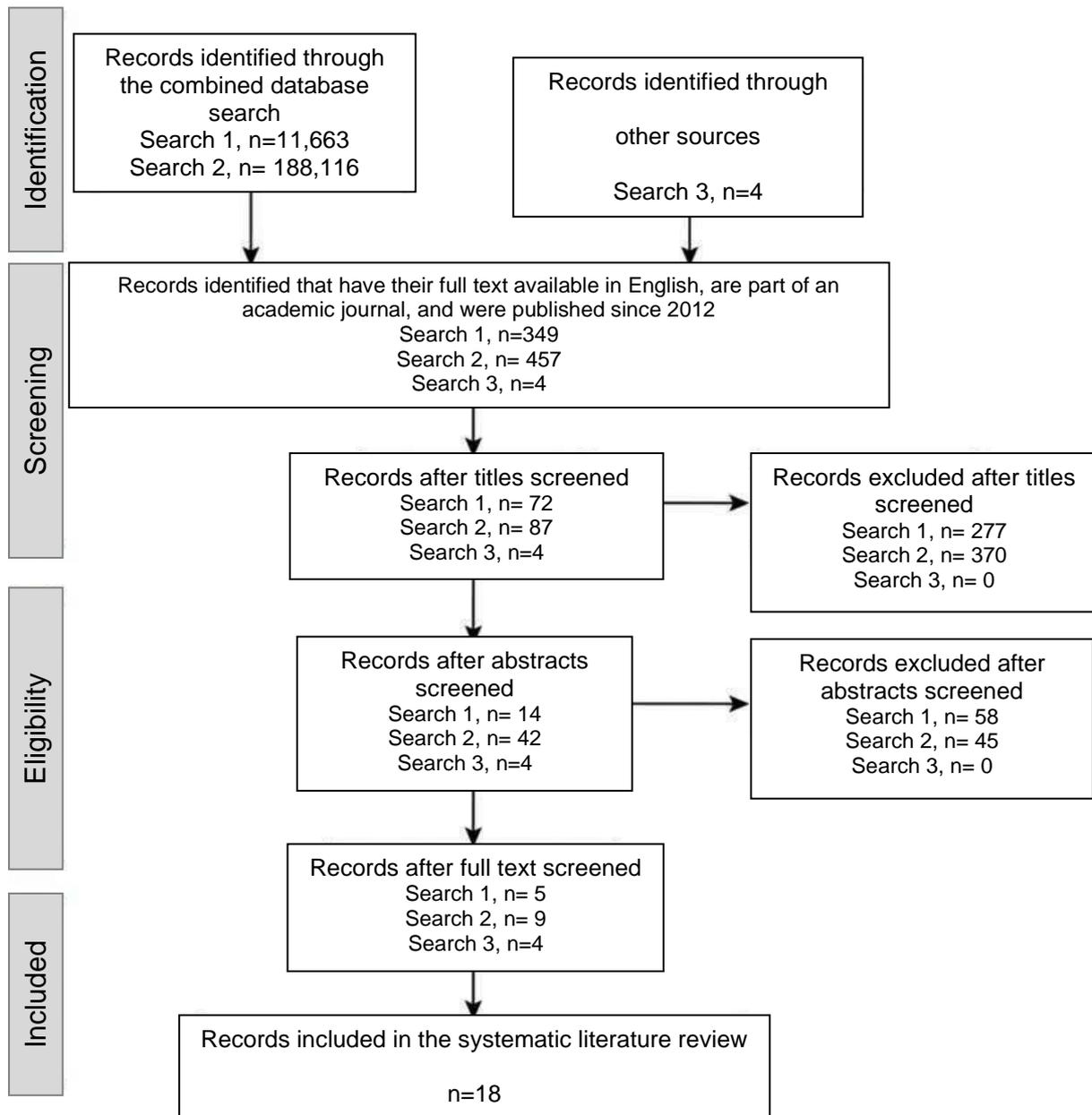
Using this criterion, the titles and abstracts of selected papers were screened to determine suitability. In articles where the abstract was unclear, the paper itself was examined.

### **2.3 Search returns**

The systematic literature searches returned a total of 199,779 articles (Search 1=11,663, Search 2= 188,116) which was narrowed down to 75,141 (Search 1=3,129, Search 2= 4,897) when only the peer reviewed papers that had a link to the full text written in English were included. The year of publication was limited to 2012-2021 to consider when local authorities began having to publish equality information and objectives (Equality Act, 2010), yielding 806 results (Search 1=349, Search 2= 457). Articles were then excluded based on their title and abstracts, leaving 56 papers (Search 1=14, Search 2=42). This was narrowed down to 14 papers (Search 1=5, Search 2=9) through reading the papers. The snowballing approach and a hand search were also used to find 4 relevant articles, culminating in 18 relevant studies to be included in this review. This process has been illustrated in Figure 1 using the

Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) flow diagram (Moher et al., 2009).

Figure 1. PRISMA flow diagram detailing identification, screening eligibility and included articles for the systematic literature review.



## 2.4 Critical appraisal tools

To review the relevance and quality of the selected literature in a consistent and replicable way several tools were used to support the critical appraisal of studies, including the Critical Appraisal Skills Programme (CASP, 2018) Qualitative Research Checklist (see Appendix B), and Long et al.'s (2002) Evaluation Tool for Quantitative Research Studies (see Appendix C). These checklists were deemed appropriate as the criterion for the use of these tools met the methodological approach taken by the included studies. These tools influenced the creation of tables to support in the analysis of the studies and can be found in Appendix D.

## 2.5 Analysis of the literature

As a themed approach has been used to explore the literature below. This section will illustrate the analysis of the literature this information has been detailed in Appendix D. As illustrated above, 18 studies were yielded from the systematic review. Among these papers eight took a qualitative approach (Andrews, 2016; Clarke and Watson, 2014; Miller, 2019; Pearce, 2012; Peart, 2018; Sultana, 2015; Taft et al., 2020; Warmington et al., 2018), five took a quantitative approach (Gillborn et al., 2017; Gorard, 2016; Oswald et al, 2021; Parsons, 2019; Strand, 2014), and five used a mixed methods approach (Mbah, 2018; Mcduff et al., 2018; Ross et al, 2018; Wright, 2013; Wright et al, 2016).

Within this, three studies, Andrews (2016), Miller (2019), and Warmington et al. (2018), utilised thematic analysis. Peart (2018) appears to use thematic analysis although this is not explicitly stated in the study. Three studies used thematic analysis alongside

other approaches, including Miller (2019), who also applied elements of auto-ethnography, Warmington et al. (2018), who employed a constant comparative method, and Mbah (2018) whose mixed methods study also used simple descriptive analysis of quantitative survey questions. The remaining qualitative studies were Clarke and Watson (2014), who used critical discourse analysis, Pearce (2012) who applied content analysis, Sultana (2015) who utilised IPA, and Taft et al. (2020) who employed action research which took a participatory approach and used Appreciative Inquiry (AI). McDuff et al. (2018), and Ross et al (2018) utilised a case study approach in which a suitable metric to assess attainment data was created as part of an institution improvement project. Wright (2013) and Wright et al (2016) reference 'participant photography', however neither study provide details for this approach which reduces the trustworthiness of these papers. The other studies including Gillborn et al. (2017), Gorard (2016), Oswald et al (2021), Parsons (2019), and Strand (2014) utilise quantitative methods and are ambiguous about their method of data analysis.

As illustrated in Appendix D, in relation to recruitment strategy, six out of the eighteen studies used population sampling. Of the remaining studies, five used opportunity sampling, four used voluntary sampling, two used snowballing and one used a key informant model. The strategies used to recruit are linked to the eventual number of participants, for example, studies which utilise population sampling often include large numbers of participants as they include entire populations linked to the research area in question.

Use of population sampling has been illustrated by Gillborn et al. (2017) who completed a secondary analysis of official statistics on twenty-five years' worth of data linked to attainment in GCSEs (or equivalent) in Britain with ethnicity data and compared to legislative changes over time. Gorard (2016) also employed population sampling to complete a secondary analysis of official statistics which explored the possible determinants of segregation between state-funded schools in Britain. Another study which utilised population sampling was Parsons (2019) who also completed a secondary analysis of official statistics; however, their topic was around the consideration of the links between poverty, ethnicity and gender and school attainment and the interrelations of these factors. Strand (2014) also evaluated interactions between attainment and variables such as socio-economic status (SES), ethnicity and gender and explored school effects on such gaps with the population sampling focusing on a secondary analysis of official statistics around national test results at ages 7 and 11. Whilst these studies completed studies analysing large sets of data, they did not control the data collected and thus there may be flaws in the approaches to analysis, such as different categorisations around racial groups in different data sets.

Mcduff et al. (2018) and Ross et al. (2018) also used population sampling, however, it should be noted that both papers present a case study and associated data analysis of the same institutional change improvement project at the same university. However, the studies do attempt to take a slightly different position as Ross et al. (2018) focused on the ethical challenges of complex institutional change. It is noted in Table D.3 (Appendix D) that the studies do not provide a clear rationale as to why they have created two standalone papers without creating clear links, despite the attempt to

narrate a different perspective of the process in the findings sections the separation of these papers could have utilised further clarity and rationale from the researchers, including an explicit division of the data.

Wright (2013) and Wright et al. (2016) also utilise the same base data set to engage and empower Black young people by interviewing 14 to 19 years old who had experienced permanent school exclusion. The participants were recruited using snowballing sampling, across two years, to complete 100 narrative interviews of the young people themselves and 60 supporting interviews of individuals put forward by the young people. However, they approached the process with significantly more clarity. Wright (2013) explores the experience of all the 33 young people (21 male, 12 female), whilst Wright et al. (2016) make the focus more specific by re-formulating the data to focus on the 21 young Black men. The approach to data collection was flexible and clearly held in mind cultural and ethical considerations, including the participants' previous negative experiences with interviews. However, whilst both studies provide an in-depth narrative of the experiences of the young Black individuals that participated it was unclear how participant photography was used to support the interview process and the method of analysis used. This leaves readers unsure of how the information was elicited and analysed, as stated in Table D.3 (Appendix D).

Other also studies focused on specific perspectives and Warmington et al. (2018) used a key informant model to select participants because of their involvement in developing, enacting, and evaluating race equality policy in education. Using a constant comparative method, they thematically analysed data from semi-structured

interviews to explore participants' opinions on education in England between 1993 and 2013 alongside data and legislative history (Warmington et al., 2018). Oswald et al. (2021) conducted a quantitative study in which a secondary analysis of data examined factors that impacted the persistence and engagement levels of students from minoritised ethnic groups. In this study 177 participants answered a survey containing 26 close-ended items, which illustrates a large sample size (Oswald et al., 2021). Mbah (2018) conducted a mixed methods study using interviews, focus groups and some survey questions, and analysed them using thematic analysis along with a simple descriptive analysis of other survey questions to explore the impact of bursaries to enable widened participation in a British University.

As illustrated by the content above these papers illustrate strengths and weaknesses in their research design which impact the way in which the study is viewed and used. These papers were considered valuable enough to include, see Appendix D for further details.

## **2.6 Thematic Exploration of the Literature**

A themed approach has been used to explore the literature. The included literature was explored under two themes: exploring racial discrimination in education and reducing racial discrimination in education. Some articles cover aspects of both themes and have been included in both sections.

### **2.6.1 Exploring racial discrimination in education**

Within this theme fourteen articles have been included in explorations around racial discrimination in educational settings. These have been further separated into four main areas of focus which are discussed below.

#### **2.6.1.1 An Attainment Gap**

Within the studies gathered in the literature review six papers reference an attainment gap. The literature illustrated ways in which racial discrimination in the education system impacts pupils from a Black, Asian and other minoritised background. Gillborn et al. (2017), McDuff et al. (2018), and Strand (2014), all found a significant attainment gap between students from a White background and those from a Black background. There were also attainment gaps linked to socio-economic status (SES), however the attainment gaps for those of a Black heritage was evident independent of their SES. They found that the gap was especially large for Black Caribbean pupils, particularly boys who had the largest attainment gap (Strand, 2014; Wright, 2013). However, there are limitations for studies that focused solely on race and attainment. Parsons' (2019) analysis of official statistics highlighted that multi-theme analysis was more applicable as it illustrated the impact of all factors that influence poor educational outcomes alongside race. This intersectional approach led Parsons' (2019) to highlight that the attainment gap affected a wider range of demographic factors, such as class. However, as stated in Table D.2 (Appendix D) the methods used to conduct this study were not clearly stated within the paper, leading to considerations around its trustworthiness.

Through their analysis of official statistics from the Youth Cohort Study, which became the Longitudinal study of young people in England, and the National Pupil Database between 1988 and 2013, Gillborn et al. (2017) found that the difference in the attainment gap coincided with changes to educational policy. For example, the introduction of the English Baccalaureate in 2011 led to a lower percentage of students from a Black Caribbean Background achieving this measure which again widened the attainment gap. This illustrates how the achievement measure used affects who is seen to pass. Gillborn et al. (2017) suggested that if the original GCSE benchmark was used today the achievement gap would have almost disappeared, however with the current benchmark there is a significant achievement gap. Over the 25-year period there have been fluctuations in the size of the Black/White attainment gap year to year, however, White students were always at least one-and-a-half times more likely to gain grades which reach the dominant benchmark (Gillborn et al., 2017). Whilst this study highlights differences in outcomes based on ethnicity, it should be noted that the researchers were unable to control what data was collected as the information was decided upon and gathered by the government which held its own priorities that did not always centre on race.

Similarly, Warmington et al. (2018) illustrated an attainment gap based on ethnicity, particularly after changes in educational policy. However, they explored qualitative data alongside the legislative history which allows for a discussion of the participants in context. The semi-structured interviews were conducted with practitioners involved with developing, enacting or evaluating policies around racial inequality in education and illustrated that the majority of the participants had a pessimistic view of this period as race equality policy appeared to gain momentum, and enter mainstream policy

before this explicit focus diminished. Some participants suggested that education policy would always seek to return to a racialised status quo, maintaining manageable levels of racial inequality. Others suggested that there had been a “colour-blind” approach which led to the de-racialisation of research and education and social policy that reduced the actions aimed to foster racial equality. Stakeholders noted that this created limited space to develop an understanding of race and racism which is crucial to enact change (Warmington et al., 2018). Although Warmington et al. (2018) present ideas as to how racial discrimination is maintained in education, a consensus was not reached, illustrating the complexity of the topic.

### **2.6.1.2 Children and Young Peoples Experiences**

Six papers reflected on the experiences of CYP within an educational setting. It was noted that racial discrimination may be manifested differently in each educational setting, particularly in settings for different age groups.

Clarke and Watson (2014) explored the ethnic discourses in children’s experiences of starting at a nursery, using observations and semi-structured interviews. They found that ‘whiteness’ as an identity category was difficult to define within the centre. This was intertwined with the maintenance of the narrative around other ethnic groups being different which can create negative connotations for other ethnicities and enable racial discrimination (Clarke & Watson, 2014). However, as stated in Table D.1 (Appendix D), the participation of parents who spoke English as an additional language was limited due to a lack of interpreters during the interview process. This was mirrored in the inclusion of children as Clarke and Watson (2014) noted that children with limited English were reluctant to take part. This limits the voice of some

minoritised groups and positions the paper as being from the perspective of predominantly white, English-speaking parents and children.

The narratives surrounding young people within an educational setting and their views of themselves may be affected by racial discrimination. Wright (2013) aimed to engage and empower Black young people by interviewing thirty-three 14 to 19 years old who had experienced permanent school exclusion. Additional information was gained through interviews with individuals chosen by the young people, including friends, family, and social workers. The study illustrated that the majority of participants had been labelled as 'failing' by educational settings. Despite this they exhibited a drive for social progression and a positive educational outcome, outside the traditional school system. This motivation was linked to themes around support from their family and community organisations and included the importance of support to maintain aspirations, guidance on how to succeed, a safe space, sense of belonging and advice about managing racism. Participants noted that these factors supported them to develop a work ethos, attitudes of self-worth and black identity. The young people's narrative illustrated how a lack of inclusion in educational settings led to restrictions in opportunities for social and economic development (Wright, 2013).

Wright et al. (2016) used interviews to explore how young Black men with negative school experiences, including exclusion and low attainment, see possibilities for their future and seek to transform their school experiences into educational and personal success. They highlighted how the education system can 'other' black students leading to negative experiences and outcomes. Despite this the participants had high aspirations and drew on their community to transform their outcomes. However, Wright

et al. (2016) noted that cuts to vital local services impact on the possibility to change their outcomes.

Peart (2018) explored the experiences of Black male students in further education (FE) using ethnographic methods including focus groups, individual interviews and naturalistic observations. The participants perceived there to be significant differences between their current and previous provision, including a reduction in the level of pressure, more support, subjects they could choose, good relationships with staff, feeling respected, given responsibility, and access to a calm atmosphere which encouraged them to participate. This affected the students' motivation and ability to learn. In secondary school, the students in the study had a negative experience of being perceived as having negative attitudes and failing to achieve (Peart, 2018). Whilst Peart (2018) offers a detailed exploration of the experiences of young Black men in college, the participants who had individual interviews were selected by the researcher which may have influenced the narratives provided within the paper and therefore should not be over-generalised. Oswald et al. (2021) suggested that belonging may be more important for minoritised groups as participants actively sought out opportunities to interact with others, despite this a significant number felt less accepted. They analysed of quantitative survey data to examine factors that impacted the persistence and engagement levels of students from Black, Asian and other minoritised ethnic groups in higher education. Oswald et al. (2021) suggested that students from minoritised ethnic backgrounds had a similar level of challenge in relation to the academic aspects of their courses but were more hesitant to seek support despite knowing where to access it. This demonstrates that the type of provision may influence the level of racial discrimination and thus impact students'

ability to learn and feel a sense of belonging (Oswald et al., 2021; Peart, 2018). However, as stated in Table D.2 (Appendix D), this study may be seen as reductionist as it presents complex abstract concepts within a short survey containing closed-ended items. Although, Oswald et al. (2021) note that this paper offers an initial exploration that may be furthered in future research.

Sultana (2015) explored the lived experiences of Pakistani students in higher education, through semi-structured interviews. A superordinate theme that was explored in the paper was the idea of multiple identities which highlighted that the participants felt like outsiders that were exceptions to the rules that surround Russell Group universities. This was sustained by racism, stereotypes and perceptions of the characteristics other students thought they should have based on their race. The participants also exhibited shifting identities due to cultural differences and pressure to exhibit or hide some behaviours or aspects of themselves in particular situations. Sultana (2015) also noted other superordinate themes, however, as stated in Table D.1 (Appendix D), discussions around these were not published as the theme of 'multiple identities had not been previously reported on. However, this raises questions about the trustworthiness of the paper as selective parts of the data have been published.

### **2.6.1.3 Intersectionality and the Socio-political context**

Seven of the included studies highlighted the importance of intersectionality and the educational settings' socio-political context when exploring racial discrimination in educational settings. Wright (2013) and Wright et al. (2016) highlighted that using intersectionality to explore issues underlying racial inequality in education emphasised

the influence characteristics of social identity, including race gender and class, and structural inequality. Parsons (2019) noted that poverty, ethnicity and gender all affected educational outcomes across England. Wright (2013) suggested that education policies tend to reinforce notions on how middle classes, predominantly white middle classes, enhance positions of privilege in education through access to social, economic, and cultural capital. These are assets that disproportionately benefit white middle-class families in an education system that is increasingly based on competition (Wright, 2013). Whilst the impact of contextual differences has been referred to, the intersections of different personal characteristics were also noted within the literature.

On the other hand, Taft et al. (2020) used focus groups to explore EPs' views of how they can contribute to community cohesion and factors that may facilitate or act as a barrier to this. They highlighted that schools are communities which can be highly segregated and often mirror a lack of cohesion in the surrounding community. The formation of a culture of silence due to a fear of doing more harm than good and the risk of saying something that may offend others may lead to avoidance of the lack of cohesion. This may perpetuate a failure to address the factors crucial to community development and contribute to the inequalities that continue to pervade our society (Taft et al., 2020). Strand (2014) also suggested that factors within school systems influence differences in achievement. However, they highlighted more specific themes such as the low expectations of teachers, pervasive racism within the education system and the content of the curriculum along with how it is taught, as factors that may discriminate against specific groups (Strand, 2014).

Mcduff et al.'s (2018) case study approach also linked the attainment gap to issues relating to institutional context and culture. They found that when the university's institutional culture was traditionally geared toward young white students and the middle classes, it influenced identity and feelings of belonging within students from black and other minoritised ethnic backgrounds. This included perceptions of bias in the reporting of racism on campus and exclusionary activities. Mcduff et al. (2018) noted that universities tended to position themselves as liberal spaces and therefore struggle to see the institutions' role in the maintenance of racial discrimination, rather than with the individual (Mcduff et al., 2018).

Racial discrimination may be perpetuated at a systemic level by racial segregation between educational settings. Gorard (2016) analysed quantitative data from all state-funded schools in England between 1989 and 2014 to identify segregation between schools and the impact of it. They found trends of segregation for pupils around various areas including race, which suggests that although they may intersect, each indicator has its own contributing factors. Gorard (2016) also suggested that racial segregation was strongly negatively associated with high population density and low SES. It should also be noted that one of the drivers of low segregation could be homogeneity among the local population, for example geographical areas where everyone is deprived, or no one is from Black, Asian or another minoritised ethnic background. This suggests that the long-term underlying level of segregation appears to be the product of structural and local geographic factors (Gorard, 2016). Due to this, they note that changing factors which affect segregation would have ethical implications, however, to circumvent this they suggest reducing the variety in types of schools by stopping state funding to different types of schools, such as the divide between maintained

schools and academies. Whilst this would ensure everyone attends a school based on the same structure, it assumes that the same experience would be beneficial for all students and ignores the impact of individual differences which allows different CYP to be supported by different approaches, particularly when factoring different racial and cultural backgrounds.

#### **2.6.1.4 Staff Experiences**

When exploring staff experiences two studies have been included. Miller (2019) studied the effect of positive actions to support the recruitment, professional development, retention and progression of teachers from minoritised ethnic backgrounds in an attempt to reduce racial inequality in school leadership through the use of interviews. They reported five broad sets of factors related to the progression of teachers of Black, Asian and other minoritised ethnic backgrounds in England. These include unfair policy treatment, racism and racial discrimination, institutional practices, group membership or affiliation, and religion, particularly Islam (Miller, 2019). These factors illustrate the impact of racial discrimination on teachers. It has been noted that few studies reference staff experiences which may highlight the systemic nature of racial discrimination.

Alongside being directly discriminated against, teachers may have difficult experiences raising racial discrimination within an educational setting. Pearce's (2012) longitudinal study used semi-structured interviews and journals to examine what individual and organisational factors facilitate or impede new teachers in developing a teaching approach that addresses race inequity and ethnic diversity. The study highlighted a number of factors that appeared to maintain the status quo, including the

value placed on the individual experience of the pupils, monocultural areas of the curriculum, the idea of whiteness as the norm, and their ability to meet the needs present within a diverse classroom, particularly working with pupils who speak English as an additional language. Attempts to challenge this were at times met with pressure to conform, power imbalances, and staff members who viewed the changes as politically motivated, unnecessary or unwanted. For the participants that attempted to challenge this, they were at times met with other staff members who viewed the changes as politically motivated or did not see the need for or want change. Hierarchies within schools created a pressure to conform and not challenge the norm within the school or wider educational system, particularly for those who were early career teachers and thus viewed as juniors (Pearce, 2012). Whilst this study aims to explore the factors which support staff to create change it highlights a range of difficulties in discussing racial discrimination within educational settings.

### ***2.6.2 Reducing racial discrimination in education***

Within this theme nine studies explored actions which may support the reduction of racial discrimination. These have been further separated into four main areas of focus which are discussed below.

#### **2.6.2.1 Specific support for staff**

Three studies acknowledge the need for specific support for staff. It was noted that improving staff experiences and knowledge may be closely linked to improving student experiences and reducing the level of racial discrimination in a system. Pearce (2012) noted that a significant amount of newly qualified teachers may feel unprepared to work within a diverse classroom. For the participants of this study factors which

supported them to challenge racial discrimination included a desire to draw on students' experiences, interest in different cultural backgrounds, social and cultural awareness, commitment to change, like-minded peers, previous experiences of good practice and their personal beliefs and experiences. Pearce (2012) concluded that whilst there are some teachers who have an understanding and commitment to racial equality and ethnic diversity there must be further input for those who do not along with wider systemic change to address the content of the curriculum. This commitment to understand and advocate for racial equality and ethnic diversity is vital as Clarke & Watson (2014) suggested that staff should create opportunities to explore different cultures within educational settings to support racial cohesion but recognised that a specific exploration of 'whiteness' and privilege may support the reduction in racial discrimination in educational settings (Clarke & Watson, 2014).

Miller's (2019) interviews found a range of actions that had a positive impact on the recruitment, professional development, retention and progression of teachers from minoritised ethnic backgrounds. However, participants were recruited via social media which may have influenced who had access to participate in this study and thus the factors utilised to support staff. The ideas suggested in the study included specific advertising, in-house teacher training programmes, shadowing, coaching, opportunities for additional responsibilities, staff well-being support, cultural awareness throughout the school and having a clear policy on racism and equality (Miller, 2019). The use of strategies such as these fostered an environment that raised awareness of racial inequality and actively move to reduce racial discrimination at an organisational level. This action reduced staff turnover and increased the rate of progression for teachers from minoritised ethnic backgrounds which consistently

improved the diversity in the staff team (Miller, 2019). It was thought that a more racially aware and equitable environment would also affect the school environment for the pupils, however this was not explored further in this study.

### **2.6.2.2 Systems approaches**

Within the review three studies acknowledge a need for systems approaches when attempting to reduce racial discrimination in educational settings. Mbah (2018) and Parsons (2019) highlighted the importance of the wider systemic change that is necessary which could be enacted parallel to change within educational institutions. Mcduff et al. (2018) used a mixed methods approach to create a case study which explored change in a higher education institution. Staff readiness for change was supported through raising awareness of the attainment gap using student outcome data. An achievement plan, which targeted three areas, was then implemented: improving institutional culture, systems and processes; enhancing knowledge and skills by engaging academic and professional communities; and providing better support by involving students. The study illustrated positive change in academic achievement and the institution's awareness and culture around racial inequality. Mcduff et al. (2018) detected four key factors that contributed to enabling this positive change: using data to highlight the problem and engage staff, ensuring an institution-wide approach, creating a multifaceted approach based on evidence, and capturing and disseminating good practice. Barriers included negative views of targeted change, and widespread reluctance to discuss race, which presented as a strategic 'colour blind' approach to appear unbiased and avoid race-related topics which may induce discomfort or anxiety (Mcduff et al., 2018).

### **2.6.2.3 The role of external professionals and community groups**

Three studies explicitly mention the impact external professionals can have in reducing racial discrimination. External professionals and community groups have attempted to reduce racial discrimination within the education system. Taft et al. (2020) examined the potential role of EPs in promoting community cohesion through direct work with schools. They identified typical EP skills and practices that facilitate the development of community cohesion, such as interpersonal skills, the ability to build and maintain relationships and using systemic perspectives. The EP position allows for the negotiation of a balance between casework and strategic work, with casework informing and developing staff's trust for the EP to complete strategic work. Other factors identified as facilitating the promotion of community cohesion were the EPs' use of psychologically informed practice, such as person-centred planning, consultation, and facilitation skills. Whilst characteristics of the role promote the facilitation of community cohesion there are barriers to this process, including time constraints within traded delivery models, some LA management processes, and cuts to public services. At times it may also be difficult to measure the impact of work aimed to increase community cohesion and reduce racial discrimination (Taft et al., 2020). Whilst the EPs views are based on their practice this paper remains theoretical as Taft et al. (2020) did not explore the impact of these suggested factors.

Over the years some groups felt as though a large number of British educational settings were not ready for change or implementing change quickly enough. Andrews (2016) noted that the Black Supplementary School Movement, community groups external to the British education system, began in the mid-sixties due to members of the African Caribbean community noticing that due to the impact of systemic racism

the education system was not meeting their children's needs. Andrews (2016) used interviews to explore 'political blackness' in relation to the Black Supplementary School Movement which yielded five themes: African diasporic Blackness, anti-racism and political Blackness, non-strategic essentialism, non-whiteism, and national myopia. It was noted that participants felt that once individuals crossed the border into Britain they were expected to move away from their identity and previous experiences, immediately assimilate and become a cohesive group that fights against systemic racism. This narrative is currently not challenged in the British curriculum in England with a limited amount of Black history being taught in schools. Andrews' (2016) highlighted how the individuals interviewed from the Black Supplementary School Movement aimed to provide pupils with academic support alongside a social and political understanding of international Black history and current affairs to support the development of a positive self-image. This support appeared to have a positive impact on those involved, however, further research is needed to explore the impact of supplementary schools and how their models of support may assist in the reduction of racial discrimination across the education system.

Wright (2013) highlighted how Black young people, particularly males, who had been excluded had positive narratives around their encounters with black professionals, as positive role models to support their self-identity and challenge negative images of black masculinity. Building a relationship based on seemingly unconditional mutual respect, encouraged black boys away from the representations of negative stereotypes and supplied emotional and educational support and was seen to have a positive impact on attainment and aspirations. The practitioners aimed to provide opportunities that the young people did not have in the education system or in other

mainstream organisations. This highlights how positive representation and unconditional positive regard can support a young person to experience a wider range of opportunities and support the development of their attainment and aspirations (Wright, 2013). This suggests that organisations that run parallel to mainstream schools are in a position to support minoritised groups in the British education system.

#### **2.6.2.4 Addressing the wider context**

Three studies from the review acknowledge a need to address the wider context when attempting to reduce racial discrimination. Parsons (2019) stated that a structural approach to dismantling racism is necessary as it focuses on the distribution of power in society, inequalities of income and wealth and the creation and maintenance of communities in poverty. The impact of poverty on attainment, alongside race, highlights the need to move away from education decisions that preserve the class advantage. Parsons (2019) suggested that to disrupt this and develop equity in education systems child poverty must be addressed. Mbah (2018) used surveys, interviews and focus groups to explore the impact of bursaries to enable widened participation in a British University. The factors that influenced who received financial support included socioeconomic status, home environment, care status, carer responsibilities and racial background. Mbah (2018) noted how financial bursary support can have a positive impact on students' well-being, attainment, and support access to wider life experiences. However, they provide limited specific reference to race, instead illustrating how individuals from minoritised backgrounds may be one of the groups who benefits from financial support linked to widening participation. Oswald et al. (2021) suggested that educational organisations should offer and publicise

targeted support to students from minoritised groups and ensure that the support offered is convenient for those it is aimed at.

## **2.7 Literature review summary**

The literature included in this review illustrated how racial discrimination may present in educational settings institutional context and culture, including the pupil's sense of belonging, curriculum, entry specifications, legislation, policies, and individual experiences of discrimination. These factors are illustrated by discrepancies in academic attainment, cultural segregation and the retention and progression of the staff team. To respond to this, a number of the studies explored how to reduce racial discrimination in educational settings. The studies found that positive change can be enacted and sustained through the use of facts to highlight the attainment gap, multifaceted approaches to change perspectives and increase cultural awareness, clear dissemination of organisational-wide strategies and policies, and specific actions to increase the recruitment, retention, and progression of staff from Black, Asian and other minoritised ethnic backgrounds. Tables illustrating the critical analysis of these studies can be found in Appendix D. The current research study aims to contribute to the literature by exploring what specific support EPs can offer to schools in relation to reducing racial discrimination.

### 3- Methodology

This chapter initially summarizes the Ontology and Epistemology of the study before stating the research questions. This will be followed by an exploration of the aims and purpose and resulting methodological approach. Next the research method will be examined, the participant criteria and recruitment process will be shown before ethical considerations and trustworthiness of the study are presented. Finally, the method of data analysis is illustrated. A summary of this information has been illustrated in Table 3.

Table 3. *A summary of the framework used for this research study.*

<b>Research questions</b>	<ul style="list-style-type: none"> <li>• How have EPs responded to working in a school environment in which they felt there was racial discrimination?</li> <li>• What do the EPs think enabled a positive response?</li> </ul>
<b>Ontological Position</b>	Relativist
<b>Epistemological Position</b>	Constructivist
<b>Theoretical Approach</b>	Phenomenology, Hermeneutics and Idiography
<b>Methodology</b>	Qualitative; Interpretative Phenomenological Analysis (IPA)
<b>Method of data collection</b>	Semi-structured interviews
<b>Participants</b>	EPs that worked in a Local Authority in England, that had had an experience in an educational setting in which they felt there was racial discrimination and have seen positive change enacted in the setting in the past 5 years.

#### 3.1 Research Paradigm

Research should be grounded within an appropriate paradigm, which is the basic belief system which guides a researcher (Guba & Lincoln, 1994). This in turn influences what the researcher views as significant data and what strategies will best access this.

### **3.1.1 Ontology**

Ontology is defined as the philosophical exploration into the nature of knowledge, reality and beliefs about truth (Guba & Lincoln, 1994). When viewing ontology as a continuum, the stance of an individual may range from realist, which holds an ideology that there is one objective truth, to relativist, which holds the view that there are multiple beliefs, perspectives and realities (Willig, 2008).

This research has been positioned within a relativist ontology, in which there is a belief that knowledge is perceived as subjective and based on experience. As described by Guba and Lincoln (1994), there is a belief that the world is subjective and exists in human belief, perception, culture and the language we use to describe it. This perspective holds the belief that the views and perceptions of individuals are a critical factor in any research. This research aims to access the perspectives of different EPs which provides as many realities as there are participants for the same shared experience of working in a school in which they felt that there was racial discrimination. This research will qualify the individual's constructions of the world and highlight factors around the phenomena of working in a school in which there is perceived racial discrimination.

Due to this the researcher has rejected realist beliefs around a single external reality that is discoverable through objective and detached research processes (Willig, 2008).

### **3.1.2 Epistemology**

Epistemology focuses on how knowledge is accessed and whether it is constructed subjectively or found through objective science (Guba & Lincoln, 1994; Robson & McCartan, 2016). This research has been positioned within a constructivist

epistemology, in which there is a belief that meaning of experiences is formed subjectively by individuals (Guba & Lincoln, 1994; Robson & McCartan, 2016). The research aims to understand individual's constructions of working in a school in which they perceive there to be racial discrimination. Therefore, an individual's construction of the experience will be explored, in a way that allows each individual perspective to be viewed.

### ***3.1.3 Ontology and Epistemology***

When following a relativist ontology and constructivist epistemology the researcher will seek to find the participants perspectives and accept their response as a description of their reality using a non-critical approach. In this study the research questions are focused on finding the individual's perspectives on working in a school in which they felt there was racial discrimination and the factors that they thought were useful in enacting change which fits a relativist ontology and constructivist epistemology.

## **3.2 Aims and Purpose**

This research aimed to explore EPs responses to working in a school environment in which they felt there was racial discrimination and the factors that they thought were useful to enact change in that situation. In the future the researcher hopes to compile this information and make it available to EPs seeking support when working in an environment in which they feel there is racial discrimination.

It explored how EPs made sense of their experiences of working in schools where they perceived there to be racial discrimination and the factors that supported them in these situations. It is important to explore an EPs perspective of working in a school in which they felt that there was racial discrimination as EPs are well placed to facilitate change

as they work with schools at an individual, group and organisational level (Bronfenbrenner, 1992). Racism within school systems can reduce self-esteem, engagement, motivation, attainment and can be traumatising, therefore proactive steps must be taken to challenge racial discrimination (Bryant-Davis & Ocampo, 2005; Peart, 2018).

### **3.3 The Research Questions**

The current research aimed to explore the factors that EPs have used to enact change in a school environment in which they felt there was racial discrimination and addresses the following research questions:

1. How have EPs responded to working in a school environment in which they felt there was racial discrimination?
2. What do the EPs think enabled a positive response?

### **3.4 Research Methodology**

This research took a qualitative approach to investigate the factors used to enact change when working in a school environment in which participants felt there was racial discrimination. Qualitative methodology seeks to obtain rich and detailed explanations of the topic that go beneath the surface (Edwards & Holland, 2020). Therefore, the researcher selected a qualitative approach to explore human language and interactions in a level of detail that quantitative approaches would not be able to capture (Robson & McCartan, 2016).

### 3.5 Research Method

The research used semi-structured interviews as the method of data collection. This was selected based on the ontological and epistemological positions of this research. Following a relativist ontology and constructivist epistemology the research aims to explore an individual's constructions of working in a school environment in which they felt there was racial discrimination and the factors they thought were useful to enact change. Using semi-structured interviews allows the researcher to gain rich and detailed explanations of the individuals constructions whilst allowing space for associated topics to be raised (Fox et al., 2007).

The questions used were open ended to facilitate a comfortable interaction, leading participants to feel relaxed providing a detailed account of their experiences. These included descriptive, narrative and evaluative questions. Some of the prompts also probed for further information or were circular in the exploration of different perspectives. The interview questions were:

- Describe an experience, in the last 5 years, working in a school environment in which you felt there was racial discrimination.
  - What was it that you felt constituted racial discrimination?
- What factors do you feel enabled a positive response?
  - How do you think this should have be managed in the school environment?

Possible prompts included:

- What did you notice in this situation?
- Was it articulated that racial discrimination was a factor in the situation?

- Did anyone else voice a concern?
- What types of change were you aware of?
- How was the positive response demonstrated to you?

### **3.6 Data Collection**

Participants took part in an interview session lasting up to an hour, which were recorded to allow verbatim transcription. The interview schedule can be found in Appendix K. Due to the ever-changing restrictions due to the covid-19 pandemic and the participant pool spanning the whole of England, the interviews were conducted remotely via zoom. Skylar (2020) explored how video calls can feel more draining due to difficulty interpreting body language and when watching yourself on the screen. For this reason, the researcher provided instructions on how participants can hide their own video from the screen. Although, more recently Wahl-Jorgensen (2021) noted that as individuals have become more familiar with video calls remote interviews tended to feel more comfortable than their face-to-face equivalents.

After each interview the researcher transcribed the audio recording to produce verbatim transcripts for analysis. To confirm accuracy, the audio recordings were listened to on several instances alongside the transcript. During this process reflective comments were recorded by the researcher to support them to 'bracket off' their thoughts and remain focused on the data (Smith et al., 2009).

### **3.7 Selecting an Approach to Analysis**

With consideration of the researchers ontological and epistemological position and the aim and purpose of the study, IPA was selected as the method of data collection and analysis. Using IPA allowed for multiple realities to be explored, in a way that allows each individual perspective to be examined which fits the positions the researcher took: a relativist ontology and constructivist epistemology.

Prior to IPA being selected as the most appropriate approach to analysis for this study, other approaches were considered. One approach that was contemplated was thematic analysis which is a method for identifying, analysing and reporting themes within data (Braun & Clarke, 2006). Whilst thematic analysis is a flexible, accessible approach that can be used to explore similarities and differences across a data set, which is useful in participatory research, it does not utilise the level of interpretive features of IPA.

Another approach that was considered was grounded theory which aims to use participants' data to generate a theory to explain a phenomenon (Glaser & Strauss, 2017). Grounded theory is seen to be appropriate when the focus is primarily conceptual and explanatory, rather than psychological, and a large amount of data is being managed (Smith et al, 2009). This study aims to use a small sample to enact a detailed exploration of the experiences of EPs which renders IPA to be the most appropriate method.

### **3.8 IPA**

In IPA the researcher is interested in the participants subjective experiences in relation to a phenomenon and the meaning they give it. Due to this interest IPA tends to be used with interviews to allow the real time interaction with the participant to give the researcher flexibility to facilitate the participants in exploration and bringing to life of their experience (Eatough & Smith, 2008). The use of semi-structured interviews means that the questions guide the course of the interview, rather than dictate it. It also allows unexpected topics to be introduced by participants which may unveil another area linked the topic (Eatough & Smith, 2008).

Smith et al. (2009) define IPA as an approach to qualitative, experiential and psychological research underpinned by three key philosophical concepts: phenomenology, hermeneutics, and idiography. These concepts have been explored below.

#### ***3.8.1 Phenomenology***

Phenomenology is defined by Smith et al. (2009) as a philosophical approach to the study of experience. It is based on phenomenological philosophy developed by Husserl (1927), Heidegger (1927), Merleau-Ponty (2013) and Sartre (Sartre & Richmond, 1956). It seeks to explore individuals' experiences and perceptions and how a person is embedded and immersed in a world of objects and relationships, language and culture, and projects and concerns. Due to this it also explores how researchers examine and comprehend lived experiences. It notes that a researcher's attempts to understand others are interpretive and ascribe meaning to actions and experiences (Smith et al., 2009).

### **3.8.2 Hermeneutics**

Smith et al. (2009) defined Hermeneutics as the theory of interpretation which was established by Schleiermacher (1998), Heidegger (1927), and Gadamer (1992). It focuses on the methods and purposes of interpretation, exploring the possibility of uncovering the intentions or original meaning of the author alongside the interpreter's perceptual analysis. As the author holds unique intentions and techniques which add meaning. This can be analysed for grammatical and psychological interpretations, which explore the exact and objective textural meaning along with the individuality of the author. This may be influenced by the linguistic community alongside the individual's own rhetoric. Hermeneutics highlights that analysis offers meaningful insight which may run beneath the explicit statements made by participants. Interpretation may examine something as it manifests, which connected to something deeper (Smith et al., 2009).

Interpretations are viewed as double hermeneutic as the researcher trying to make sense of the individual attempting to make sense of their experience (Smith,2004). Heidegger (1927) observed that those interpreting the experiences of others bring their own experiences to the process, which are referred to as fore-conceptions. It should be noted that within research Heidegger (1927) said that researchers should stay true to science and avoid becoming trapped in their pre-conceptions, instead remaining with the fore-structure, which is the data presented by the author or participant. In IPA this is referred to as bracketing as the researcher separates out their view of the phenomenon being studied and explores the perspectives of the participants (Smith

et al., 2009). IPA combines empathetic hermeneutics, which respects, accepts and understands the participants perspectives, and critical hermeneutics, which engages a researcher's curiosity through questioning areas which a participant may be unable or unwilling to explore, to facilitate deeper analysis (Eatough & Smith, 2008; Smith, 2007). Therefore, it is important to note the relation of the context for the author and the context of the interpreter to support both empathetic and critical hermeneutics.

The idea of the hermeneutic circle refers to the dynamic relationship between the whole and its parts at a series of levels. It professes that to understand the whole you must reflect on its parts and to understand the parts you must consider them in the context of the whole (Smith et al., 2009). For example, words in a sentence, a sentence in a paragraph and a paragraph in a wider text. Considering the topic of the text assist in the understanding of the use of the word, however the words also build meaning for the text as a whole. This supports the idea that IPA research is more cyclical in its method of data analysis than traditional research methods (which are linear), as it suggests moving back and forth through the data and explicitly exploring the shifting relationship of the researcher with the research (Smith et al., 2009).

### ***3.8.3 Idiography***

Idiography is focused on the particular, in sense of how particular phenomena have been understood from the perspective of particular people in a specific context and ensuring detail and depth of analysis (Eatough & Smith, 2008). Idiography favours a thorough and systematic analysis of a limited amount of data points, often utilising small sample sizes or individual case studies. It focuses on grasping the meaning of

something for an individual, to see a unique perspective of their relationship to the phenomenon of interest. Idiography highlights the importance of a single case study and suggests a different way of establishing generalisations, through locating them in the particular and creating them more tentatively. In IPA the researcher starts with an individual case and gradually moves to more general statements whilst continuing to highlight the specific assertions of each individual. This highlights how consideration at a deeper level can support the understanding of actions at a more general level (Smith et al., 2009).

### **3.9 Research Participants**

In IPA, to reach a detailed level of analysis, research tends to focus on a small number of people in depth therefore the researcher interviewed 4 participants (Fox et al., 2007). This mirrors the 4-6 participants recommended for IPA research by Smith (2003). Attempts were made to recruit further participants, however there was limited uptake. An invitation to participate was sent out via an email to all the LA EP services in England, through the National Association of Principal EPs (NAPEP), and national EP special interest groups. Volunteers who met the inclusion criteria (Appendix E) were then selected on a first come first served basis.

As illustrated in appendix E, at the time of the situation they discussed, the participants were main grade EPs that work in a LA in England, as this suggests that there will be some level of consistency in an LA's overarching policies and procedures and the relationships between the school settings and LA staff (Fallon et al., 2010). Participants included those that have worked in an educational setting, in the past five

years, in which they felt there was racial discrimination and have seen change enacted in the setting. This shared experience will create a fairly homogenous group (Smith et al., 2009). While there was homogeneity of the role and professional experiences, participants were not matched in several socio-demographic ways, such as their racial identity, which has impact on the homogeneity of an experience. However, it allows individual subjective experiences and perspectives to be gained and analysed in depth in relation to the research questions, as required when employing an IPA methodology.

### **3.10 Ethical Considerations**

Brooks et al. (2014) outlined ethical considerations that are crucial to address when conducting research in the education sector. These factors, along with the BPS Code of Ethics and Conduct (BPS, 2018) and BPS Code of Human Research Ethics (BPS et al., 2014) were considered when planning and conducting this study. Ethical approval was gained from the Tavistock and Portman Trust Research Ethics Committee (TREC), see appendix F. After the submission of the initial application form, the committee requested amendments to be made to the TREC application (see appendix G). During this process ethical issues were explored, and steps were taken to address them, see appendix H). Specific ethical considerations have been explored below.

#### ***3.10.1 Participant Recruitment and Informed Consent***

Participants were sought via email which explicitly stated that volunteers who responded to the email would be selected on a first come first served basis. The TREC

committee specified that special interest groups were contacted alongside local authorities rather than using a staged approach which had initially been considered. As participants were professionals and the research does not include any direct interventions participants did not lose any access to services due to this process.

To protect the participants who took part in the study they were given the purpose and procedures of the study in an information sheet, illustrated in Appendix I, before informed consent was sought, using the consent form illustrated in Appendix J. Participants were not deceived at any point in the study and had the right to withdraw until two weeks after the interview as at that time the data was then anonymised and analysed.

### ***3.10.2 Potential Distress when Exploring Beliefs around Racial discrimination***

An ethical consideration was the possible reaction to being asked about emotive topics such as race and associated experiences. The EPs may have had an emotional reaction to reliving experiences as they talked about times that they have been in a moral dilemma and may not have followed the ethical guidelines or had an entirely positive experience. Reflections on their own practice and the situations that staff, or students were in may have left aspects of guilt, sadness or anxiety. Therefore, the hour directly after the interviews was kept free for the researcher in case any of the EPs need to continue to talk to contain any anxiety that may have been induced during the interview. Once interview was completed participants were debriefed. They will also be informed of the findings of the study once viva has been completed.

The TREC committee asked for the addition of logical steps to establish what EPs beliefs are about: what constitutes racial discrimination and how this might or should

be managed within a school context. For this reason, the researcher adapted the questions around these points; asking the participants to describe incidents of racial discrimination in the contexts in which they work sought to allow them to provide detailed information about what they perceive as racial discrimination. Equally, by then exploring what happened and which factors may have supported the improvements, one can get away from the need for them to give a personal account of their own behaviour even though the exploration allows the researcher to access this information in a more indirect and potentially authentic way through this narrative approach.

Karnieli-Miller et al. (2009) recognised that there may be power imbalances between the interviewer and interviewees. The relationship between the interviewer and interviewee changes dependant on the researcher's personality, beliefs, ethnicity, social background, professional discipline, the research paradigm, the theoretical base of the research, the research methodology, and the researcher's own perception of the place and the role of the participant in the research process (Karnieli-Miller et al., 2009). Within a constructivist position qualitative research encourages a rebalancing of power and a focus on marginalised experiences (O'Connor & O'Neill, 2004). The quantity and quality of the participants' responses are dependent in part on the relationship between the researcher and participants. Frequently, the majority of the power lies with the researcher as they determine the conversation agenda (Karnieli-Miller et al., 2009). This was addressed using volunteers that elect to partake in the interviews. The researcher also used semi-structured interviews to allow the participants to have some control over the topics discussed. Conducting the interviews remotely via video call also affected the power imbalances within the interviews. It has been noted by Wahl-Jorgensen (2021) that as individuals have become more familiar with video calls remote interviews tended to feel more comfortable than their face-to-

face equivalents. As an individual is often in a safe and familiar space and has the option to mute, turn off their camera whenever they wish to, this may afford the participant further power within the situation (Oliffe et al., 2021).

### **3.10.3 Confidentiality**

Participants have remained anonymous, and no identifiable data has been released. For this reason, only one of the transcripts has been included and no gender pronouns have been used in relation to the participants alongside their data in this study. All information provided has been kept confidential in a data secure way adhering to the Data Protection Act (2018) and will be destroyed in 3-5 years of the completion of the study. The video recordings were kept anonymous and disregarded whilst utilising the audio recordings during transcription and analysis by the researcher.

### **3.11 Trustworthiness**

As this research positioned itself in a constructivist paradigm it was important to consider trustworthiness issues. The trustworthiness of evaluation resides primarily within the data and has a criterion that includes credibility, transferability, dependability, and confirmability (Mathison, 2005). The researcher aimed to increase the study's trustworthiness by setting the questions and prompts prior to the interviews to maintain consistency, staying true to the participants' responses, keeping a detailed record of the process and attempt to reach logical, sensible, and plausible conclusions (Mathison, 2005). It is also important to consider the researchers' flexibility in-the-moment when interviewing using semi-structured interviews with IPA as the method of analysis.

In IPA it is important to acknowledge the central role for the researcher in making sense of the participants' responses (Smith, 2003). For this reason, to maintain the trustworthiness of the study it is important for the researcher to acknowledge which aspects of their thinking is tainted by their beliefs and experiences, which is known as reflexivity (Darawsheh & Stanley, 2014). Husserl (1927) expressed that researchers need to bracket off the world which is taken for granted and concentrate on perceptions of the world to follow a phenomenological method. This supports the researcher to separate out their view of the phenomenon being studied and explore different perspectives through a series of reductions, which lead the researcher to look through different lenses and move away from their own perspective (Smith et al., 2009).

Reflecting on this as a researcher I have been mindful of the effect my beliefs may have throughout the process of interviewing and analysis. I have considered about my beliefs around enacting change in a school where there is racial discrimination, this has been further explored in the reflexivity section of my discussion (5.5). To maintain reflexivity, my thoughts and feelings pertaining to the study were monitored through a research diary and discussed in supervision. This supported me to bracket off my own thoughts and feelings from the information that has presented itself in the data of this study.

### **3.12 Generalisability**

Smith (2018) highlights how generalisation might be considered, through four different types: naturalistic generalisation, transferability, analytical generalizability, and intersectional generalizability. The first, naturalistic generalisation, recognises the similarities and differences of the results with what readers are familiar with.

Transferability refers to when readers, to different extents, consider adopting something that the research has identified in its findings. Analytical generalizability explores the way in which results can be generalised, through concepts or theories, rather than the context or population that they were explored within. Finally, intersectional generalizability refers to studies which explore a community over time to record historically oppressed or colonised communities and their social movements of resistance. These forms of generalisability guide how generalisation might be considered in qualitative research.

When considering generalisability of this research study, it should be noted that the generalisability of this study is improved by the different situations discussed by participants, which increases the probability that aspects of the participants' experiences and the associated concepts and theories (Analytical generalisability) are familiar to (naturalistic generalisability) and are transferable to the readers. The study explores racial discrimination in the British education system which provides aspects of intersectional generalisability.

Exploring the generalisability of the study illustrates that IPA allows the researcher to start with an individual case and gradually move to more general statements whilst continuing to highlight the statements of each individual. This illustrates how consideration at a deeper level can support the understanding of actions at a more general level (Smith et al., 2009).

### **3.13 Data Analysis**

Smith et al. (2009)'s framework was used to structure the process of data analysis, illustrated in stages one to six below. A different approach was taken at some points

during the analysis process, and these have been referenced below with the rationale as to why these steps were taken. Whilst Smith et al. (2009) provide a framework they do not expect exacting replications to be completed and instead encourage the researcher to explore the data autonomously.

### **3.13.1 Stage One: Reading and Re-reading**

The first stage of IPA analysis involves becoming immersed in the data through repeatedly reading the transcript (Smith et al., 2009). This was supported by the researcher self-transcribing the interviews which required them to listen to and read the transcript numerous times. The process of transcribing the interviews supported them to notice and record changes in tone, speed and hesitations, along with internalising the participant's voice.

### **3.13.2 Stage Two: Initial Noting**

In this stage the transcript was placed in a table to allow the initial notes to be recorded alongside the participants' own words. The researcher created exploratory comments through the analysis of the transcripts semantic content and the use of language. These notes were categorised into three areas to support analysis:

- *Descriptive*: Notes which focus on the content which is said, such as experiences and descriptions,
- *Linguistic*: Notes which explore the specific use of language, such as pauses, repetition, and laughter,

- *Conceptual*: Notes which interpret and explore the text at a conceptual level. The researcher is interrogative and interprets what has been said (Smith et al., 2009).

This allowed the transcripts to be analysed to a level of interpretation which was grounded in the text but also a more interpretive psychological level (Smith, 2003; Smith & Osborn, 2012).

When re-reading the transcript, initial notes were reviewed and new ones were added. Initially each transcript was analysed for descriptive, linguistic and conceptual separately before being re-read when they were all present. After the first participants analysis, the researcher noticed that the linguistic and conceptual notes often linked together and therefore for the following participants the researcher added the descriptive notes first, followed by the linguistic and conceptual in tandem before the document was reviewed twice, adding and reviewing all three forms of explanatory notes. This meant that all the participants' initial notes were reviewed the same number of times at this level, however it supported the researcher to deepen the level of analysis they were able to achieve.

### **3.13.3 Stage Three: Developing Emergent Themes**

In stage three the exploratory notes from stage two were carefully integrated to make concise statements called emergent themes. These emergent themes aim to capture the essence of the interview while linking closely to the transcript (Smith et al., 2009).

An example of participant three's table containing initial notes and emergent themes has been included in Appendix L. This analysis was handwritten to improve the researcher's connection to the data.

#### **3.13.4 Stage Four: Searching for Connections Across Emergent Themes**

Within the fourth stage, the emergent themes were categorised into subordinate themes which were later further grouped into superordinate themes. This grouping process was completed by printing out and cutting up all of the emergent themes to allow the individual slips of paper to be physically arranged into groups. Subordinate themes and later superordinate themes were written onto pieces of paper and refined throughout the sorting process. When searching for conceptual links between themes, five approaches identified by Smith et al. (2009) were used:

- *Abstraction*: Grouping similar themes together and creating a new name for the group.
- *Contextualisation*: Identify contextual or narrative similarities within themes and use this as a label for the group.
- *Function*: This involves grouping themes based on their function within the transcript regardless of whether they meet this function in a positive or negative way.
- *Polarisation*: Grouping themes which contain opposing ideas.
- *Subsumption*: An emergent theme subsumes other themes and becomes a label for a group that contains a series of related themes.

Photographs illustrating stage 4 can be found in Appendix M. A table with participant three's associated emergent themes categorised into subordinate themes and superordinate themes is in Appendix N.

### **3.13.5 Stage Five: Moving to the Next Case**

This stage involved repeating steps one to four for each participant. Each participant was viewed as an individual and the researcher attempted to limit the influence of the previously completed analysis.

### **3.13.6 Stage Six: Looking for Patterns Across Cases**

The sixth and final stage of IPA explored connections across the different cases. To do this the superordinate themes for each participant were physically sorted into groups on strips of paper, along with a list of the subordinate themes associated with each superordinate theme. This supported the researcher to notice links and divergence across participants accounts. Smith et al. (2009) stated that superordinate themes were deemed recurrent when present in a third to half of the participants.

Through this process six overarching themes were identified and have been explored in the discussion section below. The idiographic nature of the participants' experiences has been upheld throughout the discussion of these overarching themes by including clear links to the concepts that participants raised supporting each transcript to be viewed as unique.

Table 8 which contains each participants' superordinate themes categorised into overarching themes has been placed in the discussion.

### **3.14 Methodology Summary**

This chapter has described the methodological approach used to explore EPs responses to working in a school environment in which they felt there was racial discrimination and the factors that they thought were useful to enact change in that situation. The researcher's ontological and epistemological position have been described, alongside the suitability of IPA, with reference to the theoretical foundations. Details of participant recruitment and the process of data collection have been provided, alongside the measures used to ensure the study made sufficient ethical considerations. Finally, the processes used for analysis were presented.

## 4- Findings

This chapter aims to present the Interpretative Phenomenological Analysis (IPA) outcomes for the interviews of four participants. The individual findings for each participant are explored before noting the overarching themes between the participants in the discussion. Each of the subordinate themes have been contextualised and discussed in Appendix O.

Within this thesis the following typographic representations are used when quoting from participants' interviews:

- Verbatim quotes from participants are italicised,
- The referencing style is that participant number and the line will follow quotes,
- The stand-alone ellipsis “...” indicate a pause in speech,
- Ellipsis in square brackets “[...]” show where quotations have been cut,
- Edits to a verbatim quote are denoted by square brackets: [ ].

Figure 2 illustrates a summary of the superordinate themes for each participant, these have been further explained in the sections below.

Figure 2. *A summary of the superordinate themes for each participant.*

<p style="text-align: center;"><u>Participant One</u></p> <p>1.1 Support from families and organisations</p> <p>1.2 Factors influencing individual EPs</p> <p>1.3 Forming positive relationships</p> <p>1.4 Reducing defensive reactions at an individual or group level</p> <p>1.5 Providing structured support</p> <p>1.6 Considerations when approaching racial discrimination</p>	<p style="text-align: center;"><u>Participant Two</u></p> <p>2.1 Professional and personal characteristics of the EP in the role</p> <p>2.2 Factors which limited the change process</p> <p>2.3 Tools which supported change</p> <p>2.4 Working with different levels of a system (individuals, groups and organisations)</p> <p>2.5 Acknowledging, creating &amp; maintaining change around racial discrimination</p>
<p style="text-align: center;"><u>Participant Three</u></p> <p>3.1 The context of EP practice</p> <p>3.2 Considerations of the individual EP</p> <p>3.3 EP practice</p> <p>3.4 Forming strong relationships</p> <p>3.5 Acknowledging and naming different experiences</p> <p>3.6 Responses to racial discrimination</p>	<p style="text-align: center;"><u>Participant Four</u></p> <p>4.1 Context of the situation</p> <p>4.2 Responses to the incident</p> <p>4.3 Noticing, creating and maintaining change</p> <p>4.4 Tools to support change</p> <p>4.5 The EP role and individual thoughts and reflections</p>

## 4.1 Participant One

Participant one identified as White British and had been an EP for close to three years. They discussed a situation in which a Black student with Autism was at risk of exclusion leading to them facilitating an exploration of the factors that were influencing the staff's perceptions along with creating a plan to address racial discrimination within the setting.

The superordinate themes for participant one, have been summarised in Table 4 and includes support from families and organisations, factors influencing individual EPs, forming positive relationships, reducing defensive reactions at an individual or group level, providing structured support, and considerations when approaching racial discrimination.

Table 4. *Highlights the Superordinate and Subordinate themes for participant one.*

Superordinate Theme	Subordinate Theme
4.1.1 Support from families and organisations	4.1.1.1 Educational psychology as a profession alongside EPS service delivery models 4.1.1.2 The school senior leadership team's willingness to support 4.1.1.3 The flexibility and inclusiveness of the school's behaviour policy 4.1.1.4 Parental engagement
4.1.2 Factors influencing individual EPs	4.1.2.1 How practitioners' identity affects their practice 4.1.2.2 The EPs thoughts and concerns during the change process 4.1.2.3 The EPs continuing professional development
4.1.3 Forming Positive Relationships	4.1.3.1 Use of Supervision 4.1.3.2 Building positive relationships to create safe spaces 4.1.3.3 Empathising with those they work with to support the monitoring language and forms of communication 4.1.3.4 Reduce assumptions about the perspectives of others
4.1.4 Reducing defensive reactions at an individual or group level	4.1.4.1 Illustrating the national picture and linking it to the current situation 4.1.4.2 Providing a safe challenge against racial discrimination 4.1.4.3 Splitting niceness from racial discrimination and presenting positives alongside discussions of racial discrimination

	<p>4.1.4.4 Reframing narratives around particular situations</p> <p>4.1.4.5 Asking questions without judgement</p>
4.1.5 Providing structured support	<p>4.1.5.1 Use of an EP specific tool</p> <p>4.1.5.2 The use of facts</p> <p>4.1.5.3 Continued discussion of racial discrimination</p> <p>4.1.5.4 Moving from reflection to an appropriate level of action</p> <p>4.1.5.5 Different forms of feedback</p>
4.1.6 Considerations when approaching racial discrimination	<p>4.1.6.1 Recognising the presence of interpretation, biases and blind spots</p> <p>4.1.6.2 Intersectionality</p> <p>4.1.6.3 Triggering strong emotions</p> <p>4.1.6.4 Possible staff responses</p>

### **4.1.1 Support from families and organisations**

Participant one discussed how support from various groups, including the EPS, school staff and parents, along with school policies, affected how racial discrimination was approached. This superordinate theme includes four subordinate themes which have been described below.

#### **4.1.1.1 Educational psychology as a profession alongside EPS service delivery models**

Within this subordinate theme participant one stated the importance of profession and service wide discussions and training around racial discrimination.

*‘Try and think about different ways [to learn]. I think sometimes we get a lot of training at [the LA] and I think that sometimes... we talk a lot about what’s going on but we don’t always leave with a clear idea... of... what I’m meant to do.’*

(618-621)

Participant one noted that the current LA training for EPs that they have experienced had often focused on the context around racial discrimination and not covered practical responses. They said that within the EPS it was important to notice differences in

individuals' awareness of and frequency of discussing racial discrimination to support development. Participant one suggested that discussions around racial discrimination and intersectionality are supported by having a racially diverse profession.

*'I'm very aware that I'm... well I don't know, I don't know what the specifics are on people coming through, erm EP training, but I think it's really important that it's representative.'*

(805-807)

This also links to the importance of ensuring that the cohorts in EP training are representative of those that EPs work with to broaden diversity of those entering the profession. Although specific data on the ethnic groups represented on the training courses is unknown.

#### **4.1.1.2 The school senior leadership team's willingness to support**

Participant one noted having a knowledge that the school was open to opportunities for continuing professional development increased their comfort in suggesting new things.

*'I know that the senior management will back me up, if they think I'm right and if I show them what I'm doing... and they agree with me I know that that will be backing me up.'*

(265-268)

This illustrates that gaining support from the senior management team (SMT) helped them to work with SMT to give staff permission to make changes that they may be unsure about.

#### **4.1.1.3 The flexibility and inclusiveness of the school's behaviour policy**

Participant one supported the adaptation of behaviour policies which included providing advice on strategies for the wider student body to support a specific student. They promoted flexible implementation of behaviour policies linked to specific needs of the pupils.

*'once they had the rationale and the justification it completely change the situation, because because I think that was the thing is... after my talk, they really understood why we're saying call [the SEN department]'*

(428-431)

They observed that providing a rationale for changing the behaviour policies supported understanding to create long term change.

#### **4.1.1.4 Parental engagement**

Participant one thought it was important to be open and truthful with parents in discussions about racial discrimination. This included clearly outlining what they could do within the EP role.

*'I've said to the parent, I totally understand what you're saying. This is the training I've done, this is everything I've done, these are the recommendations in my report.'*

(695-697)

#### **4.1.2 Factors influencing individual EPs**

Participant one highlighted factors which influenced them as individual EP when raising racial discrimination. There are three subordinate themes within this superordinate theme.

##### **4.1.2.1 How practitioners' identity affects their practice**

Participant one noticed and explicitly named that their own characteristics influenced their perceptions and approach to situations.

*'I think sometimes it can be easy, easy for, easy for me. Just with my personality, generally, erm, and as I say, you know, I'm... I'm trying to just learn and discuss.'*

(274-278)

This shows that they felt that their personality supported their ability to build relationships. Participant one also noted that when in a situation individuals noted characteristics that apply to them or they identify with.

##### **4.1.2.2 The EPs thoughts and concerns during the change process**

When raising concerns around racial discrimination participant one felt as though it may *'ruin [their] working relationship'* (240) with the school, however it did not. They felt a pressure to say the right thing and use *'psychologically correct terms'* (535). On self-reflection they held some negative views on how they approached the situation.

*'Maybe I need to be more bold and call it more.'*

(685)

Participant one thought that they may need to be braver and name racial discrimination explicitly more frequently.

#### 4.1.2.3 The EPs continuing professional development

Participant one acknowledged that the approach they used may not be the best way, but they attempted to respond to each individual situation whilst maintaining the relationship with the school.

*'Erm, I'm trying to sort of educate myself on it but... I feel like there's probably... room to... room for, er... you know, expanding [their exploration of intersectionality] there.'*

(825-826)

This quote illustrates that they have attempted to continually educate themselves as a practitioner and 'challenge [their] biases' (623).

#### 4.1.3 Forming Positive Relationships

During the interview participant one discussed the value of forming positive relationships to create a safe space for discussions about racial discrimination. This superordinate theme includes four subordinate themes.

##### 4.1.3.1 Use of Supervision

Relationships with the school staff, SENCo, EPS team and supervisor supported participant one to challenge racial discrimination.

*'Erm, You know, and it is sometimes hard where you... push the school you brought it up and done everything you can. And they're still, you think interpreting their behaviour in a certain way or whatever and it's like, I don't know what else I can do. I brought it to supervision.'*

(711-714)

They were able to raise discussions around racial discrimination in supervision when they were stuck with a case.

#### **4.1.3.2 Building positive relationships to create safe spaces**

Participant one used the continued reciprocal relationships to create a safe space for honest discussions.

*'So I know I'm at a point where... if they tell me they agree in so... they agree with something that you know I know that, like I said, they know I'll tell the truth... I know they'll tell the truth... which makes me f... which made me feel safe.'*

(287-290)

They were able to reach a point of safety in the relationship where they knew both parties would be honest which allowed them to feel safe raising racial discrimination.

#### **4.1.3.3 Empathising with those they work with to support the monitoring language and forms of communication**

Participant one attempted to keep different perspectives in mind whilst practising.

*'It's just meeting people where they are.'*

(677)

They noted that this requires EPs to meet other people where they are to support learning.

#### **4.1.3.4 Reduce assumptions about the perspectives of others**

Participant one stated that they do not know what is going on in someone's head so must remain open to different perspectives, illustrated in the quote below.

*'But I can't make a judgement on someone else's interpretation of the situation because I don't know what's going on in their head. I don't know any of these teachers that well.'*

(752-755)

#### **4.1.4 Reducing defensive reactions at an individual or group level**

Participant one observed some defensiveness around discussions about racial discrimination. To respond to this, they found that a range of factors supported them to provide a safe challenge which reduced the defensiveness of individuals and groups which supported them to process what was said. There are five subordinate themes within this superordinate theme.

##### **4.1.4.1 Illustrating the national picture and linking it to the current situation**

Participant one found it useful to linking national issues to what is happening in the LA and school, to reduce blame.

*'This is a national problem. But it does happen in [this LA] too. So we need to be thinking really carefully about how we respond to behaviour of kids who reach these risk factors and then I said so for example, this young boy.'*

(110-113)

##### **4.1.4.2 Providing a safe challenge against racial discrimination**

Participant one addressed racial discrimination carefully in a way to *'meet people where they are and deliver [their] message in a way that will be received'* (686) and processed.

*'Saying, this is a system wide problem. You're a nice bunch, you can do something about this... made them want to.'*

(196-198)

Participant one felt that externalising the problem to remove individual blame reduced defensiveness and thus supported motivation.

#### **4.1.4.3 Splitting niceness from racial discrimination and presenting positives alongside discussions of racial discrimination**

Participant one noticed that individuals appeared to split the idea of a nice school from a school which has identified racial discrimination.

*'I recognised in the training. I really liked coming to the schools, it's a lovely school and the reason I like coming to the school is because we can have conversations like this.'*

(198-200)

They highlighted the positive aspects of the system to present a balanced view and empower individuals to make change. They also provided examples of how change would affect the student's life to increase motivation to act, including noting *'what's gonna happen to his life chances if he's excluded'* (433), which led to rapid change.

#### **4.1.4.4 Reframing narratives around particular situations**

Participant one spent time re-framing the narratives that influenced staff behaviour.

*'I think there were... certain, you know, certain teachers who were allowing their own feeling about it sort of override... This is a kid with*

*autism. He's getting frustrated. So all the other... erm, demographic factors, clouded their judgment for them to just say, to think, like I said, and that's why I think they needed to hear those statistics to recognize that as a risk of anyone...of anyone doing [it].'*

(153-157)

As the quote illustrates at times this included using context to normalise typical situations.

#### **4.1.4.5 Asking questions without judgement**

Participant one asked questions about race frequently and predictably in an attempt not to 'catch them off guard' (642) and allow time to mentally prepare themselves to discuss racial discrimination, although it was only picked up sometimes. They try to take them at their word without judgement or holding onto it in the future, agreeing to 'move on' (292).

*'So I don't say, Do you think there's racial discrimination going on but I often will be like, do you think we're interpreting their behaviour in a certain way... er, because of their gender or their race, all those things'*

(656-659)

This quote illustrated how they avoided starting with a direct question about racial discrimination and instead used questions around the perceptions of an individual and which characteristics may be influencing them.

#### **4.1.5 Providing structured support**

Participant one used various tools and strategies to structure the support they provided around racial discrimination. There are five subordinate themes within this superordinate theme.

##### **4.1.5.1 Use of an EP specific tool**

Participant one had the use of a tool created by the LA to support EP practice. As illustrated below the tool explored various 'risk factors' including race, ethnicity, gender, SEND and literacy levels.

*'It's a really good document I find because the first thing you go through is the risk factors. Erm... So it looks at... is the child Black or Black Caribbean. Are they male or female. Do they have SEN or a disability. Are there literacy levels lower than... erm, lower than age related expectations.'*

(61-65)

It helped to clearly illustrate what they were going to do to address the intersecting elements through enabling reflection during difficult situations.

##### **4.1.5.2 The use of facts**

Participant one simplified the message through the use of facts and practical considerations, which supported the management of emotions and helped people feel pragmatic.

*'I think, naming the systemic nature you can't argue with that, when you present... when I presented the school with all those facts about*

*what happens to particularly Black Caribbean kids and Gypsy Roma traveller kids. They couldn't argue with it..'*

(742-746)

They found it useful to name the systemic nature of racial discrimination and using facts that are difficult to argue with to provide evidence to support the point.

#### **4.1.5.3 Continued discussion of racial discrimination**

Participant one discussed the importance of having clear and direct discussions and debates about racial discrimination.

*'making sure it's, erm... er, acknowledged and spoken about and the, just the dialogue goes on.'*

(814-815)

They observed the significance of continued dialogue that acknowledges racial discrimination to support individuals' education. Participant one raised racial discrimination frequently which allowed different discussions to be had.

#### **4.1.5.4 Moving from reflection to an appropriate level of action**

Participant one supported others to reflect on their behaviours to help them to give themselves processing time to consider their thoughts, feelings and change their behaviours rather than just reacting.

*'I sort of said in this training I said you know if... you were shocked by what you saw... the Black Lives Matter movement over the summer, and want to, wanted to do something but didn't know what to do. As*

*educational professionals, this is something that we all have power to make change.'*

(126-130)

To empower others participant one, used practical advice to avoid leaving people with negative emotions that they had no way to channel into creating change. They collaboratively developed actions to create a plan which gave staff a clear way to respond to the student to de-escalate difficult situations.

#### **4.1.5.5 Different forms of feedback**

Participant one highlighted the different ways they fed back to students, families and staff. When working with school staff they utilised small pieces of time in briefings to speak to the team at once.

*'I can... particularly around exclusions... If I write a really clear report saying what I have and haven't seen it can really tie a... tie a school up. Erm, So, If I keep it very factual, and I say they need to be doing this, [...] then I do review and say, as far as I'm aware this has not been done'*

(758-762)

As highlighted above participant one used reports and a review process to clearly highlight what was and was not being done to ensure that the school were following best practice to avoid exclusions.

#### **4.1.6 Considerations when approaching racial discrimination**

There were a range of considerations around raising racial discrimination that participant one mentioned. This superordinate theme contains four subordinate themes.

##### **4.1.6.1 Recognising the presence of interpretation, biases and blind spots**

Participant one recognised and normalised the idea that everyone has biases which affect their behaviour in different ways. They also recognised how teachers may feel, as interpretation can lead to a typical behaviour being viewed negatively and trigger harsher responses from staff.

*'We all have biases, you know I said all stuff like that we just... we just got to be the people who reflect on them.'*

(158-159)

Whilst participant one recognised that we all have biases they noted that we have to be people that reflect on them to aid development and promoted the importance of everyone making change to improve outcomes.

##### **4.1.6.2 Intersectionality**

Participant one stated that they remain open to the unknown aspects of a situation and the possibility that multiple biases are affecting individuals' interpretations of what is happening to help them consider how an individual may be discriminated against. They acknowledged the '*extreme*' (117) impact of intersecting risk factors for some students which is why they aim to facilitate others to reflect on all biases.

*'He's Black. He's a boy. He is almost dead on the age, he's Year 10. Year 9 to Year 10 is when it tends to happen. He's got really low*

*literacy levels. Erm, He's got a difficult home life, these are all extreme risk factors.'*

(114-117)

In this situation, participant one felt that staff perceived frustration as aggression and were intimidated by this alongside his physical size.

#### **4.1.6.3 Triggering strong emotions**

Participant one noted that strong negative emotions in a complex case may lead to defensiveness which may make the situation harder to manage, especially when a practitioner has less experience addressing racial discrimination.

*'I think, white people really don't like to actually talk about racism really, erm, cause people are scared of being called racist.'*

(673-675)

Participant one observed that some white people avoided talking about racism due to a fear of saying the wrong thing and being labelled as racist. Racism is a very *'individualised personal thing'* (683) which makes it *'hard to talk about'* (684).

#### **4.1.6.4 Possible staff responses**

Participant one illustrated positive and negative feelings staff may exhibit when raising racial discrimination. As an in the moment reaction to raising race individuals may exhibit narratives of blaming the behaviour policy to avoid personal blame, illustrated in the quote below.

*'When people get defensive, they just say well I'm following the behaviour policy... Blame the behaviour policy, not me.'*

(397-399)

However, in the long-term individual staff appeared to respect the EP for raising the issue, providing statistics, emotional containment and giving specific actions to facilitate change for the student.

## 4.2 Participant Two

Participant two identified as Black African, Caribbean and British and had been an EP for nearly eight years. They described working with a school in which staff were misinterpreting the behaviour of Black boys as behavioural difficulties rather than exploring their underlying needs. In this case this was noticed by the EP, and some of the children's parents. The SENCo who also appeared to notice that there was a difficulty and organised consultations with the EP in hopes that they would identify with each other due to their race. Analysis of participant two's interview yielded five superordinate themes: Professional and personal characteristics of the EP in the role, factors which limited the change process, tools which supported change, working with different levels of a system, and acknowledging, creating and maintaining change around racial discrimination as illustrated in Table 5.

Table 5. *Highlights the Superordinate and Subthemes for participant two.*

Superordinate Theme	Subordinate Theme
4.2.1 Professional and personal characteristics of the EP in the role.	4.2.1.1 Important aspects of the EP role 4.2.1.2 Personal characteristics of the EP 4.2.1.3 EP Self reflection 4.2.1.4 The EP's feelings and confidence level
4.2.2 Factors which limited the change process	4.2.2.1 The level of staff discomfort 4.2.2.2 Biases against specific groups 4.2.2.3 Staff holding assumptions and labelling individuals and groups 4.2.2.4 Factors which limit change
4.2.3 Tools which supported change	4.2.3.1 Supporting evidence 4.2.3.2 Repetition

	4.2.3.3 Allowing time for change 4.2.3.4 A balance of Implicit and Explicit conversations 4.2.3.5 Advocating for others 4.2.3.6 Contracting for pieces of work 4.2.3.7 Creating a safe space 4.2.3.8 The motivation and engagement to collaborate
4.2.4 Working with different levels of a system	4.2.4.1 Child or young person perspectives 4.2.4.2 Actions for or by parents 4.2.4.3 Action within an EPS 4.2.4.4 The current and previous context
4.2.5 Acknowledging, creating and maintaining change around racial discrimination	4.2.5.1 Points to hold in mind 4.2.5.2 The resulting changes 4.2.5.3 Maintaining and evaluating change

#### **4.2.1 Professional and personal characteristics of the EP in the role.**

Participant two noted that there were personal and professional aspects of them as an EP which influenced how they raised racial discrimination or how others responded to them when they did. This has been broken down into four subordinate themes.

##### **4.2.1.1 Important aspects of the EP role**

Participant two highlighted how they used common EP skills to '*actively listening... and looking for themes, and... triangulating information*' (862). Participant two normalised difficulties and linked them to development to reduce within child narrative and championed inclusion. Participant two also used psychology to reaffirm the importance of the emotional needs of Black boys.

*'having a conversation with them about, to really like, connect the dots. Erm, and I don't know, maybe that's what EPs are there to do, kind of at a systemic level is to help people join those dots together and have those conversations.'*

(310-314)

Participant two responded to individual needs whilst also providing systemic support for a group or organisation to consider how change may be enacted in multiple layers of the system. They held review meetings to explore patterns in referral demographics to explore patterns within the system.

#### **4.2.1.2 Personal characteristics of the EP**

At times shared culture supported participant two to understand some aspects which had been previously overlooked or misinterpreted. However, they felt uncomfortable about school practitioners referring a child due to their race.

*'as a Black EP, I've never wanted to be perceived as having a chip on my shoulder or always bringing race to the forefront as an issue. So I think I've always been slightly hesitant of bringing it up...'*

(748-751)

Other people's perspectives on an EP may influence their likelihood to raise race. For example, participant two noted that being seen as always raising race increases hesitancy for them to raise race. Due to this, Black members of staff may initially feel more comfortable raising concerns around racial discrimination with a Black practitioner.

*'actually some of the \*laughter while speaking\* parents may not even care, like... about my race, so it's who's making it an important thing. I got from that parent the main thing is that she just wants people to actually listen and understand and appreciate their family situation, Erm.'*

(340-344)

Practitioners should listen and respond to all parental views regardless of the practitioners' race. This suggests that white practitioners may have to actively work to facilitate safe places to discuss race.

#### **4.2.1.3 EP Self reflection**

Participant two noted that it's important to attempt to avoid missing racial discrimination due to assuming culturally responsive practice or being blindsided. Their initial fears that explicit conversations would shutdown communication lessened once experience showed that this didn't happen.

*'Erm, and also put aside your own fears and anxieties and put forward what's actually being presented to you. So, erm, all the time trying to be reflective I suppose... of your own practice and... Yeah. How you're communicating those views on behalf of other people.'*

(846-850)

Participant two set aside their own fears and anxieties to reflect on practice and advocate for others and increase the power of the narrative.

#### **4.2.1.4 The EP's feelings and confidence level**

Participant two noticed that it was easier to stay within individual cases than partake in systemic work which may increase pressure on the practitioner. Participant two was also hesitant to raise racial discrimination due to the *'impact on [them], psychologically and emotionally as a practitioner'* (1125). They felt apprehensive about how others may react to racial discrimination being raised, alongside fears that highlighting racial discrimination could lead to being discredited as a practitioner.

*'I think the thing is, explicitly I, I erm... I have also reflected that I might have these conversations with colleagues, but then not bring it explicitly to the system that I'm working with. And so, yeah, it's just building on that confidence to do that.'*

(771-776)

This shows how participant two noted that they are working to build their confidence explicitly discussing racial discrimination with a range of people through actively noticing and practicing.

#### **4.2.2 Factors which limited the change process**

Participant two noticed that some factors limited the change process. There are four subordinate themes within this superordinate theme.

##### **4.2.2.1 The level of staff discomfort**

Participant two noted different reasons behind discomfort for different individuals.

*'but equally talking to my white colleagues I think they've said that sometimes they avoid it because they don't want to get it wrong, or be perceived as being racist or, erm... or just doing it tokenistically.'*

(725-755)

This highlights how some EPs avoid discussing racial discrimination through fear of making mistakes and being labelled racist. It is also important to acknowledge the individual bravery it may take for individuals from minoritised groups to explicitly label racial discrimination.

#### 4.2.2.2 Biases against specific groups

Participant two noticed biases then used curiosity to question whether they '*think this is an element of what might be going on*' (1108) to provide individuals time to agree or disagree.

*'there were some other boys that weren't Black that were displaying challenging behaviour but theirs was better understood as an emotional thing or possibly they were on the autistic spectrum and so there were explanations, erm that were given for those children that were different to the Black boys'*

(594-600)

This illustrates that within the school staff initially interpreted similar behaviours differently based on the race of the child. Participant two also noticed that some staff also held stereotypes around hard to reach parents and single parent situations, not understanding the cultural significance and protective factors a wider '*social network to help support*' (394) them, may provide. They noticed that '*it was a bit difficult to unpick, but people started to acknowledge*' (150) that once the staff explicitly acknowledged a bias they were able to explore it and other beliefs they held.

#### 4.2.2.3 Staff holding assumptions and labelling individuals and groups

Staff assumed the race of the practitioner would have an impact and acted on their assumptions without explicit discussion. Participant two '*understood why she was doing that because it did make sense, but in another way, it felt uncomfortable*' (276) to match Black families with Black practitioners as a general rule and not expecting all practitioners to be able to have difficult conversations with all families.

*'perceive all of the students as Black, so don't necessarily see what they're doing or what they're saying is discriminatory against one group.'*

(1087-1090)

This shows that some practitioners saw minoritised groups as homogenous rather than noticing different ethnicities and cultures which may affect racial discrimination. Participant two noted that practitioners should avoid assuming similarities between individuals from minoritised groups.

At times some staff attempted to label particular children which put pressure on them and their parents and concealed the hidden biases that informed the decisions. Participant two noted that when practitioners avoided labelling, it created a supportive approach for parents to increase their involvement and sense of belonging, leaving them *'a bit more open to doing in school interventions'* (581).

#### **4.2.2.4 Factors which limit change**

As illustrated in the quote below, individuals preconceived ideas about different cultures and racial discrimination, including how overt it may be, can make it harder to unpick racial discrimination and enact change.

*'I think it's that idea around racial discrimination, not, erm... being overt, explicit racism. That's not what we're talking about. It's about understanding the racial elements that... are maybe not being considered. Erm... which can, you know, contribute to discrimination, erm, which are harder to kind of unpick.'*

(1069-1074)

### **4.2.3 Tools which supported change**

Participant two highlighted various tools which supported change within the school. This superordinate theme includes eight subordinate themes.

#### **4.2.3.1 Supporting evidence**

Participant two considered different contextual factors through triangulating the information and needs of the child, parents and school.

*'the concrete stuff I was able to draw off was actually what I'd got out of my individual cases... but also what their TAs had been telling me, erm, in regards to their own observations out in the playground or in the classrooms.'*

(171-175)

This illustrates that to gain information about the system participant two triangulated information from individual cases and staff observations. They felt that it was necessary to have a range of concrete examples as the school wanted *'evidence and clear information'* (1154). Participant two noticed that *'it's about trying to get some data to support what [they] might be [questioning]... or being curious'* (1100).

#### **4.2.3.2 Repetition**

Participant two observed that *'some of the parents had raised it before'* (288), and it was not being heard or acted upon. When *'some of the parents of the non-Black boys were coming in and actively seeking help [...] there was a bit more openness from the school'* (608), however some Black parents did not ask for help.

#### 4.2.3.3 Allowing time for change

Participant two was *'a bit hesitant about what the outcomes were'* (1018) as they felt that it was not over. Therefore it was important to factor in time for the change to become embedded.

#### 4.2.3.4 A balance of Implicit and Explicit conversations

Participant two attempted to strike a balance between explicit and implicit acknowledgements of racism so that the *'two things [...] happened in parallel'* (57). This balances the fear around being labelled as racist against the usefulness of discussing racial discrimination explicitly.

Participant two noticed that sometimes race was an implicit discussion in a wider conversation, which may not be noticed by others, as *'there was a subtlety about it'* (496). To stop different interpretations participant two highlighted that *'just raising it and being more explicit is important'* (814) to raise racial discrimination in a meaningful way despite feeling that it may be high-risk. Participant two noted that after explicitly acknowledging racial discrimination the school began to take concrete steps such as beginning to *'review, like their behaviour policy as well and... how they were monitoring, [...] lunchtime detentions'* (197).

Participant two noticed that *'if you're a bit more explicit and open about it, it can trigger more conversation and more curiosity'* (806) which may create a shared narrative and initiate change process. Participant two observed where and with whom racial discrimination was explicitly discussed, as they had *'spoken to parents and they've kind of raised it and then we just haven't said it in the school context'* (823).

#### 4.2.3.5 Advocating for others

Participant two noted that it was important that EPs ensure that they advocate for the difficult part of the family stories, as illustrated by the quote below.

*'Erm, so I think it's important to kind of if, if... if the family or the young person are raising it, for us to ensure that we advocate that part of their story as well.'*

(788-790)

#### 4.2.3.6 Contracting for pieces of work

Participant two observed that *'where [their] work was directed'* (1014) by the school it decreased systemic work, its maintenance and evaluation. Therefore, it is important to balance being school led with following their professional judgement and *'putting [themselves] forward a bit more [...] to help them on that journey'* (1000).

#### 4.2.3.7 Creating a safe space

Participant two highlighted that providing separate mental and physical space for open discussion with link practitioners allowed reflection to come *'out of those discussions'* (700). Participant two noted that parents found individual consultations to be a safe space so were *'giving [them] information about what was happening in their family context'* (701) that had not been previously shared.

#### 4.2.3.8 The motivation and engagement to collaborate

There was an acknowledgement that the SENCo must have *'thought about it to a certain degree to even raise it'* (953) and meant well, but it was hard to know for sure. Participant two *'got into collaboration, and joined up conversations'* (450) to create a

shared narrative, break down negative perceptions and engage specific children and families.

#### **4.2.4 Working with different levels of a system**

Throughout the interview participant two referred to working with different levels of the system, including individuals, groups and the whole organisation. This superordinate theme includes four subordinate themes.

##### **4.2.4.1 Child or young person perspectives**

Participant two highlighted that race is an aspect of identity and individuals should be able to share their narrative. This has been illustrated in the quote below.

*'you're race isn't a side of you, it is you. And, and how people perceive you is one thing but how you describe yourself as a person, erm... is equally important.'*

(885-886)

This shows the need to ask questions and include individuals' narrative as a whole, rather than separating it based on what is salient to the practitioner. They observed that students may raise difficulties around their racial identity, which may feel hard to support in a school setting and *'it's about understanding the racial elements that... are maybe not being considered'* (1070).

##### **4.2.4.2 Actions for or by parents**

Participant two noticed difficulties with parental voice being heard and acted upon without support from another practitioner, despite parents *'telling [them] this for ages'* (363). Participant two realised what some parents *'wanted was for someone to actually*

*just listen to what [they were] saying'* (926), regardless of the practitioner's race. They acknowledged that some parents *'haven't wanted to raise it because they don't want to seem like, they're trying to close an argument or trying to make an excuse'* (825) which may have been linked to power imbalances. Participant two highlighted that EPs have more power to advocate than individual families, therefore they should explicitly follow what is important to those involved, *'But you have to be open and aware, to take that information in in the first place'* (844).

#### **4.2.4.3 Action within an EPS**

Participant two highlighted the importance of creating a service with service wide ethos of explicit discussions.

*'I think there's something about... in the EPS you having those conversations with each other, to build your confidence to have those conversations.'*

(737-739)

This illustrates how creating change involved continually having conversations and reflecting as an EPS to build confidence discussing racial discrimination.

#### **4.2.4.4 The current and previous context**

Participant two noticed the impact of the history and context of the organisation and acknowledged that racial discrimination does not happen in isolation and is influenced by *'other things going on in the school'* (981).

Participant two observed different referral patterns for different groups of young people, particularly around the inequitable referral patterns of Black *'children with social and emotional, [...] behavioural needs'* (34).

#### **4.2.5 Acknowledging, creating and maintaining change around racial discrimination**

Participant two discussed themes around acknowledging, creating and maintaining change around racial discrimination, which includes three subordinate themes.

##### **4.2.5.1 Points to hold in mind**

Participant two highlighted possible cultural differences for parents in *'asking for help and didn't perceive [the behaviours] as an issue in the same way'* (608). There may also be difficulties in practical factors and meetings during the day may be inaccessible for some parents, however this may not be considered by schools and may lead to *'assumptions and judgments about whether [the parent] was interested or available enough to [...] be involved with school'* (390).

Participant two stated that race is part of an individual's identity and *'we've got to make sure that the children and young people and their families, how they describe themselves, that that's all included as a whole entity and not separated apart'* (892).

##### **4.2.5.2 The resulting changes**

Participant two felt that staff were supported to *'rethink and a more open view of what the possible reasons could be contributing to that behaviour'* (602).

*'some of those boys, where then accessing some of her interventions a bit more and so, the idea of them having emotion... you know, that it could be underpinned by emotions and developing emotional regulation skills and social skills, was more of an emphasis rather than them getting lots of sanctions.'*

(536-541)

This illustrates that the processes changed the structured interventions that staff were offering the Black boys due to unearthing different perspectives around the emotions and skills that may be linked to the behaviours.

#### **4.2.5.3 Maintaining and evaluating change**

Participant two observed that development required consistent and *'embedded [discussions] across all of the training that you deliver and considered [...] in everything that you do'* (877). There was recognition that creating change requires *'a conscious intention of thinking about problem solving'* (742). Participant two highlighted the need to actively *'follow up if there was a theme'* (981), even if it's at a later date to reduce concerns and support reflection.

### **4.3 Participant Three**

Participant three self-identified as 'White other' and had been an EP for two years. They discussed a situation in which a student was raised as having difficulties with anger management in a group consultation, however participant three noticed that the student's behaviours were in response to acts of racial discrimination by other students. Once participant three raised racial discrimination they noticed a range of changes which have been detailed below. Analysis of participant three has created six superordinate themes, including the context of EP Practice, considerations of the individual EP, EP practice, forming strong relationships, acknowledging and naming different experiences, and Responses to raising racial discrimination, illustrated in Table 6.

Table 6. *Highlights the Superordinate and Subthemes for participant three.*

Superordinate Theme	Subordinate Theme
4.3.1 The context of EP Practice	4.3.1.1 The BLM Protests increasing media coverage and awareness of RD 4.3.1.2 The EP Profession and training programme 4.3.1.3 Educational Psychology Service responses 4.3.1.4 School engagement 4.3.1.5 Considerations for the EP
4.3.2 Considerations of the individual EP	4.3.2.1 The EPs confidence 4.3.2.2 Hopes for raising racial discrimination 4.3.2.3 EP reflections on their practice 4.3.2.4 The personal experiences of the EP 4.3.2.5 Raising racial discrimination as a white EP
4.3.3 EP practice	4.3.3.1 Use of group consultation 4.3.3.2 Intersectionality of discussions and training 4.3.3.3 Listening and asking questions to triangulate a hypothesis 4.3.3.4 The use of descriptions and facts to support the facilitation of sharing different perspectives 4.3.3.5 Challenging narratives and normalising typical behaviours 4.3.3.6 Highlighting the young person's experience 4.3.3.7 Gaining familiarity through repetition 4.3.3.8 The power of language
4.3.4 Forming strong relationships	4.3.4.1 Creating a safe space in relationships 4.3.4.2 Championing collaboration and allyship 4.3.4.3 Avoiding attributing assumptions and blame
4.3.5 Acknowledging and naming different experiences	4.3.5.1 Approach to raising racial discrimination 4.3.5.2 Monitoring red flag terms and biases 4.3.5.3 Initiating conversations about racial discrimination by noticing themes and naming them. 4.3.5.4 Difficulties discussing race
4.3.6 Responses to raising racial discrimination	4.3.6.1 Immediate response to naming racial discrimination 4.3.6.2 Possible experiences of individuals from minoritised groups 4.3.6.3 Outcomes of raising racial discrimination

### **4.3.1 The context of EP Practice**

#### **4.3.1.1 The BLM Protests increasing media coverage and awareness of RD**

The BLM protests increase awareness of racial discrimination, which triggered a request for training resources, illustrated in the quote below.

*‘when, you know, the sort of Black Lives Matter protests were more...  
er, prevalent in, in... erm, last year [2020] they immediately*

*approached me and said [...] could you recommend some training resources. We think we need to do more in this area'*

(125-128)

Participant three had a drive to *'[put] concrete things in place'* (755) move to concrete action before the coverage of racial discrimination lessens in the media and motivation reduces. The most recent BLM protests created *'a huge ripple effect throughout the EP world'* (585) which is hoped to maintain the change process, which could be supported by special interest groups.

#### **4.3.1.2 The EP Profession and training programme**

Participant three viewed it as *'such a white and privileged profession'* (568) which may enable racism and therefore should be reflected upon by services and as a whole profession. Participant three *'had maybe one session on racism on the whole three years of the doctorate'* (670) and one on intersectionality, which they felt left it to the individuals as it was unstructured and optional.

Participant three noted that the same approach would not work for every situation therefore it is important to *'[listen] to what is needed in that community, rather than rolling out like a blanket approach'* (782).

#### **4.3.1.3 Educational Psychology Service responses**

After the Black Lives Matter protests, they started a race and practice group which was seen as *'a side thing that [they] had to make [their] own time for'* (711), illustrating that it was not viewed as a vital and embedded into the ethos of the service. Participant three noted that individual EPs can and should raise racial discrimination as part of their role but *'more needs to done [...] as a whole service'* (557). They stated that what

each service needs to do will be different based on the contexts that they work in meaning that *'each local authority or area needs to do their own work'* (779) and engage service users support.

#### **4.3.1.4 School engagement**

Participant three noted that staff at meetings included a range of teachers, form tutors and heads of year, but *'always the SENCo'* (521), suggesting that SENCos have an important role of coordination and facilitation of change.

The staff *'were also quite open to [and] they did always want... genuinely want... other strategies'* (460) to create change. The school asked them to *'recommend training resources'* (127), illustrating a desire for physical resources to support their development as a school.

#### **4.3.1.5 Considerations for the EP**

Participant three said that EPs should *'stop treating it as... as an add on'* (743) and treat it as an integral part practice. They highlighted that it is important to *'listening to what do those communities actually want rather than again coming in with our own lens'* (768) as the EP and repeating the same patterns as it will be different for everyone.

*'all individuals you know but in this context psychologists take the time to reflect on themselves on their own privilege on their own position in all of this and come up with their own language and understanding'*

(576-579)

This illustrates that EP's should see it as a priority to reflect on their own privileges and consider their position, particularly in issues of social justice.

### **4.3.2 Considerations of the individual EP**

Participant three mentioned factors that influenced them as an individual as they considered how they raised racial discrimination.

#### **4.3.2.1 The EPs confidence**

Participant three was aware that they are not perfect and still have a level of worry when raising racial discrimination as to *'whether that is going to damage [their] relationship with the school or [they] are going to offend someone'* (659), however, *'having experience of doing [it] [...] just normalises it'* (661).

#### **4.3.2.2 Hopes for raising racial discrimination**

Participant three hoped that discussions with staff would become *'more of an open narrative'* (330), but felt that it was a large request. They hoped that the school also *'[spoke] directly to the boys involved'* (303). In the future they would use their power to explore if there was *'pattern that they see happening in the school and explore [...] it... as a wider issue'* (408).

#### **4.3.2.3 EP reflections on their practice**

Participant three acknowledged that systemic change *'was a big shift of perspective'* (305) and could not be expected to be undertaken quickly. Racial discrimination was viewed as a more difficult topic that required an EP to ask *'harder questions or bring up more difficult themes'* (540). At times participant three was *'caught in a moment and not sure [of] the right thing to say'* (429) which reduced with experience. They felt it was important to control emotional reactions to have conversations about racial discrimination as *'not shying away from them makes you a bit more confident'* (655). Participant three noticed they were *'essentially putting in a lot of the work'* (650) and continued to do so over time.

#### 4.3.2.4 The personal experiences of the EP

Participant three noticed the juxtaposition in their personal experience living in a small religious town that was not very diverse then moving to a diverse place, increased their awareness of race and confidence discussing it, illustrated in the quote below.

*'grew up in [...] town, so very non-diverse at all and then when I was 12 moving to London. Erm, and I think that clash of suddenly a diversity of people was actually really informative in my life and I think it made me aware of race to begin with'*

(620-623)

For participant three *'being in really diverse places was hugely important for [them]'* (633) as it provided *'familiarity of the language... and just confidence [...] not avoiding the topic and not pretending like it didn't exist'* (635). They felt that they were lucky to have experiences which widen their viewpoints.

#### 4.3.2.5 Raising racial discrimination as a white EP

Participant three highlighted that it would not be appropriate to have a situation where *'suddenly a bunch of white professionals [are] going into a school and saying we can talk about race and we know everything about race'* (573) in a way that claims absolute knowledge or personal experience.

#### 4.3.3 EP practice

Participant three noted elements of EP practice which supported them to raise racial discrimination and enact change.

#### 4.3.3.1 Use of group consultation

Participant three held group consultations three times a year which made it a familiar process.

*'4-6 ... erm... cases or young people that they wanted to discuss and then the key people that were involved from the school's perspective'*

(516-517)

This shows that racial discrimination was raised in a two-hour group consultation meeting in which 4 to 6 cases were discussed by the key school staff.

#### 4.3.3.2 Intersectionality of discussions and training

Participant three felt that there should be *'more intersectional discussions'* (716) and training sessions around racial discrimination which are integrated with other topics.

#### 4.3.3.3 Listening and asking questions to triangulate a hypothesis

Listening to others to collate *'clues [...] that allowed [them] to dig a little bit more'* and triangulate information to inform a wider contextual picture to support a hypothesis. They then asked *'more detailed questions about what happened in the situations'* (64) to explore the context and school's narrative.

#### 4.3.3.4 The use of descriptions and facts to support the facilitation of sharing different perspectives

Participant three began by exploring the facts, *'bringing in some psychology'* (522) and then naming different perspectives, particularly *'going back, yeah to the young person [...] seeing it from their perspective'* (482). At times they *'[explored] the case or the situation just from a slightly different perspective'* (461) which felt was more appropriate than a tool, strategy book or resource.

#### 4.3.3.5 Challenging narratives and normalising typical behaviours

Participant three considered the appropriateness of the student's behaviours in the context, noticing what *'it was a response to'* (74), challenged within child responses and encouraged staff to reframe the aggression of the young person as he was protecting himself which was *'absolutely [justified] the way that he was responding'* (323).

#### 4.3.3.6 Highlighting the young person's experience

Participant three highlighted that the *'[experience] as the young person was actually attacks against his [...] identity'* (83) and the possible impact of these. They utilised staff knowledge from those who *'had much more contextual information'* (260) and could *'[expand] on that hypothesis'* (261) to keep what is important to the young person at the centre. Participant three used prompts similar to the CBT model to explore the YPs perspective, including *'the things that he's experiencing [...], what is going to be his feeling, what is going to be his behaviour'* (491), particularly in relation to their identity and race, to break it into parts that may have been easier for staff to process.

#### 4.3.3.7 Gaining familiarity through repetition

Participant three noted that *'they were really used to that process [...] so [they thought] that familiarity of the process of that type of consultation and just the open honest professional relationship'* (464) supported open discussion.

#### 4.3.3.8 The power of language

Participant three practised *'as a psychologist [going] with the language first'* (169) based on their knowledge and opinions. They *'[modelled]... that it's ok to have this conversation and [they] can have this conversation and [...] be professional'* (192). Participant three highlighted the importance of *'being comfortable'* (425) with the

language around race, gender and sexuality through having conversations with different people. They noted the value of *'having those phrases you're comfortable in using'* (445) to hand that can be used in difficult situations.

#### **4.3.4 Forming strong relationships**

Participant three highlighted the importance of forming strong relationships to facilitate discussions around racial discrimination.

##### **4.3.4.1 Creating a safe space in relationships**

Participant three noted that *'it [was] important to have that rapport'* (205) in which you have an understanding of each other which supports all consultation. Their positive relationship with the school helped them feel *'confident in that [they] can challenge the school that it's not going to damage [their] relationship'* (433). They probably would have raised racial discrimination in a school that they had a less secure your relationship with *'but maybe it would have been much more...careful or slower to do it'* (435). Participant three took a *'non-judgemental approach and just [was] quite, [...] open and matter of fact about it'* (504). They noted that they *'[talked] about the strengths and positives'* (456) never shying away from exploring different ways of practising with staff.

##### **4.3.4.2 Championing collaboration and allyship**

Participant three observed that multiple people collaborating to provide contextual information *'brought like a lot of weight [...] to that line of thinking'* (262). They noted that *'having I guess that allyship in the meeting [...], made it really important'* (506) and supported the racial discrimination hypothesis. Participant three highlighted the

importance of *'to collaborating and listening to what those communities actually want rather than again coming in with our own lens'* (767).

#### **4.3.4.3 Avoiding attributing assumptions and blame**

Participant three avoided assuming what staff were thinking by providing multiple hypotheses as to why they did not raise race, illustrated by the quote below.

*'it was almost... not to say hiding it but they almost didn't want that to... to be the narrative or they had such a huge blind spot... or... not sure what it was'*

(237-238)

#### **4.3.5 Acknowledging and naming different experiences**

##### **4.3.5.1 Approach to raising racial discrimination**

Participant three tried *'to keep at the back of [their] mind'* (216) to improve their awareness of when to explore more. They believed in shared responsibility of raising racial discrimination and *'not waiting for the one person of colour t...to bring up any issues of race'* (245).

##### **4.3.5.2 Monitoring red flag terms and biases**

Participant three noted that it was *'very stereotypical what [staff] were presenting'* (113) which appeared show biases around students and parents which included negative views about cultural differences in parenting. Requests for *'strategies for anger management which [...] to [them] is always a red flag'* (307) which prompted participant three to explore the referral further.

#### **4.3.5.3 Initiating conversations about racial discrimination by noticing themes and naming them.**

Participant three noticed that *'themes of race started to come up'* (60) from the information given. *'As a psychologist that [made them] think... okay, maybe there [were] some blind spots'* (114) to support.

#### **4.3.5.4 Difficulties discussing race**

Participant three noticed *'a non-verbal shift in that [they] could almost hear [...] everyone sort of sit up and go a bit quieter'* (143), suggesting that individuals did not know what to say when racial discrimination was raised. They observed that *'people [were] really worried about saying the wrong thing'* (143) which can restrict their contributions to discussions about racial discrimination. Participant three noted that it is easier to *'avoid the fact that this was a racialised issue'* (337) and instead discuss other labels.

### **4.3.6 Responses to raising racial discrimination**

#### **4.3.6.1 Immediate response to naming racial discrimination**

Participant three observed that discussing racial discrimination explicitly led staff to feel *'very embarrassed... [...] it was just a topic they were not comfortable with [...], they felt deeply ashamed for not having either noticed or brought it up themselves'* (100). Staff found racial discrimination difficult to name explicitly and tended to *'avoiding actual language of racism'* (374) instead using more general phrases. They found it difficult to name the shift caused by naming racial discrimination but felt that staff wanted to *'finish the discussion and move on'* (157). Participant three noted a *'change in the dynamic of the meeting'* (97) and allowed others to voice their concerns

about racial discrimination that they had felt unable to name previously. They observed that discussing racial discrimination *'maybe a breath of relief'* (257) for those who had noticed it. *'By the end of the meeting it was sort of, back to normal'* (285), suggesting that the relationship was maintained.

#### **4.3.6.2 Possible experiences of individuals from minoritised groups**

Participant three noted that staff who identified with the case of racial discrimination, as they are *'in that minority'* (92), may have more difficulty discussing it explicitly. Individuals from minoritised backgrounds may not want to or feel *'uncomfortable to bring up the issue of race'* (91) and sharing their thoughts or experiences.

#### **4.3.6.3 Outcomes of raising racial discrimination**

Participant three observed that the school *'did commission some training'* (348) on racial discrimination from a private EP company. The school *'had a few assemblies'* (360) with external speakers linked to racial discrimination as a reaction to the protests linked to George Floyd's murder. The school also *'started running groups for young people [...] that was not just to do with race but also sexuality and gender identity'* (352) that were add-ons to their previous curriculum. Finally the school sent *'a list of resources to teachers and parents, [...] recommendations of books, programmes, to read to help people to educate themselves'* (356) if they wanted to.

## **4.4 Participant Four**

Participant four identified as White British and had been an EP for 6 years. They discussed a situation in which a video of students partaking in a racist incident went viral on social media. A social media account was then created to publicly share individual and systemic incidents of racism within the school. The EP was involved in

the response to this situation and noted changes in the behaviour systems in key stage three, the creation of a staff change council, addition of a standing item to their student council and changes in individual staffs' perspectives. Analysis of participant four's interview yielded five superordinate themes, including the context of the situation, responses to the incident, noticing, creating and maintaining change, tools to support change, and the EP role and individual thoughts and reflections, illustrated in Table 7.

Table 7. *Highlights the Superordinate and Subthemes for participant four.*

Superordinate Theme	Subordinate Theme
4.4.1 Context of the situation	4.4.1.1 Context 4.4.1.2 Racial discrimination in the school 4.4.1.3 Individual views and biases and their impact 4.4.1.4 Different responses of staff
4.4.2 Responses to the incident	4.4.2.1 Emotive responses 4.4.2.2 Inaction for a period of time 4.4.2.3 Resulting changes 4.4.2.4 School response 4.4.2.5 Parental response 4.4.2.6 Student views
4.4.3 Noticing, creating and maintaining change	4.4.3.1 Noticing racial discrimination 4.4.3.2 Raising racial discrimination 4.4.3.3 Opportunities for change 4.4.3.4 Balancing tokenistic actions and meaningful change 4.4.3.5 Systems level responses 4.4.3.6 Facing resistance 4.4.3.7 Facilitating Factors
4.4.4 Tools to support change	4.4.4.1 Use of training 4.4.4.2 Use of a survey 4.4.4.3 Creation of a change council 4.4.4.4 Use of supervision 4.4.4.5 Building relationships and trust over time 4.4.4.6 Language and communication 4.4.4.7 Influence of social media 4.4.4.8 Problem solving skills
4.4.5 The EP role and individual thoughts and reflections	4.4.5.1 The EP role in change 4.4.5.2 The EPs position 4.4.5.3 The EPs thoughts and feelings 4.4.5.4 Retrospective reflections of the EP

#### **4.4.1 Context of the situation**

Participant four highlighted the contextual factors which influenced the change process.

##### **4.4.1.1 Context**

The LA and EPS became involved due to the complexity of the situation around a video that was recorded and went viral leading to complaints and *'huge outcry'* (69) to provide support due to what was happening on social media.

##### **4.4.1.2 Racial discrimination in the school**

The school had an exclusion centre, which was labelled as something else within the school, and those sent there tended to be *'unrepresentative within the population'* (198) and vastly overrepresented Black students.

*'getting literally the same incidents, same thing, them get like a fight or something where there've been both people and them getting like a worse outcome like an exclusion or something.'*

(192-195)

The quote shows that participant four also noted that when directly compared in the same situation Black students were given harsher consequences, such as exclusion, leading to worse outcomes. Although there was racial discrimination throughout the school participant four noticed a particular problem in key stage three in which some students would *'tot up a lot of behaviours'* (381) that were not seen as serious, such as being rude to teachers. *'The stories were like from white students as well'* (198) which were viewed as non-biased as they were not personally involved which suggests that testimonials from Black students may have been taken less seriously.

#### 4.4.1.3 Individual views and biases and their impact

Participant four observed biases against Black boys and their parents leading to their behaviours being interpreted negatively. Four out of ten members of SMT, including the head and executive head teachers, were viewed as being *'old school and set in their ways'* (261) which affected the change process.

*'all white middle class, like maybe even upper class (slight laughter)  
kind of people that erm, were kind of had a very rigid view of  
behaviour system, like had no ability to reflect on themselves.'*

(148-149)

This illustrates that participant four noticed that staffs' race and class appeared to influence their views on whether racial discrimination was an issue in the school. They observed that the central view held by some staff was from a *'white Eurocentric'* (116) perspective leading to negative assumptions about the behaviours of others. They observed that this was linked to a huge problem in key stage three with students totting up *'little incidences'* (386) which meant that staff saw behaviours such as talking back *'through a racist lens'* (390).

#### 4.4.1.4 Different responses of staff

Participant four noted that members of SMT wanted to *'bury [their] head in the sand'* (267) about what was happening. They thought staff had learned something and realised something needed to change once the intensity of the situation lessened although some staff *'would never admit it'* (457). Although teachers who were explicitly *'called out'* (514) on social media left the school.

Participant four noticed that there were individual teachers who *'definitely cared'* (697) about the students' experience and felt terrible about what was going on. These members of staff became frustrated by others inability to acknowledge and act on the racial discrimination leading to difficulty with attempts to *'change the system'* (157).

#### **4.4.2 Responses to the incident**

Participant four observed a range of responses to the incident, which have been illustrated below.

##### **4.4.2.1 Emotive responses**

Participant four noticed that the intensity of what happened initiated an emotive response which *'froze them'* (449). They struggled with ways to balance raising racial discrimination without triggering an emotional reaction, so they *'completely get defensive'* (837).

*'everyone's just projecting and transferring, like, how they feel about the situation. Like sometimes they would get really angry about it and I think sometimes that made me angry and I need help with the angry (laugh).'*

(771-774)

This illustrates that staff were projecting and transferring how they felt about the situation which made the EP feel angry, which is something the EP felt they needed help with. Being involved in a case like this can lead individuals to *'feel so stuck in the situation'* (769) and not know what to do.

#### 4.4.2.2 Inaction for a period of time

In previous conversations the SENCo recognised what was being said and agreed to take it to SMT, however there was no commitment past this, and no action was taken.

*'I didn't really know what the next step was.'*

(94)

This quote highlighted that at the time of the case they could not work out what was limiting discussions and action which made them feel stuck.

#### 4.4.2.3 Resulting changes

Participant four noticed that some of the members of SMT made meaningful change which started with how they did things as an individual. This included increased accountability and empathy for individuals *'that was inspired by the stories'* (695).

They were unsure if changes in one key stage which lead to a more humanistic and restorative approach would impact the other key stages, but the changes seem to have *'taken a lot of the racism out of it'* (398) by seeing the behaviour and the person to try to reduce the influence of unconscious bias on responses to behaviour.

*'And I think now the school, not the heads but like I think the people in the school have that as part of their history now and they come and they, they, if you called it out or if like something was noticed I think they'd be very sensitive to it.'*

(508-511)

This illustrates that participant four felt that the foundations of the school changed after being rattled by the situation, making a sensitivity to racist practice more embedded in the system, as this situation is now part of their history.

#### **4.4.2.4 School response**

The school reacted quickly and submitted to pressure to come down hard on the students in the video which the EP felt made them ‘*scapegoats*’ (626). These students were permanently excluded which, although the EP acknowledged ‘*that what they did was racist*’ (624).

No one behind the social media account was persecuted, however they no longer attended the school so the EP ‘*wonder[ed] if they had...*’ (631), what the consequences would have been.

#### **4.4.2.5 Parental response**

Participant four noticed that the incident caused outcry from the ‘*middle-class population around the school who all send their children there*’ (464) as they couldn't believe it had happened there.

*‘[parents] could actually tell the school like this matters to us... they could be like I don't want to send my child to a school that is racist and send them to another school, but like deep down, you know, I guess people are just selfish (laughed) or something.’*

(471-475)

This quote shows how participant four felt that parents could have clearly told the school that racial discrimination matters to them and they do not want to send their

children to a school that is racist so considered moving schools. Participant four wondered if a lack of action was linked to a deep down level of selfishness leading to inaction unless it was their issue

#### **4.4.2.6 Student views**

Participant four observed that students had lots of ideas about what to do to reduce racial discrimination and what to change. They had a desire for staff *'to really listen to the young people's voices'* (886) through social media or in other ways.

*'How would you like have gathered that yeah how would you gather those views so students can feel like heard, that their voices were going somewhere.'*

(888-890)

This illustrates that they considered the how to gather student views, so they feel heard, and their message is acted upon, however *'their voices just weren't really listened to'* (639), which seemed to have a long-term impact.

#### **4.4.3 Noticing, creating and maintaining change**

Participant four noted that key points within the change process included factors around noticing, creating and maintaining change.

#### 4.4.3.1 Noticing racial discrimination

Participant four noticed that EPs may have a lot of discussions about racial discrimination, and they have lots of discussions about it personally, but they wondered if *'other people just don't think about [racial discrimination] as much'* (570). Participant four performed an *'informal semantic analysis of the stories'* (172) on social media and was surprised that they had not noticed racial discrimination before the incident.

Participant four also noticed that staff who held a *'very rigid view of [the] behaviour system'* (149) tended to struggle to reflect on their own actions and accept that there was racial discrimination in the school.

*'It was white students who had noticed it. This makes me think, god it must be so rife.'*

(199-201)

This quote shows how stories from white students noticing racial discrimination suggested that it was common place within the school.

#### 4.4.3.2 Raising racial discrimination

Participant four noted that there were concerns about racial discrimination from multiple people, including the EP, for a prolonged period of time before the specific incident occurred. Whilst *'some people had kind of been listening'* (75), it wasn't taken anywhere and there was no response until this incident. Participant four didn't realise *'how passionately such a big group of students felt about it'* (595). They were worried

about addressing racial discrimination generally rather than *'the specific incidences'* (109).

#### **4.4.3.3 Opportunities for change**

Participant four highlighted that due to the huge impact of the incident and media coverage they used a critical incident response in the meeting.

*'we got pulled in to support the school after erm, the whole huge incident, I started, I worked like very closely with someone that was deputy head to talk about the things they could do.'*

(134-137)

This highlights that participant four suggested that the period of time when the leaders of SMT leave would be a huge point of opportunity for change and provide governors a chance to actively choose someone who is forward thinking, however they may feel they *'need someone just like them again'* (562).

#### **4.4.3.4 Balancing tokenistic actions and meaningful change**

Participant four thinks that the school did go through some *'tick box type change'* (357), but they didn't think meaningful change would have happened at that time. Participant four saw lots of the schools' actions as tokenistic but grappled with the idea that it is okay to have *'tokenistic changes that actually just like start people to see things a different way'* (350) and helps people see the change that's possible and that some change is better than making no change at all.

#### **4.4.3.5 Systems level responses**

The initial critical incident response planned to *'deal with it on different levels'* (281). They hoped that the school councils standing item on racism discrimination was a way

to utilise the students' voice and *'that passion to change it'* (644), however they didn't know how it worked.

The EP noted that although they thought the behaviour policy was *'really bad'* (375), it did not change during this time. At a systems level, the school *'mixed some classes up'* (365) 'extracurricular' such as PSHE, rather than continuing to stream every lesson.

#### 4.4.3.6 Facing resistance

Participant four noticed that although some students weren't achieving year after year, around 80% were getting A's which was seen as a desirable result, which meant that the LA didn't *'have that much of a bargaining tool'* (560) to make change.

*'in the supervision sessions what's been coming out a lot of is the reputation and like the reputation of the school that other set is quite as high performing school and it has this reputation of being like, one for great students.'*

(428-431)

This illustrates that in the supervision sessions with participant four, the reputation of the school was raised frequently. The school seemed scared to make change as they thought that it was admitting that something wasn't good in the school and were *'terrified of [their] reputation being tainted'* (432) which the EP found ironic as it was the racism that was tainting their reputation.

Participant four noted that the SENCo *'didn't have the power'* (107) within the school to review the data. Participant four worked with the deputy to collaboratively create

ideas to address the situation which would then be taken back to the head where *'they would be so distorted'* (290).

#### **4.4.3.7 Facilitating Factors**

The outside interest created by the situation supported change as the school were being observed and *'wouldn't have got away with making no change'* (675). They think *'if that hadn't happened, I think [they] would be in absolutely the same place'* (589).

*'I think that it was like I think part of it was just making people see the other side that they never thought about before, maybe.'*

(578-579)

This highlighted the importance of ensuring people see different perspectives including the other side that they had not considered previously, which can be supported by *'just starting the conversation'* (571). A group of people were *'really interested in making the change, [and] have really persevered'* (528), however, that would be a lot of work for them due to other staff, of whom *'a lot of them didn't really care'* (481).

#### **4.4.4 Tools to support change**

Participant four noted that a range of tools were used to support the change process.

##### **4.4.4.1 Use of training**

The Black Lives Matter movement made discussions around racial discrimination more common as other schools were doing it, which made it less scary as it didn't *'come out of the blue'* (684). They considered utilising *'different phases in using training'* (751) in response to different needs, however they were unable to run training due to *'time and head space'* (749) constraints, despite staff seeming open to training

on the condition that it felt safe. Although some staff and EPs denied the need for unconscious bias training, participant four suggested that no one who is aware of racial discrimination would label it as a waste of time *'just because it [gives] you time to think and reflect'* (241).

#### **4.4.4.2 Use of a survey**

Participant four thought the first step should be a *'really open and honest survey'* (312) to get staff and pupil and staff views to thematically analyse what is coming up and genuinely sit down and explore how they can be resolved. They noted that *'no one's whistle blown'* (302) but there may have a lot of anger in staff and students.

When the survey was taken to the head teacher it *'got completely shut down'* (315) meaning it was not allowed to be used. Retrospectively participant four noted that the survey written by the EPs was *'just too threatening to them'* (494) as it gave space for individuals to explicitly share any feelings they may have around racist practice in the school.

#### **4.4.4.3 Creation of a change council**

Participant four reported that the school started a change council which brought together a group of staff to *'engage staff [...] to try and think about what they could change going forward'* (322). They felt that the school could have used the change council to *'get rid of the hierarchy of the system'* (331) by turning it on its head and making a TA the lead member of staff rather than the head of sixth form who was already in a position of power and did not engage with students as much.

Some staff who felt passionate about reducing racial discrimination didn't join as they felt that it was *'not the right means'* (663) to create change. Another factor was that the head of the change council was from a minoritised group but not Black and

participant four noted that lots of the issues that '*were coming out [were] about Black people*' (226) so felt that the SMT could have better chosen this person to be representative of who was being affected.

#### **4.4.4.4 Use of supervision**

Supervision was commissioned to support the '*frustrations within the [senior leadership] team*' (316) and general problem solving. Participant four noticed that racism '*came out of those conversations*' (138), which supported the facilitation of change.

Simultaneously, participant four noticed a change in the style of EP supervision in the context of Covid which is something that they typically would have done more of to have space '*to debrief it all*' (766). Participant four wondered if they would have benefitted from more '*EP type supervision or a collective space*' (758) to discuss it with others.

#### **4.4.4.5 Building relationships and trust over time**

Participant four noticed that within SMT the '*in circle*' (426) very slowly began '*trusting people in the outer circle*' (427) which influenced whose views were listened to. This happened as SMT saw how they could change and increased their trust that someone would '*blow the cover of the school, unearth the messiness and realise what a shit show it was underneath*' (441).

Participant four noticed that the situation with the video '*thrust [them] straight into the path of lots of SMT*' (100) which also built further relationships.

#### **4.4.4.6 Language and communication**

Participant four noticed that some staff were very sensitive to discussions around racial discrimination and became defensive if situations are labelled as '*racist the*

*person is just going to like completely get defensive'* (834) which limits their ability to change. They considered how to raise racial discrimination in a sensitive way, being less direct. Participant four *'didn't want to do it [...] with a positive spin on it because I didn't want that to like mask any of people's frustrations'* (721), however at times they found it difficult to find the words to discuss racial discrimination.

#### **4.4.4.7 Influence of social media**

Participant four thought that social media provided an amazing vessel through which a large group of individuals could share their stories anonymously which had a huge impact and would be difficult to recreate using a different medium, which is illustrated by the quote below.

*'that provided like an amazing vessel, through which people can tell these stories anonymously and I can't think of another way that they would ever been able to tell that many stories, make that much of an impact.'*

(602-605)

They noted that social media was the *'perfect place'* (612) to share stories anonymously and the stories on social media increased awareness of racial discrimination within the whole teacher population.

#### **4.4.4.8 Problem solving skills**

Participant four felt that it is important to *'genuinely look at possible solutions to them and then discount them rather than starting from position of like nothing will work'* (867) to maximise the number of credible ideas and work on the ideas from there through *'engaging a lot more deeply with training and working [with] staff'* (872).

#### **4.4.5 The EP role and individual thoughts and reflections**

##### **4.4.5.1 The EP role in change**

Participant four *'facilitated them feeling more confident or having ways to take their ideas forward'* (746) when approaching racial discrimination. They felt that when initiating changes to reduce racial discrimination *'the most impactful work [an EP] can do is helping [a school] realise they need it'* (827).

*'I think maybe they don't you know maybe we're not seeing as those people you would go to so always like advertising ourselves people that can support that, if schools are kind of if they've already found they want to do that work.'*

(822-825)

This quote illustrates that there is a need to actively advertise EPs as people who can support schools with work around racial discrimination. Participant four noted that there are possibly racist practices that EPs as a profession should *be 'very sensitive to you know like doing practice that might enforce any kind of discrimination'* (507), such as sensitivity around the use of IQ tests. Participant four observed that racial discrimination *'definitely wasn't part of any of [their] training'* (851), however, it is now being discussed on EP courses which felt like a step forward.

##### **4.4.5.2 The EPs position**

Participant four noted that part of the *'training process to become anti-racist'* (809) includes individual work and general changes in EP practice. This leads EPs *'have to just position yourself as being like much more of a systemic practitioner to look at, like, racism in the institution, in the organisation as a whole'* (818), including reviewing

policy. Participant four felt that it was useful to be '*outside source that could like absorb*' (777) the different emotions through informal spaces to share and formal supervision.

#### **4.4.5.3 The EPs thoughts and feelings**

Participant four later considered that it was '*okay that [reflection] just happened like on an individual level*' (713) and had not yet reached systemic levels as hoped. Participant four learned from experience that you have to do lots of personal reflection on yourself before you can challenge racial discrimination somewhere else.

*'we just can't use those skills we have in a normal consultation, apply them to racism and everyone else around us, we have to bring you know we have to call people out and challenge how [we] do things a lot in our role.'*

(841-854)

Participant four felt that they couldn't just use the skills they used in a normal consultation as they had to challenge how they do things and call people out. A limited level of confidence led them to oscillate between attributing the change to others, wondering if it would have happened without them and being more positive on themselves and noting that they '*framed and facilitated those discussions that would never have happened without [them]*' (743). At times they hoped that '*everyone who doesn't agree [would] leave*' (533) the setting to remove those who won't persevere towards change to support change.

#### **4.4.5.4 Retrospective reflections of the EP**

Participant four felt saddened by the idea that some people are really trying to do the work but they are '*having to pull such a heavy load, because people haven't come*

*together to help like move that load'* (480), like parents and teachers, which could have made a difference.

*'as I say, when you look back and think I wish I'd handled that bit differently.'*

(243)

This shows how, looking back, participant four wished they had handled the situation differently. Participant four retrospectively felt that they should have explicitly challenged some situations, despite it being difficult. They found it difficult to focus on the *'things that did go well'* (337) when there were so many things that frustrated them.

## 4.5 Summary of Findings

These findings illustrated the themes that arose for each participant. Participant one highlighted the impact of the support from families and organisations, forming positive relationships and providing structured support on addressing racial discrimination. They noted the considerations when approaching racial discrimination to reduce defensive reactions at an individual or group level. Participant one also mentioned a range of factors which influenced individual EPs approach to raising racial discrimination. Participant two revealed the influence of the professional and personal characteristics of the EP in the role and the impact of working with different levels of a system. There were also external tools which supported change. They also noted factors which limited the change process and those which supported the acknowledgment, creation and maintenance of change around racial discrimination. Participant three emphasised the effect of the context of EP practice, the considerations of the individual EP, and EP practice. They utilised the formation of strong relationships and acknowledged and named different experiences. Participant three also observed different responses to raising racial discrimination. Finally, participant four discussed the context of the situation, the EP role and individual thoughts and reflections and the tools used to support change. They raised the different responses to the incident and how they noticed, created, and maintained change around racial discrimination. Although each participants interview data was analysed separately some similar themes arose for multiple participants. As a result of the analysis, overarching themes were generated and have been explored in the discussion section below.

## 5- Discussion

This section will explore links between existing literature, relevant psychological theory and the findings with a view to providing a response to the research questions of this study:

- How have EPs responded to working in a school environment in which they feel there was racial discrimination?
- What do the EPs think enabled a positive response?

As a result of the analysis, six overarching themes were generated and have been included in Table 8. It is noted that multiple superordinate themes from one participant have been connected to a single overarching theme. As these themes are interrelated it should be said that at earlier theme levels, such as emergent or subordinate, conceptual links could be made to different overarching themes, which has been reflected further in the use of transcript extracts where appropriate.

Table 8. *Superordinate and corresponding overarching themes.*

Overarching Themes	Superordinate themes
1. Context of the racial discrimination	1.1 Support from families and organisations 2.4 Working with different levels of a system (individuals, groups and organisations) 3.1 The context of EP practice 4.1 Context of the situation
2. Individual EPs and the role	1.2 Factors influencing individual EPs 2.1 Professional and personal characteristics of the EP in the role. 3.2 Considerations of the individual EP 4.5 The EP role and individual thoughts and reflections
3. Noticing racial discrimination	1.6 Considerations when approaching racial discrimination 2.5 Acknowledging, creating, and maintaining change around racial discrimination 4.3 Noticing, creating and maintaining change
4. Forming relationships	1.3 Forming positive relationships 3.4 Forming strong relationships
5. Use of structure and tools to support change	1.5 Providing structured support 2.3 Tools which supported change 3.3 EP practice

	4.4 Tools to support change
6. Acknowledging different responses to racial discrimination	1.4 Reducing defensive reactions at an individual or group level 2.2 Factors which limited the change process 3.5 Acknowledging and naming different experiences 3.6 Responses to raising racial discrimination 4.2 Responses to the incident

After this the dissemination of findings, limitations of the research, its implications, potential areas of research for the future and finally researcher reflexivity will be explored. This will be followed by the researcher's conclusions.

## 5.1 Overarching themes

### 5.1.1 Context of the racial discrimination

For the participants, the context around the racial discrimination they observed affected their ability to enact change. When exploring participants discussion of the context of the racial discrimination it is useful to reference Bronfenbrenner's (1992) ecological systems theory. Figure 3 is an adaptation of the model associated with this theory, that has been edited to consider the contextual factors which influence the responses of racial discrimination and also reflects on the systems which influence EPs as the factors discussed by the participants in their interviews affect the CYP and the EPs. Figure 3 illustrates the factors in the systems around both the CYP and EP which affect the approach to reducing racial discrimination.



pervasive racism within the school. Similarly, Oswald et al. (2021) and Sultana (2015) suggested that belonging affected the engagement of students from minoritised groups. For the EP their microsystem is influenced by their team and the EPS service delivery model. This influenced the frequency and impact of discussions within the EPSs which allowed EPs to *'[introduce] things into [their] team meetings so that [they were] continually reflecting on race, but [also on] intersectionality itself'* (2.4.2, 761-763) to enact change. The mesosystem encompasses the links between two or more microsystems, such as between home and school or neighbours and religious groups (Bronfenbrenner, 1992). In this model this may also include interactions between the school and EPs when they have direct involvement. This illustrates how a school may be influenced by the ethos within an EPS or vice versa.

The exosystem encompasses links between two or more social settings, at least one of which does not involve the child, such as the influence of a parent or carers workplace on the home environment as the CYP is not directly involved but it nevertheless affects them (Bronfenbrenner, 1992). The findings of this study suggest that for CYP this may include the level of parental support at school and the EPS's influence on the school as a system. Another factor that fits into the exosystem is cuts to vital local services which Wright et al. (2016) noted affected the outcomes of students. At the next level the macrosystem centres on the overarching patterns of microsystems, mesosystems and exosystems which make up a culture, subculture, or broader social context. This may include access to resources, exposure to hazards, lifestyles, and opportunity structures, such as ethnicity, culture, or socio-economic status (Bronfenbrenner, 1992). The findings illustrate that for CYPs the macrosystem includes socioeconomic status and cultural groups, which may influence factors such as individual belonging and parental engagement. This was highlighted by Participant

two who illustrated how parents in the community around the school independently gathered information around racial discrimination at the school. They also noted how the family's socio-economic status and working patterns of their parents or carers influenced the household and the expression of parental engagement with school. Mbah (2018) highlighted the positive impact of bursaries in a British University, which may suggest ways in which this could be responded to in the future. Participant four also suggested that the parents own culture may affect how staff interpret their interactions. Furthermore, Gillborn et al. (2017; Gillborn, 2008) and Warmington et. al (2018) illustrated that educational policy influenced the attainment gap between white pupils and those from particular minoritised groups, particularly those from a Black Caribbean background. For EPs the macrosystem includes the wider EP profession and the EP training courses. The findings illustrated the importance of factors such as how racial discrimination is approached by training providers and organisations such as the BPS, HCPC and AEP, along with the diversity of the individuals who take up the role, affects culturally responsive practice within the profession.

The chronosystem describes the development of external systems over time. It may include environmental changes that arise throughout a lifetime, which may be particularly influenced by historical events and major life transitions (Bronfenbrenner, 1992). A shift in the chronosystem which was illustrated in the study included the increased awareness of the BLM movement due to the protests in 2020. All four participants mentioned observing a change in how racial discrimination was noticed and the responses to them raising racial discrimination. This highlights that the events of this period caused immediate changes in the other systems and also for some people. The Covid-19 pandemic was also a change in the chronosystem which

influenced the context of the school system and EPS changing typical structures such as school attendance and EP supervision.

This adaptation of Bronfenbrenner's (1992) model illustrates the contextual factors that influence a CYPs experience of racial discrimination within a school setting and the factors that influence an EP when approaching racial discrimination within a setting. Bronfenbrenner (1992) indicated that to recognize the effect of these systems on progress, it is essential to focus on the individual, context and developmental outcomes as the influence of the systems vary and affect individuals differently (Bronfenbrenner & Evans, 2000). The individuals in the centre of the diagram have been explored further in parts two and six of this section: Individual EPs and the role and noticing and acknowledging different responses to racial discrimination. When reflecting on the research questions, the findings that fell into this overarching theme illustrated that when faced with a situation in which participants felt there was racial discrimination, they explored the context of the situation and the different factors which influenced what was happening at various levels. Participants felt that a positive response was enabled by support from different areas of the system and supporting changes in multiple systems around the CYP.

### ***5.1.2 Individual EPs and the role***

This overarching theme was reflected in the findings for all participants. For the participants of this study their individual characteristics and the EP role influenced how they approached racial discrimination within a setting. When considering Bronfenbrenner's (1992) model, illustrated in Figure 3, this overarching theme which centres on the Individual EPs and the role in the middle of Figure 3. The EP role is also influenced by the layers of Bronfenbrenner's model (1992) in a similar way that

an individual person is. For example, the influence of the EP team and service delivery model at a microsystemic level, interactions between a service and schools at a mesosystemic level, funding at an exosystemic level and legislation such as the Equality Act (2010), Children and Families Act (2014) and the associated guidance the SEND Code of practice (2015) all influence the role at a macrosystemic level. Participants one, three and four also highlighted how the BLM protests in 2020 also influence the role which would be placed in the chronosystem.

When considering the EP in the centre of this adaptation of Bronfenbrenner's (1992) model, the findings of this study highlighted that the identity of the individual EP influenced their responses to racial discrimination and the way that this was taken up by others. This included their ethnicity, race and culture; personality and personal skills; their views and unconscious biases, which were influenced by their personal experiences; and openness to self-reflection. When contemplating how an individual's identity affects their practice it is useful to consider the Johari Window which is a model developed by Luft and Ingham (1955) which explores what is known or unknown by the self and others, see appendix P for further details of the model. This illustrates that what is known or unknown may be different for the individual and others around them. This model highlights the existence of blind spots, as raised by participants one, two and three, which others may see but the individual may not be aware of and therefore affect their behaviour. The participants noted that individuals illustrated blind spots around racial discrimination and culturally responsive practice which needed to be explored. These blind spots may lead to difficulty discussing race due to difficulty seeing or acknowledging the topic, or avoidance. Participant four noted that training on unconscious biases was a good start but may not enough on its own and may

require more consistent input. Use of this model can support an individual to reflect over time, particularly noticing the nuances of what individuals think they are communicating versus how it is interpreted by others and thus what their blind spots may be.

Personal characteristics such as those discussed in Burnham's (2018) *Social Graces* also influence each individual. These characteristics may be on a axis of visible to invisible and voiced to unvoiced (Burnham, 2018). How visible and voiced a factor is may influence interactions due the aspects of difference for themselves, and the how they are positioned by others. For example, the findings illustrated that EPs from minoritised groups, which is a visible difference, may be responded to differently when raising racial discrimination, which was noted by three out of four participants. The participants noted that initially there may be differences in the comfort of others raising racial discrimination in the presence of EPs from different racial backgrounds. Participant two noted that some Black parents and staff found it easier to raise with them as a Black EP, however others openly acknowledged that they did not care about the race of the practitioner they told as long as the person listened to them and acted on what they said. Participant one noted that at times for some white members of staff the presence someone from a minoritized group may have increased the risk within some discussions as they were scared to say the wrong thing and offend someone. This highlights the power of language when discussing race and culture. Through my analysis I noticed that participants often paused before using specific language around racial discrimination, which illustrates a level of consideration around the language used. This was also noted by Taft et. al (2020) who highlighted that a culture of silence

can be created by a fear of the risk of saying something that may offend others, leading to causing more harm than good.

Another aspect of the process that may be different for individuals from different racial backgrounds is the impact of raising racial discrimination. While the EPs from a white background in the study feared saying the wrong thing or the discussions having a negative impact on the relationship with the school, the EP who identified as being Black feared being discredited, which appears to have a more personal impact which may affect their role. This emphasizes why white EPs in particular should consider how to use their privilege to be an ally and challenge racial discrimination. Although participant three noted that white EPs must listen to those who have lived experiences of racial discrimination and avoid entering situations to talk about race in a way that claims absolute knowledge or personal experience. This suggests that raising racial discrimination may be a difficult experience for EPs from all backgrounds for different reasons.

These findings illustrate illustrates how a practitioners' identity affects their practice. The way in which it affects practice can be explored through consideration of the person in role (Reed, 2001). This highlights that for an individual there is no clear distinction between the role and person, as they influence each other. Due to this there both are not prescriptive or static and the balance shifts within different relationships and situations. This highlights how an individual's views and previous experiences affect professional interactions and thus they may differ based on context. Participant three highlighted how their experiences in a diverse educational setting supported

them to reflect on race and become familiar with language and content of discussions about race which increased their confidence to raise racial discrimination as part of their role within a setting. Due to this overlap between self and role, participant three highlighted that EP's should see it as a priority to reflect on their own privileges and consider their position, particularly in issues of social justice. The individual personal characteristics of the EP can also affect their interpretation of situations that are presented to them in their role. Participant one noted that individuals notice characteristics that apply to them. This illustrates the importance of reflecting on the person in role, as how the characteristics and experiences of an individual affects how they take up a role and vice versa.

The role of an EP is multifaceted which was highlighted by Fallon et al. (2010). All participants mentioned the importance of listening to others and asking questions to actively gather information. Participants two and three noted that this information could be used to triangulate information to develop a hypothesis. Participant two highlighted that EPs could then use psychology to challenge narratives, normalise typical behaviours and ultimately develop further understanding. Participant two expressed that EPs are able to advocate for others. Participant three supported this stating that EPs are in a position to use descriptions and facts to support the facilitation of sharing different perspectives and allow others to voice their thoughts, particularly highlighting the young person's experience. This is facilitated by the EPs position as someone from outside the school with relationships that afford an influence on the school system, particularly at a systemic level which may be overlooked by some staff members who attempt to remain focused on individual cases. Participants two and four noted that this utilises an EPs problem solving skills, highlighting that it is important to look at

possible solutions and then develop or discount them with staff, rather than starting from a position of believing that nothing would work. Participant three suggested that the EP role in a change process is to act as facilitators to support the initiation of the change process so that those within the system can continue the process. However, participant two noted that EPs can also support in the monitoring and evaluation of the change to ensure the process continues and has the desired impact. Sakata (2021) also highlighted the importance of culturally responsive practice linked to structures associated with culture, assessment, and intervention.

Whilst all of the participants appeared to champion culturally responsive practice, the findings highlighted the thoughts and concerns they had during the change process. Participants experienced concerns around raising racial discrimination in case it ruined their working relationship with the school, however participants one and three noted that it did not. Alongside this the racial background of the practitioner may affect the impact of raising racial discrimination on the individual. Participant two noted that raising racial discrimination, can be draining for Black EPs. However, participant two also highlighted the importance of raising concerns about racial discrimination explicitly, despite it feeling difficult even if it requires time to reflect so that they can go back to have the conversation a different day. Participant three noted that the process became easier the more they raised racial discrimination. They also gained confidence, familiarity for the process and different techniques they could use through repetition. This repetition illustrates that participants held a drive to facilitate change. Participant three hoped that raising racial discrimination would open the narrative and initiate action to create change over time. Similarly, participant four hoped that school staff would listen to staff and students to enact systemic level change. This highlights

that the participant's hopes for change may have provided motivation to act. In retrospect the participants all reflected on their practice, illustrating a desire for continuing professional development. To support this, participants one and two noted the importance of having discussions and training which integrate explorations of intersectionality of a range of characteristics and topics. Sakata (2021) also found a consensus around the importance of intrapersonal and interpersonal development to support culturally responsive practice for EPs.

When reviewing the research questions, the findings suggest that when working in a school environment in which they felt there was racial discrimination the participants responded by utilising personal characteristics and skills associated with the role, practicing raising racial discrimination to improve their confidence, and positioning themselves systemically within the schools. The factors which enabled a positive response included openness to different ideas and perspectives, individual reflection on themselves and how they are perceived by others, and evaluation of their practice and the impact of their work.

### ***5.1.3 Noticing racial discrimination***

As the first step to raising racial discrimination all participants highlighted how they noticed racial discrimination. Participants noted overt and covert expressions of racial discrimination that at times were difficult to notice. Burnham's (2018) Social Graces provides a way to hold characteristics that may be discriminated against in mind and consider multiple facets of identity rather than remaining at a surface level and assuming what is important to an individual. It is also important to notice the impact of

intersectionality particularly who hold multiple protected characteristics (Crenshaw, 2013). Participant one noted that in their case the intersections of race, size and gender influenced staff's reactions to the student. This was supported by Wright (2013) and Wright et. al (2016) who illustrated that the use of intersectionality to investigate racial inequality in education emphasised the impact of traits of social identity, including race, class, gender, and structural inequality.

It is important to note that racial discrimination is pervasive through all layers of the systems in Britain, including the microsystem, mesosystem, exosystem, macrosystem and chronosystem and may even be internalised to the individual (Bronfenbrenner, 1992). CRT provides a lens to view society through while noting that racism is not aberrant but a normal part of life (Crenshaw, 1995). It notes that racial oppression shaped the formation of the education system and therefore structures and systems may maintain racial discrimination (Gillborn, 2006). Participant two highlighted the importance of noticing and responding to racial discrimination at different levels, such as a system, group, and for an individual. Crenshaw (1995) emphasised the value of not just studying the system but also making change. This was noted in the findings of this study as Participant one noticed that groups such as EPSs often became stuck in discussion and found it difficult to move to practicalities of making change. Crenshaw (1995) stated the need to talk about racism honestly to support progress. this was noted by Participants one, three and four highlighted the need to consider racial discrimination frequently as part of open and honest discussions. This included the need to listen to the voices of individuals from racial groups that have been minoritised, rather than making assumptions and viewing those from some racial groups as homogenous.

The findings of this study highlighted that noticing racial discrimination can be supported by monitoring '*red flag terms*' (3.5.2, 307) which highlight behaviours without giving context, such as anger management difficulties. Performing an informal semantic analysis allows EPs to explore what has been said and has been left unsaid to explore possible biases. Participant two noted that racial discrimination is easier to notice in when it occurs against a small group rather than when minoritised groups were the majority in a setting. For Participant four the ability to notice racial discrimination was supported by social media. Although this led to interest from the general public which added further complexity in the responses to the racial discrimination in the situations.

When considering the research questions, in response to working in a school environment in which they feel there was racial discrimination, the participants engaged in active listening, noticed and questioned red flag terms, and noticed and challenging racial discrimination at different levels of the organisation, including for individuals, groups, and the whole system. The findings highlighted that the factors that enabled a positive response included having an awareness of racial discrimination, biases and blind spots, outside interest from parents and the general public, and considering and discussing racial discrimination frequently.

#### **5.1.4 Forming relationships**

The findings of this study suggest that forming positive relationships is important to create safe spaces to discuss racial discrimination. When considering this overarching

theme in relation to Bronfenbrenner's (1992) related to a number of systems, including relationships within microsystems and mesosystems as it affects how multiple microsystems interact in discussions around racial discrimination. It would also influence the exosystem, for example relationships between the staff in a school and an external EP (Bronfenbrenner, 1992). Formation of positive relationships requires time and adequate space to develop. Participant one and four highlighted the use of supervision to build relationships and explore racial discrimination with other EPs and school staff. Whilst working with parents these spaces may be created through meetings. Participant two noted that when working with parents it is important to consider the accessibility to meetings. This may be different for different groups as some parents may not ask for help or be available during the school day for meetings. This highlights the importance of working with individuals to create time to develop relationships and discuss important topics such as racial discrimination.

The findings of this study suggest a range of things that supported the formation of relationships. Participants stated that this was supported through the creation of a safe space that was open, honest and non-judgemental. Participant one emphasised the importance of empathising with others and reducing the assumptions about other individuals' perspectives. They also highlighted that this involved taking staff at their word and providing them with unconditional positive regard, not holding grudges if staff hold a different perspective. Within this relationship EPs could provide a safe challenge which meet staff where they were and support development. This was supported by Taft et. al (2020) who highlighted the positive impact of the ability to build and maintain relationships on creating community cohesion. Sakata (2021) also found

a consensus around the importance of building relationships when developing culturally responsive practice.

Building relationships through culturally responsive practice includes careful consideration of the EPs language and communication. The findings suggested that language can support the formation of a safe space where individuals feel that all aspects of their identity will be respected and appreciated. Participant three noted that EPs are often in a good position to highlight what may be seen as appropriate terminology in collaboration with those who are being discussed and based on prior research. Language can also be used to create a shared narrative. This may be particularly important for those who have felt unheard, such as students and parents who have experienced racial discrimination or speak English as an additional language.

Along with advocating for others, Participant three found strength in collaboration, including with children and young people, families EP is and LA representatives. They noted that explicitly naming racial discrimination allowed individuals with similar hypotheses to be found. Finding allies allowed a stronger message to be shared which positively affected change. Therefore, it was important to find staff that were passionate and cared about the students' experiences. Peart (2018) also highlighted the importance of developing positive relationships between students and staff. This was further referred to in the findings of this study as participants of the study highlighted that some students internalised the racial discrimination and continued to feel victimised after the behaviours which constituted racial discrimination had been

changed. Staff relationships would help manage situations in which students may raise difficulties around their racial identity, which may feel hard to support in a school setting. This was supported by Wright (2013) who illustrated that building relationships based on unconditional mutual respect, provided emotional and educational support along with positive role models which had a desirable impact on attainment and student aspirations.

On reflection of the research questions in relation to the findings, the ideas that were put in this overarching theme, around forming relationships, demonstrated that when faced with a situation in which participants felt there was racial discrimination, they attempted to maintain relationships through offering a safe challenge and attempting to raise racial discrimination in the way that suits the relationship. Participants felt that a positive response was enabled by the creation of a safe space through the use of clear language and communication that is open, honest and non-judgemental and facilitates collaboration.

#### ***5.1.5 Use of structure and tools to support change***

The findings highlight the need to repeatedly discuss racial discrimination over time. This leaves time for individuals to process the discussions and allow development over time. Participants two, three and four noted that this should include implicit and explicit discussions. The findings suggest that discussions around racial discrimination can be initiated through the use of curiosity and asking questions to facilitate the exploration of different perspectives. For example, participant one used metaphors, such as *'if he was a small white girl do you think this would be happening in the same way'?* (1.4.5,

49-50), to support staff to notice racial discrimination. Further exploring the situation using curiosity also facilitated the exploration of the context of the situation and what was influencing it.

As racial discrimination affects all systems, tools to support change may also influence all systems around an CYP or EP (Bronfenbrenner, 1992). This was supported by Parsons' (2019) who indicated that a structural approach to dismantling racism is required as it focuses on the distribution of power and wealth in society. When initially raising racial discrimination participants of this study reflected on how they raised it using a more structured approach. Whilst only participant one had access to a specific EP tool to support with initiating discussions around racial discrimination, they highlighted that they found it extremely useful. Alongside the use of questions, the tool supported them to increase familiarity and comfort discussing racial discrimination as it was raised consistently and in a predictable manner. Sakata (2021) noted that their participants did not reach a consensus about statements that related to specific models, tools and frameworks as they were not always familiar with those discussed. This highlights the need for more widely used and researched tools to support culturally responsive practice.

All four participants noted the need for facts that can be used as supporting evidence to support the exploration of racial discrimination in schools. Participant two highlighted how they used referral data to highlight the inequitable response for Black students. Participants two and three triangulated information from several sources to reinforce the message. Participant one found it useful to compare the evidence

gathered with in the school to the national picture to reduce blame and normalise the need to enact change to reduce racial discrimination. Similarly, McDuff et. al (2018) explored an institutions readiness for change by raising awareness of the attainment gap using student outcome data. To increase the likelihood of institutional readiness the participants in this study highlighted the importance of structuring pieces of work through contracting, monitoring progress through gaining feedback and utilising opportunities for change, such as when recruiting for new staff.

To gain the views of others, participant four highlighted the need to use surveys to hear pupil and staff views that can inform further input. For example, participant three highlighted that it may be useful to share physical resources for staff and parents, offer group consultation to facilitate discussions and provide training. Whilst unconscious bias training may be useful participants two and three noted the importance of providing regular training that is intersectional and considers a range of perspectives. The study highlighted how practitioners could also provide sessions for students, for example assemblies, race-based sessions and adaptation of the curriculum. Participant four also highlighted the idea of facilitating the creation of a forum for change for staff and students or discussions at pre-existing forums such as student councils. This was supported by Oswald et al. (2021) who suggested that educational settings should provide and publicise targeted support for students from minoritized groups that is convenient for those it is aimed at through collaborative development of the services.

In relation to the research questions the findings showed that when working in a school environment in which they felt there was racial discrimination the participants attempted to use surveys to gather views, shared physical resources with schools, provided training opportunities which were intersectional of various characteristics and perspectives, used supervision spaces to discuss racial discrimination and how practice could change, held implicit and explicit discussions, asked specific questions and highlighted different perspectives. A positive response was enabled by repetition of discussions around racial discrimination, use of facts as supporting evidence, clear contracting and monitoring of input and allowing time for change to happen. Those that had access to an EP specific tool valued it as a way to support the initiation of discussions around racial discrimination and monitoring it across the organisation.

#### ***5.1.6 Acknowledging different responses to racial discrimination***

This overarching theme was reflected in all participants' interviews. The findings highlighted how raising racial discrimination may initiate an emotive response, such as guilt, shame and anger. This leads an individual's cortisol levels to rise and can initiate a fight, flight, or freeze response which can make it difficult for practitioners to understand what is happening for themselves and in the wider group (Ribeiro, 2021). Participants noted that this emotive response could also trigger defence mechanisms, which may include denial, repression, regression, displacement, projection, reaction formation, intellectualization or rationalization (Freud, 2018). Participants noticed that staff exhibited discomfort when racial discrimination was raised, this included avoidance as staff tried to change the subject. Participant four referred to projection which is the unconscious way that individuals attribute negative internal emotions to an external source and gives others an awareness of those unconscious emotions,

such as anger or anxiety (Klein, 1946). This affects the feelings of others and may trigger additional defences within the group as negative emotions are projected onto other individuals (Schraube & Osterkamp, 2013).

Along with projection, participant four also observed transference and countertransference, which are described as the aspects of a relationship that are shaped by the internalisations of earlier relationships, with transference being from the perspective of the individual and countertransference being from the perspective of the practitioner, in this case the EP (Klein, 1946; Spillius et al., 2011). It may be suggested that negative associations from previous situations with students, staff or practitioners asking about racial discrimination may have influenced the staff members reactions (Tummala-Narra, 2004). This suggests that an individual's response to racial discrimination being raised is affected by individual differences which have been discussed in section two of this discussion which focuses on individual EPs and the role. The participants highlight that these responses may differ based on the racial background of the EP and practitioners, which was considered further in section one of this discussion.

The findings of this study suggest that these emotive reactions led some practitioners fluctuated between feeling activated and stuck. This may have made it difficult to implement consistent change. It also linked to a period of inaction which may be frustrating for some individuals who are further into the individual change process. Participant four noted that some EPs left services due to inaction around topics of social justice such as racial discrimination. This was supported by Sian (2017) who noted that staff were significantly impacted by racial discrimination, such as

microaggressions, institutional racism, responses to teaching, lack of promotion and differences in levels of support. Participant four noted that when creating change within a system they attempted to balance changes which were tokenistic with what they saw as meaningful change. However, they noted that some tokenistic change may be necessary to begin change and support individuals within a system to notice that change is needed and see what it may look like to have change.

In order to work towards meaningful change, the findings highlighted the importance of noticing specific biases through the way staff label and behave towards individuals and groups, examined in section three of the discussion. Participant one suggested splitting racial discrimination from an individual's niceness as a person to try to reduce emotive reactions to raising racial discrimination, such as guilt, and facilitate motivation to reflect and change. Participant one also highlighted how they asked questions without judgement and facilitated the reframing of narratives around racial discrimination. This included the need to allow time for mental preparation to reduce the likelihood of an emotive reaction triggering a fight, flight, freeze response or defence mechanisms. Participant one, two and three illustrated that it was important to adapt the approach based on the context of the situation to meet people where they were. Participant three noted the importance of concluding discussions by calming the initial reaction after discussions to support the maintenance of the relationship.

When reviewing the research questions, the findings highlighted that when working in a school environment in which they felt there was racial discrimination the participants responded by noticing responses which suggested specific biases, considered different perspectives, reframing narratives, asking questions, and responding to

answers without judgement, naming racial discrimination explicitly and adapted their response to respond to specific needs. The factors which participants thought enabled a positive response included splitting racial discrimination from niceness of an individual, returning to normal after discussing racial discrimination and allowing time for both the EP themselves and staff to mentally prepare for discussions around racial discrimination.

## **5.2 Dissemination of findings**

The findings of this study will be shared with EPs and TEPs within the EPS that the researcher is currently part of. The researcher also plans to present the findings of this research through the Trainee Educational Psychologists Initiative for Cultural Change (TEPICC) which is a TEP run organisation that the current researcher has an affiliation with that aims to facilitate reflections and actions, including culturally responsive practice, to support racial equality. Finally, the researcher plans to write the findings up to be sent out to journals and hopefully published within the next two years.

## **5.3 Limitations of the research**

One of the key findings of this study highlights the individual nature of responses to racial discrimination. This relates to the different influences of the systems around the individuals (Bronfenbrenner, 1992). Therefore, the response to racial discrimination differs based on the individual, situation and wider context. An effort was made in this study to ask participants what they felt constituted racial discrimination in the study, however there was a range of scenarios that were discussed. In future studies the homogeneity of the situations the participants discussed could be further improved by

making them specific to one type of situations around an individual, group or organisations. Although this may provide a challenge in regard to gathering participants as situations that include racial discrimination are so individual.

A factor to note around the participants of this study is the ethnicity of the EPs. One EP identified as Black African, Caribbean and British, two of the participants identified as white British, and one identified as white other. The participants noted that EPs from a minoritised groups received different responses when raising racial discrimination. Whilst this came up in the findings it was not specifically referred to in the study and thus how the response differs and what could be done to counter this could be further explored in the future. Another factor to note around the participants of this study is that whilst EPs were consulted and discussed their perspectives on what they thought of others in the situations, the study did not directly gather the views of students, parents or school staff. The views of these groups could be further explored in the future.

## **5.4 Implications for practice and potential areas of further research**

Despite the limitations discussed above, the findings of this study offers implications for EPs, EPSs, training providers and National bodies.

### ***5.4.1 Individual EPs***

This study provides points of reflection for individual practitioners to support them to notice, acknowledge and act to work towards reducing racial discrimination in schools. It also highlights the importance of individual EPs reflecting on their self-in-role, biases and blind spots, using tools such as Burnham's (2018) Social Graces, and the Johari

Window (Luft & Ingham, 1955). This may also include the consideration of different levels of privilege and the different experiences EPs from minoritised racial groups may have when discussing racial discrimination.

Alongside this the study provides practical ideas of approaches to try with schools when working with schools. The results highlighted that the EPs valued tools to support their exploration of racial discrimination within schools. However, only one participant had access to an EP specific tool that addressed racial discrimination. This highlights a gap for future researchers to create, evaluate and share EP specific tools to use with schools. Specific tools to support individuals would influence the level of culturally responsive practice within the profession. The study highlights how different systems around a CYP and their school, such as a community, influence the school system. This suggests that EPs can further consider how the uses of community psychology could be used support communities around a school and thus the school environment through various levels of influence.

#### ***5.4.2 Educational Psychology Services, Training providers and National bodies***

The experiences of the EPs who participated in this study highlighted an inconsistent response to racial discrimination. This provided a reminder to move towards actions that enact change, rather than remaining solely in the discussion phase. The BPS competencies (2017;2019) and HCPC proficiencies (2015) include reference to race, equity and diversity, however there may be scope for these competencies and proficiencies to change over time in response to the social-political context and current research around racial discrimination and the profession. These competencies and proficiencies also influence the EP training programmes, although how these are

supported in practice on the course is not addressed. As mentioned in the results racial discrimination was mentioned a limited number of times in some individuals training experience. This suggests that further reflections could be made around how to integrate discussions around racial discrimination into the curriculum of the training course.

The findings of this study suggest that the development of culturally responsive practice is supported by frequent discussions around race, some of which are integrated into other topics. This may be encouraged by EPSs and training providers facilitating regular opportunities to have discussions about race, culture and other aspects of difference, to increase the confidence of EPs in raising racial discrimination. This could be supported by having discussions with individuals that hold different perspectives through being in different positions, such as CYP, parents, or those in different roles, and personal characteristics, including but not limited to those characteristics included in the social graces. EPs within the study highlighted their desire for educational psychology to be a diverse profession which is representative of the groups that are worked with. This has implications for the diversity of the cohorts in the training process, however exact data on the demographics of those training and currently practicing has not been collated or shared. Collecting and sharing this data could improve transparency with the wider profession.

## 5.5 Reflexivity

As a dual heritage woman (Grenadian and British) who attended school in Britain I noted that some of the details discussed whilst conducting this research study resonated with me on a personal level. Due to this, I acknowledged that this was a difficult topic to study as I had experiences that the research process triggered an emotional reaction to. To support the completion of this study I attempted to adequately 'bracket off' what I brought to the situation as the researcher from what arose from the study. To support this, I kept a research diary recording my personal thoughts and feelings throughout the process to support my reflection.

My personal experiences as a dual heritage woman also meant that I had an awareness of racial discrimination that began long before this research project was initiated. This allowed my extended examination of racial discrimination to be drawn upon for this project, which included considerations around the language used to discuss race. This awareness of racial discrimination also allowed me to notice the impact of the media coverage of George Floyd's death and racial discrimination in Britain in 2020. Following this spike in media coverage I noticed that more individuals and groups seemed to be willing to discuss racial discrimination and its impacts, some expressing surprise at the level of discrimination that had been reported on was still occurring in Britain. A knowledge of this change of awareness of racial discrimination supported me in planning this project and considering the language which was used throughout.

Alongside these considerations I also recognise my privilege in a range of areas such as level of education. This allowed me the opportunity to explore a topic which I felt passionate about with a hope to create change for other individuals from minoritised groups who may experience racial discrimination in a school environment.

## 6- Conclusion

This study questioned how EPs responded to working in a school environment in which they felt there was racial discrimination and the factors they think enabled a positive response. Use of IPA allowed the individual experiences of the participants to be discussed alongside the development of links between participants. This process culminated in six overarching themes, including the *'context of the racial discrimination'*, *'individual EPs and the role'*, *'noticing racial discrimination'*, *'forming relationships'*, *'use of structure and tools to support change'*, and *'acknowledging different responses to racial discrimination'*.

In the exploration of the participants' experiences' the research highlighted the importance of considering the context of a situation and the influencing factors in different systems around a CYP and EP, which affect racial discrimination. It was evident that, at the centre of this, participants noticed the impact of the individuals' characteristics and experiences. Due to this they felt that it was necessary to begin work on anti-racism internally as an individual to support a practitioner to take action in their role. This would be facilitated by spaces to reflect, have discussions and practice raising racial discrimination with others to develop appropriate language and approaches, which would improve an individual's confidence. It was noted that the reflections of the individual EP also influenced how a practitioner notices racial discrimination through noticing factors which are salient to them, or 'red flag terms'. Alongside this the formation of positive relationships was seen as crucial in maintaining trust and facilitating the introduction of ideas for change that are at the right level to meet the school where they are. This is seen to be supported by the use of structures and tools, however specific EP tools do not seem to be widely accessible. When raising racial discrimination, complexity was added by defensive reactions.

However, acknowledging different responses to racial discrimination allowed appropriate responses to be enacted over time. Furthermore, it was acknowledged that individuals from a minoritised group may have a different experience raising racial discrimination due internal considerations and external responses.

The participants noted that the process of contributing to this study allowed for further reflection on the situations they discussed and expressed a desire to develop their practice around raising racial discrimination and challenging the status quo to facilitate positive change. To support this a number of implications of the research findings were discussed for individual EPs, Educational Psychology Services, training providers and national bodies. These focused on supporting continued reflection and discussions around race and intersectionality to support culturally responsive practice.

EPs are well positioned to facilitate positive change within school environments. Although there may be a range of barriers to change around racial discrimination this study has highlighted factors that can be considered in the attempt to support positive change. It has been highlighted that an individual EP that considers race and culture in their practice can have a positive impact. This illustrates the importance of taking further steps towards culturally responsive practice on an individual and at systems level to reduce the optional nature of this work. All of the participants in this study expressed their desire to reduce racial discrimination in education and conveyed that all practitioners should take time to reflect and consider their next steps, as challenging racial discrimination is everyone's responsibility. This sentiment is echoed by the researcher who hopes that this study facilitates reflection that leads to action.

Word Count: 37,396

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## Appendices

### Appendix A: Information Regarding Criminal Justice System Inequalities

In 2018 the largest disparities in the ethnic groups of those interacting with the criminal justice system (CJS) appeared at the point of stop and search (59% White, 22% Black, 13% Asian, 4% Mixed, 2% Chinese or other), arrests (78% White, 10% Black, 7% Asian, 3% mixed, 2% Chinese or other), custodial sentencing (79% White, 10% Black, 6% Asian, 3% mixed, 2% Chinese or other) and prison population (73% White, 13% Black, 8% Asian, 5% mixed, 1% Chinese or other). This pattern of over representation is even more pronounced in children (under 18 years of age), particularly in arrests (69% White, 16% Black, 6% Asian, 7% Mixed, 2% Chinese or other), custodial sentencing (57% White, 28% Black, 6% Asian, 7% Mixed, 1% Chinese or other) and prison population (49% white, 29% Black, 9% Asian, 11% mixed, 2% Chinese or other).

In the UK stop and searches have been legalised by two pieces of legislation: section 1 of the Police and Criminal Evidence Act (1984) and associated legislation including section 23 of the Misuse of Drugs Act (1971), under which the police can stop and search someone they think is carrying items like stolen property or drugs; and section 60 of the Criminal Justice and Public Order Act (1994), in which the police can stop and search someone within an authorised area to prevent violence involving weapons (Home Office, 2021). The majority of stop and searches are under a Section 1 (97%). Between April 2019 and March 2020, there were 563,837 stop and searches on pedestrians, under section 1 or section 60, in England and Wales (Home Office, 2021). This equates to 11 stop and searches for every 1,000 people, down from 25 per 1,000

people in the year ending March 2010. In England and Wales there were 6 stop and searches for every 1,000 White people, compared with 54 for every 1,000 Black people. Almost half of all stop and searches took place in the Metropolitan Police force area in London where there were 34 stop and searches for every 1,000 people, which is the highest rate out of all police force areas. London also had the highest stop and search rates for all ethnic groups except for the Other ethnic group (which was highest in Kent) and the White ethnic group (Merseyside) (Home Office, 2021). In London 15–19-year-olds were most likely to be stopped and searched followed by 20–24-year-olds, 25–29-year-olds, 30–34-year-olds, 35–39-year-olds, over 45-year-olds, 40–45-year olds, 10–14-year-olds and those under 10, in order of prevalence (Clark, 2020). This illustrates that school Black 15–19-year-olds are most likely to be stopped and searched under Section 1 and Section 60 (Clark, 2020).

Further to this, the Sentencing Council (2020) has suggested that there are sentencing differences based on ethnicity. A research study by the sentencing council illustrated that when taking into account the main sentencing factors for three supply related drug offences, the sex and ethnicity of offenders were associated with different sentencing outcomes (Sentencing Council, 2020). A male offender was 2.4 times more likely to receive an immediate custodial sentence for the three supply related drug offences and received sentences on average 14 per cent longer than for a female offender. Parallel to this those in Black, Asian and other ethnic groups were more likely to receive an immediate custodial sentence for the three drug offences, when compared to the sentencing of White offenders this was between 1.4 (Black) and 1.5 (Asian and other) times more likely. In the study Asian offenders received custodial sentences that were on average 4 percent longer than the sentences imposed for White offenders

(Sentencing Council, 2020). The National Statistics agency illustrated that in 2018 the average custodial sentence lengths for indictable offences was the lowest for White offenders (19.1 months for males and 10.8 months for females) (Ministry of Justice, 2019). For males, Asian offenders had the highest ACSL at 29.5 months, followed by Black offenders. For females, Black and Asian offenders had the highest ACSL at 17.1 months, which was 58% longer than for White females (Ministry of Justice, 2019). These higher sentences can be linked to overrepresentation of ethnic minorities in prison populations (Shankley & Williams, 2020). Along with overrepresentation in the CJS as offenders, there were also disproportionate numbers of victims in those that identified as Black (Shankley & Williams, 2020). These statistics illustrate the experience of some individuals who identify as being part of a minoritised ethnic group in the United Kingdom.

## **Appendix B: Critical Appraisal Skills Programme (CASP) for Qualitative Research**

1. Was there a clear statement of the aims of the research?
2. Is a qualitative methodology appropriate?
3. Was the research design appropriate to the aims of the research?
4. Was the recruitment strategy appropriate to the aims of the research?
5. Was the data collected in a way that addressed the research issue?
6. Has the relationship between researcher and participants been adequately considered?
7. Have ethical issues been taken into consideration?
8. Was the data analysis sufficiently rigorous?
9. Is there a clear statement of findings?
10. How valuable is the research?

## Appendix C: Evaluation Tool for Quantitative Research Studies by Long et al. (2002)

### Evaluation Tool for Quantitative Research Studies

#### Evaluation Tool for Quantitative Research Studies

Building on work within a project exploring the feasibility of undertaking systematic reviews of research literature on effectiveness and outcomes in social care, a set of evaluation tools have been developed to assist in the critical appraisal of research studies. The evaluation tool for quantitative studies contains six sub-sections: study evaluative overview; study, setting and sample; ethics; group comparability and outcome measurement; policy and practice implications; and other comments. It provides a template of key questions to assist in the critical appraisal of quantitative research studies.

Review Area	Key Questions
<b>(1) STUDY OVERVIEW</b>	
Bibliographic Details	0. Author, title, source (publisher and place of publication), year
Purpose	1. What are the aims of the study? 2. If the paper is part of a wider study, what are its aims?
Key Findings	3. What are the key findings of the study?
Evaluative Summary	4. What are the strengths and weaknesses of the study and theory, policy and practice implications?
<b>(2) STUDY, SETTING, SAMPLE AND ETHICS</b>	
The Study	5. What type of study is this? 6. What was the intervention? 7. What was the comparison intervention? 8. Is there sufficient detail given of the nature of the intervention and the comparison intervention? 9. What is the relationship of the study to the area of the topic review?
Setting	10. Within what geographical and care setting was the study carried out?
Sample	11. What was the source population? 12. What were the inclusion criteria? 13. What were the exclusion criteria? 14. How was the sample selected? 15. If more than one group of subjects, how many groups were there, and how many people were in each group? 16. How were subjects allocated to the groups? 17. What was the size of the study sample, and of any separate groups? 18. Is the achieved sample size sufficient for the study aims and to warrant the conclusions drawn? 19. Is information provided on loss to follow up? 20. Is the sample appropriate to the aims of the study? 21. What are the key sample characteristics, in relation to the topic area being reviewed?
<b>(3) ETHICS</b>	
Ethics	22. Was Ethical Committee approval obtained? 23. Was informed consent obtained from participants of the study? 24. Have ethical issues been adequately addressed?

## Evaluation Tool for Quantitative Research Studies

<b>(4) GROUP COMPARABILITY AND OUTCOME MEASUREMENT</b>	
Comparable Groups	25. If there was more than one group was analysed, were the groups comparable before the intervention? In what respects were they comparable and in what were they not? 26. How were important confounding variables controlled (e.g. matching, randomisation, in the analysis stage)? 27. Was this control adequate to justify the author's conclusions? 28. Were there other important confounding variables controlled for in the study design or analyses and what were they? 29. Did the authors take these into account in their interpretation of the findings?
Outcome Measurement	30. What were the outcome criteria? 31. What outcome measures were used? 32. Are the measures appropriate, given the outcome criteria? 33. What other (e.g. process, cost) measures are used? 34. Are the measures well validated? 35. Are the measures of known responsive to change? 36. Whose perspective do the outcome measures address (professional, service, user, carer)? 37. Is there a sufficient breath of perspective? 38. Are the outcome criteria useful/appropriate within routine practice? 39. Are the outcome measures useful/appropriate within routine practice?
Time Scale of Measurement	40. What was the length of follow-up, and at what time points was outcome measurement made? 41. Is this period of follow-up sufficient to see the desired effects?
<b>(5) POLICY AND PRACTICE IMPLICATIONS</b>	
Implications	42. To what setting are the study findings generalisable? (For example, is the setting typical or representative of care settings and in what respects?) 43. To what population are the study's findings generalisable? 44. Is the conclusion justified given the conduct of the study (For example, sampling procedure; measures of outcome used and results achieved?) 45. What are the implications for policy? 46. What are the implications for service practice?
<b>(6) OTHER COMMENTS</b>	
Other Comments	47. What were the total number of references used in the study? 48. Are there any other noteworthy features of the study? 49. List other study references
Reviewer	50. Name of reviewer 51. Review date

**Source:** Long AF, Godfrey M, Randall T, Brett AJ and Grant MJ (2002) *Developing Evidence Based Social Care Policy and Practice. Part 3: Feasibility of Undertaking Systematic Reviews in Social Care*. Leeds: Nuffield Institute for Health.

**Note:** This tool was developed while the lead author was at the Health Care Practice R&D Unit (HCPDU) at the University of Salford. It has since been slightly modified.

## Appendix D: Modified Tables Critically Reviewing the Literature

Table D.1. A table including a critical review of the Qualitative papers influenced by the CASP

Paper	Methodology	Research Strategy	Recruitment Strategy	Ethics	Value of the research
Andrews (2016)	Qualitative; Thematic analysis	Semi-structured interviews	Opportunity sampling	No explicit reference to ethics. <i>Some participants have not been mentioned in the discussion which leaves us unclear of how useful their interview data was and how it was used.</i>	<i>Useful to explore participants' views of the BSS movement alongside pre-established data and theory.</i> <i>Does not present a clear summary of their findings (enmeshed with theory/other narratives).</i>
Clarke and Watson (2014)	Qualitative; Critical discourse analysis	Observations and Semi-structured interviews	Opportunity sampling via location  <i>Unsure how the children's centre was selected.</i> <i>No fathers or male staff were involved.</i>	Considerations around the power imbalances between the children and adult researchers. <i>Attempted to reduce the power differential through active involvement at some points during observations.</i> <i>EAL parents with limited knowledge of English interviewed in English (Consent was obtained in their home language).</i>	<i>However, the voices of parents who were EAL, some shyer students, fathers, and male staff were not heard.</i>
Miller (2019)	Qualitative; Thematic analysis and elements of auto-ethnography	Interviews <i>The type of interview is not specified.</i>	Voluntary sampling via social media  <i>Only three participants</i> <i>Social media may have influenced who was able to partake in the study.</i>	No explicit reference to ethics. <i>Possible negative thoughts of the individual when considering their actions and experiences around racial inequality (not addressed).</i>	<i>Useful as it explores racial inequality in school leadership with individuals from individualised groups who hold the roles discussed.</i>

Pearce (2012)	Qualitative; Content analysis	A longitudinal study involving yearly semi-structured interviews and completion of a journal. <i>This paper explores the first year's interviews.</i>	Voluntary Sample  All females	No explicit reference to ethics. <i>Interviews in a café may affect confidentiality, however, they may also begin to address the power imbalance and support the interviewee to feel more comfortable (than being in the researcher's office on a university campus).</i>  <i>Possible negative thoughts of the individual when considering their actions and experiences, especially for Maria who decided not to challenge discrimination but was reported in the paper with three teachers who took action.</i>	<i>A useful review of the experience of teachers who challenge RD and the factors which supported them.</i>  <i>However, unsure about the framing of one participant who didn't challenge RD next to others that did and how that participant was selected.</i>
Peart (2018)	Qualitative <i>Appears to use thematic analysis, however, that has not been explicitly stated.</i>	Ethnographic methods including focus groups, individual interviews and naturalistic observations	Opportunity sampling via course attendance  <i>Possible power imbalances.</i>	No explicit reference to ethics. <i>Possible negative thoughts of the individual when considering their previous experiences in education.</i>  <i>Unsure as to the involvement of the college in the recruitment process which may impact confidentiality.</i>	<i>An in-depth exploration into the experiences of some black boys which is useful, however, it should not be over-generalised.</i>
Sultana (2015)	Qualitative; IPA	Semi-structured interviews	Opportunity Sample  <i>Fairly Homogenous group</i>	No explicit reference to ethics. <i>Mention of the relationship of the researcher to the research which illustrates reflexivity.</i>	<i>Offers an in-depth exploration into the experiences of five Pakistani students. However, not all themes from the original study have been discussed due to the researcher's motivation to publish unreported data.</i>
Taft et al. (2020).	Qualitative; Action Research  Which took a participatory approach and used Appreciative Inquiry (AI)	Focus groups	Opportunity Sample (convenience)	Ethical considerations are clearly stated. <i>Changes in attendees between focus groups may have impacted the experiences of the individuals and the group.</i>	<i>Offers an insight into EP views on what would be useful, however, these are purely theoretical.</i>  <i>A clear description of the methodology of the study and implications.</i>

Warmington et al. (2018)	Qualitative; Thematic Analysis (constant comparative method) <i>Typically used in grounded theory.</i>	Semi-structured interviews	“key informant” model, wherein participants were selected because of their involvement in developing, enacting and evaluating race equality policy in education during the period 1993–2013	No explicit reference to ethics. <i>Participants’ names and roles are included.</i>	<i>Discusses stakeholders’ views in a legislative context.</i> A consensus was not reached illustrating its complexity.
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Table D.2. A critical review of the Quantitative papers influenced by Long et al.’s (2002) Evaluation Tool for Quantitative Research Studies

Paper	The study, setting, and sample	Ethics	Comparability and outcome measures	Implications
Gillborn et al. (2017)	Quantitative Population Sampling A secondary analysis of official statistics. 25 years of GCSE (or equivalent) data in Britain was analysed with ethnicity data and compared to legislative changes over time. <i>Researchers were not in control of what data was collected.</i>	No explicit reference to ethics.  <i>Aims to advocate for those whom educational policy is negatively affecting.</i>	The assessment data was compared between students of different ethnicities.	The study highlights the need for a sustained and explicit focus on race inequity in education policy.
Gorard (2016)	Quantitative Data Analysis using Correlation coefficients (Pearson’s R). Population Sampling A secondary analysis of official statistics. Explores the possible determinants of segregation between state-funded schools in Britain.	Noted the ethical implications of making changes around factors which influenced segregation.  <i>Assumes one size fits all and appears to miss the impact of individual differences around what is best for each child.</i>	Analysed correlations between factors.	A suggestion is to reduce the variety in types of schools (for example age ranges) and stop state funding diversity of schooling.

	<i>Researchers were not in control of what data was collected.</i>			
Oswald et al (2021)	Quantitative Volunteer Sampling Secondary analysis of data. Examined factors that impacted the persistence and engagement levels of students from minoritised Ethnic groups. 177 participants answered a survey containing 26 close-ended items	No explicit reference to ethics.  <i>Sometimes required researcher judgment on category placement for ethnicity.</i>  <i>No mention of how informed consent included the inclusion of data in this study.</i>	The data was analysed using SPSS and included Descriptive statistics, frequency distributions, and Mann-Whitney U analyses.	Illustrates the need for professional role models and a decolonised curriculum to support inclusivity.  Highlights the need for further exploration into the sense of value and belonging individuals from a minoritised group feel.
Parsons (2019)	Quantitative Population Sampling A secondary analysis of official statistics considers the links between poverty, ethnicity and gender and school attainment and the interrelations of these factors. <i>Methods not clearly stated.</i>	No explicit reference to ethics.  <i>Difficulties around the clarity of the study.</i>	Analysed correlations between factors including race, gender, class, and level of poverty.	Suggests that wider social justice issues should be focused on, rather than just race, such as poverty.
Strand (2014)	Quantitative Population Sampling A secondary analysis of official statistics around national test results at ages 7 and 11. Evaluated interactions between attainment and variables such as socio-economic status (SES), ethnicity and gender and explored school effects on such gaps.	No explicit reference to ethics.  <i>Clear methods provided.</i>  <i>Confidentiality is affected as the LA is discoverable by its position on the government index of multiple deprivations which was provided in the study.</i>	Analysed correlations between factors such as attainment and within different demographic factors. <i>(Between and within factor analysis)</i>	Suggest a purely educational focus on 'failing schools' may have limited impact on equity gaps and there should instead be a focus on within-school gaps.  Suggests the Pupil Premium grant should be used to directly support FSM pupils to close the gap.

Table D.3. A critical review of the Mixed Methods papers influenced by Long et al.'s (2002) Evaluation Tool for Quantitative Research Studies and the CASP.

Paper	The Study and Methodology	Research Strategy	Recruitment Strategy and Sample	Ethics	Implications and Value of the research
Mbah (2018)	Mixed methods: a thematic analysis of interviews, focus groups and some survey questions, along with a simple descriptive analysis of other survey questions.	An online questionnaire, Semi-structured interviews and focus groups.	Volunteer Sampling: University Students questionnaire completed by 612 students interviews with 4 students Two focus groups containing three students  <i>Small focus groups</i>	No explicit reference to ethics.  <i>Flexible approach to research to fit the participants.</i>	Suggested that a more sensitive mechanism ought to be adopted to address and administer financial support and reconsiderations as to payment method and frequency.  Suggested clearer communication around financial support.  <i>Useful to explore how financial support assists students, however, whilst minoritised groups fall into one of the categories supported there is limited specific reference to race.</i>
Mcduff et al. (2018)	Mixed methods; Case study and data analysis Development and analysis of an inclusive framework.  discuss the challenges of cultural change and the initial reluctance of staff to discuss racial disadvantage, and highlight implications for higher education institutions  <i>Linked to Ross et al.'s (2018) paper</i>	multifaceted longitudinal approach (systematic institution-wide approach)  <i>A large-scale approach with lots of data.</i>	Population Sample External and independent review of data relating to University students	No explicit reference to ethics.  <i>No reference to the linked paper. Published the same year and almost the same researchers are credited to both. Leads to questions about the motivations for publishing.</i>	Suggest factors to support a multi-faceted institution-wide approach to change, including using value-added data to engage individuals and disseminate notable practice.  <i>Useful on its own however the duplication with Ross et al. (2018) affects this.</i>
Ross et al. (2018)	Mixed methods: Case study and data analysis	Multifaceted longitudinal approach (systematic	Population Sample External and independent review of data relating to	Did not require ethics approval as it was an institutional improvement	Highlights the importance of engaging in social justice and creating an accessible curriculum, improving representation and

	<p>Development and analysis of an inclusive framework.</p> <p>Discusses the ethical challenges of complex and institutional change, and the implications for developing inclusive cultures and curricula.</p> <p><i>Linked to Mcduff et al.'s (2018) paper.</i></p>	<p>institution-wide approach)</p> <p><i>A large-scale approach with lots of data.</i></p>	<p>University students</p> <p><i>Clear Method section</i></p>	<p>programme.</p> <p><i>Reference to the linked paper. Almost the same researchers are credited to both. Leads to questions about the motivations for publishing.</i></p>	<p>equipping students with the relevant skills.</p> <p><i>Useful on its own however the duplication with Mcduff et al. (2018) affects this.</i></p>
Wright (2013)	<p>Mixed methods; case study utilising quantitative data with qualitative interviewing</p>	<p>'Interviews' using participant photography</p> <p><i>Unsure how this was used in practice within the study.</i></p>	<p>Snowballing sample method was used to access the young people for the study</p> <p>Across 2 years 100 narrative interviews were conducted with 33 young people (21 male, 12 female) between the ages of 14 and 19</p> <p>60 interviews with selected others.</p>	<p>No explicit reference to ethics.</p> <p><i>The age of the participants should be considered.</i></p> <p><i>Interviews may have been triggering for the participants; however, the researcher adapted the interview style to be in locations comfortable to them and use a different format to gain their views.</i></p> <p><i>Empowered participants.</i></p>	<p><i>Provides an open and honest narrative for Black young people.</i></p>
Wright et al. (2016)	<p>Mixed methods; case study utilising quantitative data with qualitative interviewing</p> <p><i>Unsure of the method of analysis</i></p>	<p>'Interviews' using participant photography</p> <p><i>Unsure how this was used in</i></p>	<p>Snowballing sampling</p> <p>Across 2 years 100 narrative interviews were conducted with 21 young Black men between the ages of 14 and 19</p>	<p>No explicit reference to ethics.</p> <p><i>Only one reference to Wright (2013). No explicit reference to being a linked study.</i></p>	<p><i>Provides an open and honest narrative for young Black men.</i></p> <p><i>A subset of data from a wider study, with a clear rationale to illustrate the specific perspective of Black men.</i></p>

	<p><i>A follow-up study to Wright (2013)</i></p>	<p><i>practice within the study.</i></p>	<p>60 interviews with selected others.</p> <p><i>A number of interviews did not change despite the change in participant inclusion from Wright (2013).</i></p>	<p><i>The age of the participants should be considered.</i></p> <p><i>Interviews may have been triggering for the participants; however, the researcher adapted the interview style to be in locations comfortable to them and use a different format to gain their views.</i></p> <p><i>Empowered participants.</i></p>	
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## Appendix E: Participant Inclusion and Exclusion Criteria

Inclusion Criteria	Exclusion Criteria
EPs registered to practise in the UK by the HCPC.	Not an EP registered to practise in the UK by the HCPC.
EPs that worked for a LA at the time of the experience.	EPs that did not work for a LA at the time of the experience.
EPs that have worked in an educational setting in which they felt there was racial discrimination and have seen change enacted in the setting in the past 5 years.	EPs that have not worked in an educational setting in which they felt there was racial discrimination and have seen change enacted in the setting in the past 5 years.

## Appendix F: Tavistock Research and Ethics Committee (TREC)

### Letter of Approval

The Tavistock and Portman   
NHS Foundation Trust

Quality Assurance & Enhancement  
Directorate of Education & Training  
Tavistock Centre  
120 Belsize Lane  
London  
NW3 5BA

Tel: 020 8938 2699  
<https://tavistockandportman.nhs.uk/>

Yasmin Francis  
**By Email**

6 May 2021

Dear Yasmin

**Re: Trust Research Ethics Application**

**Title:** An Interpretative Phenomenological Analysis study to explore how Educational Psychologists have responded to enact change when working in a school environment in which they feel there was racial discrimination.

Thank you for submitting your updated Research Ethics documentation. I am pleased to inform you that subject to formal ratification by the Trust Research Ethics Committee your application has been approved. This means you can proceed with your research.

**Please be advised that any changes to the project design including changes to methodology/data collection etc. must be referred to TREC as failure to do so, may result in a report of academic and/or research misconduct.**

If you have any further questions or require any clarification do not hesitate to contact me.

I am copying this communication to your supervisor.

May I take this opportunity of wishing you every success with your research.

Yours sincerely,



**Paru Jeram**  
Secretary to the Trust Research Degrees Subcommittee  
T: 020 938 2699  
E: [academicquality@tavi-Port.nhs.uk](mailto:academicquality@tavi-Port.nhs.uk)

cc. Course Lead, Supervisor, Research Lead

## Appendix G: Tavistock Research and Ethics Committee (TREC)

### Request for Minor Amendments

The Tavistock and Portman   
NHS Foundation Trust

Quality Assurance & Enhancement  
Directorate of Education & Training  
Tavistock Centre  
120 Belsize Lane  
London  
NW3 5BA

Tel: 020 8938 2699

<https://tavistockandportman.nhs.uk/>

Yasmin Francis  
**By Email**

14 April 2021

Dear Yasmin,

#### Re: Trust Research Ethics Application

**Title:** An Interpretative Phenomenological Analysis study to explore how Educational Psychologists have responded to enact change when working in a school environment in which they feel there was racial discrimination.

I am writing to inform you that your application has been reviewed by the Assessors and I can confirm that your research ethics application has not been approved at this stage. Please note that **Minor amendments** have been requested.

Ethical approval is given subject to formal ratification by the Trust Research Ethics Committee (TREC) and on the proviso of minor amendments requested by TREC assessors are addressed.

The amendments are as follows:

Condition	Comments
1. Timing of project	Update the start and end date of the project to start in April/May 2021
2. Recruitment process	Update the participant recruitment process to reflect suggestions regarding inclusion/exclusion criteria and address concerns about the time-frame in which examples of racism occurred that will form the basis of the interviews.
3. Review the data collection procedure	Address concerns about the logical steps which are missing in the data collection process to ensure that the methods described will be able to achieve the desired outcomes.
4. Proof reading	Correct typos throughout the application and in the information sheet/interview protocol

Please attached checklists for more information.

Please ensure that your amendments be made in the form of either a revised application form and/or specific supporting documents e.g. consent letter (where appropriate). Your supervisor/research lead is responsible for guiding you through the ethical approval process and for signing off minor amendment requests; and with this in mind, please ensure that the amended application is signed by yourself, your supervisors and the research lead/course lead **AND** that you copy your supervisor/research/course lead in your response to this letter.

We appreciate that this requires further work on your part but it would be helpful if you could return your amended application by **28 April 2021** to the Quality Assurance Department ([academicquality@tavi-port.nhs.uk](mailto:academicquality@tavi-port.nhs.uk)). Please include a brief statement in the email explaining how the above amendments/conditions have been met.

In the meantime you MAY NOT begin to undertake your research work at this stage.

If you have any further questions or require any clarification do not hesitate to contact me.

Best regards,



**Paru Jeram**  
Secretary to the Trust Research Degrees Subcommittee  
T: 020 938 2699  
E: [pjeram@tavi-Port.nhs.uk](mailto:pjeram@tavi-Port.nhs.uk)

CC: Supervisor, Course/Research Lead

**Ethical Practice Assessors Checklist**

	Criteria	Addressed? (please delete as appropriate)	Comments
1	Do the research aims, methods or methods of analysis give rise to ethical concerns?	No	
2	Are participant selection criteria appropriate and justified?	Yes	Yes, but they do need to be worked up more to ensure consistency and to avoid recruiting participants who can speak appropriately to the topics to be explored.
3	Will written informed consent be obtained? If otherwise, is it justified and ethical?	Yes Yes	
4	If payment will be offered, is this ethical?	NA	
5	Are the stated plans to protect confidentiality robust? Do they show due awareness of relevant local and national frameworks?	Yes/No Yes/No	Participants need to be clearly advised (in the project description section) that they will participate in the interviews remotely via Zoom. There is a challenge to maintaining the anonymity of participants' identities if the Zoom interviews will be recorded as video. It would be helpful to have a clear explanation of how the audio recording will be separated from the videos, if the recordings will be transcribed by a 3 <sup>rd</sup> party. Does the student plan to transcribe the interviews herself? – in which case, this problem does not arise.
6	If there is any procedure that might cause discomfort/distress, is this reasonable and ethical?	Yes	
7	If there is any distress or risk involved for participants, is this reasonable and ethical?	Yes/No	Potentially, but not automatically
8	Will participants be made aware of: their right not to take part or withdraw at any time?  their right to confidentiality/privacy?  who to contact about participation in the	Yes  Yes  Yes	

	study?		
9	Is the risk assessment required* – if so, has one been completed satisfactorily? <i>*To be completed if research is not undertaken in regular place of work/study</i>	No	
10	Do you have any advisory comments relating to the proposed project or methodology? (this section is optional)	Yes	<p>-This is an interesting project and responds to clear need. However, the exploratory interviews appear to omit a number of initial logical steps: to establish what EPs beliefs are about:</p> <ol style="list-style-type: none"> <li>a. what constitutes racial discrimination,</li> <li>b. How this might or should be managed within a school context.</li> </ol> <p>-There is an assumption that all EPs have a common understanding of discriminatory behaviour and are equally dedicated to eradicating it. The phrase in section 2, “there has been minimal analysis of the discourses that inform EP practice around race and ethnicity” is an indication of the need to further explore underlying beliefs about ‘race’-related discrimination, before exploring experiences with dealing with racism.</p> <p>-By implication, the volunteer sample which comes forward to participate in the interviews may be people who are aware of racism and are dedicated to addressing it, though this cannot be taken for granted.</p> <p>-Only after having explored participants’ beliefs and views about racial discrimination can the researcher be clear about the nature of the occurrences which EPs describe having responded to.</p> <p>-In my experience, addressing sensitive issues of this nature in such a direct fashion may lead to</p>

		<p>socially desirable responses which may deviate from the issues which the student wishes to explore.</p> <p>-Asking the participants to describe incidents of racial discrimination in the contexts in which they work can allow them to provide detailed information about what they perceive as racism.</p> <p>-Equally, by then exploring what happened, whether things improved, which factors may have supported the improvements, one can get away from the need for them to give a personal account of their own behaviour even though the exploration allows the researcher to access this information in a more indirect and potentially authentic way through this narrative approach.</p> <p><b>-Recruitment:</b></p> <p>It isn't clear why the first line of recruitment doesn't take place through EPNET if this Special Interest Group, 'have an interest in improving outcomes for children and young people from a Black, Asian and Minority Ethnic background'. In qualitative research, one would ideally seek out participants who have the experience which one is seeking to explore.</p> <p>-The justification for a 2 year time-limit on the experiences to be explored is not clearly justified. The fact that this time frame will jump to 9 years if recruitment is problematic suggests that perhaps a slightly longer time frame of say 5 years may be a more helpful starting place to reduce recruitment issues.</p>
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		<ul style="list-style-type: none"><li>-No inclusion or exclusion criteria have been mentioned for participants.</li><li>- It would be helpful to check that they conform to the basic implied criteria required to be able to speak to the experiences the student wishes to explore.</li><li>-IPA requires an in-depth analysis of data and meanings, so students should be aware that they do not always need to recruit the same number of participants as for other qualitative studies, so 6 participants may be more manageable than 8.</li></ul>
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## Appendix H: Amended Tavistock Research and Ethics Committee (TREC) Application Form

The Tavistock and Portman   
NHS Foundation Trust

### Tavistock and Portman Trust Research Ethics Committee (TREC)

#### APPLICATION FOR ETHICAL REVIEW OF STUDENT RESEARCH PROJECTS

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

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

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

#### FOR ALL APPLICANTS

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

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

#### SECTION A: PROJECT DETAILS

<b>Project title</b>	An Interpretative Phenomenological Analysis study to explore how Educational Psychologists have responded to enact change when working in a school environment in which they feel there was racial discrimination.		
<b>Proposed project start date</b>	February 2020	<b>Anticipated project end date</b>	April/May 2021

<b>Principle Investigator (normally your Research Supervisor):</b> Richard Lewis	
<b>Please note: TREC approval will only be given for the length of the project as stated above up to a maximum of 6 years. Projects exceeding these timeframes will need additional ethical approval</b>	
<b>Has NHS or other approval been sought for this research including through submission via Research Application System (IRAS) or to the Health Research Authority (HRA)?</b>	YES (NRES approval) <input type="checkbox"/> YES (HRA approval) <input type="checkbox"/> Other <input type="checkbox"/> NO <input checked="" type="checkbox"/>
<b>If you already have ethical approval from another body (including HRA/IRAS) please submit the application form and outcome letters.</b>	

### **SECTION B: APPLICANT DETAILS**

<b>Name of Researcher</b>	Yasmin Francis
<b>Programme of Study and Target Award</b>	Child, Community and Educational Psychology Doctorate
<b>Email address</b>	YFrancis@Tavi-Port.nhs.uk
<b>Contact telephone number</b>	[Removed]

### **SECTION C: CONFLICTS OF INTEREST**

<p><b>Will any of the researchers or their institutions receive any other benefits or incentives for taking part in this research over and above their normal salary package or the costs of undertaking the research?</b>          YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>          If YES, please detail below:</p>
<p><b>Is there any further possibility for conflict of interest?</b> YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></p>
<p><b>Are you proposing to conduct this work in a location where you work or have a placement?</b>          YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>          If YES, please detail below outline how you will avoid issues arising around colleagues being involved in this project:</p>
<p>As the study will be open to all EPs that work in a local authority that have worked in an educational setting in which they felt there was racial discrimination and have seen change enacted in the setting in the past two years, EPs from the local authority that the researcher is on placement in may decide to take part in the study. The researchers name will be on the information sheet so individuals will be aware of who is conducting the study before they choose whether to respond to the request for participants.          When conducting the interviews, the researcher will remind all participants that the data will be anonymised.</p>

<p><b>Is your project being commissioned by and/or carried out on behalf of a body external to the Trust? (for example; commissioned by a local authority, school, care home, other NHS Trust or other organisation).</b>  <small>*Please note that 'external' is defined as an organisation which is external to the Tavistock and Portman NHS Foundation Trust (Trust)</small></p>	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
<p>If YES, please add details here:</p>	

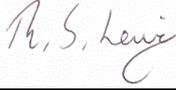
<p><b>Will you be required to get further ethical approval after receiving TREC approval?</b> If <b>YES</b>, please supply details of the ethical approval bodies below AND include any letters of approval from the ethical approval bodies (letters received after receiving TREC approval should be submitted to complete your record):</p>	<p>YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></p>
<p>If your project is being undertaken with one or more clinical services or organisations external to the Trust, please provide details of these:</p>	
<p>If you still need to agree these arrangements or if you can only approach organisations after you have ethical approval, please identify the types of organisations (e.g., schools or clinical services) you wish to approach:</p>	
<p> </p>	
<p><b>Do you have approval from the organisations detailed above? (this includes R&amp;D approval where relevant)</b> Please attach approval letters to this application. Any approval letters received after TREC approval has been granted <b>MUST</b> be submitted to be appended to your record</p>	<p>YES <input type="checkbox"/> NO <input checked="" type="checkbox"/> NA <input type="checkbox"/></p>

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

<p><b>APPLICANT DECLARATION</b></p>	
<p>I confirm that:</p>	
<ul style="list-style-type: none"> <li>• The information contained in this application is, to the best of my knowledge, correct and up to date.</li> <li>• I have attempted to identify all risks related to the research.</li> <li>• I acknowledge my obligations and commitment to upholding ethical principles and to keep my supervisor updated with the progress of my research.</li> <li>• I am aware that for cases of proven misconduct, it may result in formal disciplinary proceedings and/or the cancellation of the proposed research.</li> <li>• I understand that if my project design, methodology or method of data collection changes I must seek an amendment to my ethical approvals as failure to do so, may result in a report of academic and/or research misconduct.</li> </ul>	
<p><b>Applicant (print name)</b></p>	<p>Yasmin Francis</p>
<p><b>Signed</b></p>	
<p><b>Date</b></p>	<p>09.08.21</p>

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

<p><b>Name of Supervisor/Principal Investigator</b></p>	<p>Richard Lewis</p>
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<b>Supervisor –</b>	
<ul style="list-style-type: none"> <li>● Does the student have the necessary skills to carry out the research? <b>YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></b></li> <li>▪ Is the participant information sheet, consent form and any other documentation appropriate? <b>YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></b></li> <li>▪ Are the procedures for recruitment of participants and obtaining informed consent suitable and sufficient? <b>YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></b></li> <li>▪ Where required, does the researcher have current Disclosure and Barring Service (DBS) clearance? <b>YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></b></li> </ul>	
<b>Signed</b>	
<b>Date</b>	09.08.21

<b>COURSE LEAD/RESEARCH LEAD</b>	
Does the proposed research as detailed herein have your support to proceed? YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	
<b>Signed</b>	
<b>Date</b>	30.04.2021

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

<p><b>1. Provide a brief description of the proposed research, including the requirements of participants. This must be in lay terms and free from technical or discipline specific terminology or jargon. If such terms are required, please ensure they are adequately explained (Do not exceed 500 words)</b></p> <p>This research aims to explore Educational Psychologists (EP) responses to working in a school environment, in the past 2 years, in which they feel there was racial discrimination and the factors that they think were useful to enact change in that situation. The purpose of this study is exploratory as it aims to achieve a perspective and understanding of an area in which there is limited previous research. It will explore how EPs make sense of their experiences of working in schools where they perceive there to be racial discrimination and what supported a positive response in this situation. It is important to explore EP's perspectives of working in a school in which they feel that there is racial discrimination as EPs are well placed to facilitate change as they work with schools at an individual, group and organisational level (Bronfenbrenner, 1992).</p> <p>The research aims to explore EPs experiences of enacting change in a school environment in which they felt there was racial discrimination and will address the following research questions:</p> <ul style="list-style-type: none"> <li>● How have EPs responded to working in a school environment in which they felt there was racial discrimination?</li> <li>● What do the EPs think enabled a positive response?</li> </ul> <p>Participants will be asked to partake in a semi-structured interview. The interviews will be roughly an hour in length.</p> <p>Once this information has been analysed the researcher hopes to compile this information and make it available to EPs seeking support when working in an environment in which they feel there is racial discrimination.</p>
<p><b>2. Provide a statement on the aims and significance of the proposed research, including potential impact to knowledge and understanding in the field (where appropriate, indicate the associated hypothesis which will be tested). This should be a clear justification of the proposed research, why it should proceed and a statement on any anticipated benefits to the community. (Do not exceed 700 words)</b></p>

In the UK between 2018-2019 pupils of Black Caribbean and dual (Black and White Caribbean) heritage students were three times as likely to get excluded as White British pupils (Department for Education [DfE], 2020a; Gibbons, 2020). Demie (2019) suggested reasons for the overrepresentation of Black Caribbean pupils in exclusion statistics included inadequate definitions of racism in schools, teachers' low expectation for Black students, unconscious biases, institutional racism, lack of diversity in the school workforce which includes teachers, EPs and Special Educational Needs Co-ordinators, and lack of effective training for staff on multicultural education, diversity and race issues. Joseph-Salisbury (2020) also found that secondary school teachers considered the factors that may reinforce racial discrimination in a school to be: the demographics of teaching staff, the curriculum and school policies, including behaviour policies and dress codes. Racism within school systems can reduce self-esteem, engagement, motivation, attainment and can be traumatising, therefore proactive steps must be taken to challenge racial discrimination (Bryant-Davis & Ocampo, 2005; Peart, 2018).

In the summer of 2020, the disproportionate impact of Covid-19 on people from a Black, Asian and other minoritised ethnic backgrounds and the resurgence of the Black Lives Matter movement in mainstream media raised questions as to the level of institutional racism that exists in Britain (British Broadcasting Corporation [BBC], 2020; Dar et al., 2020; Heath & Richards, 2020; Humphrys, 2020). At this time, many EPs were also reminded to explore what they do to support the experiences of students from Black, Asian and other minoritised ethnic groups in their practice (British Psychological Society's Division of Counselling Psychology Black and Asian Counselling Psychologists' Group et al., 2020; Murphy, 2020). As EPs work with a range of educational settings at multiple levels they are well placed to support systemic change such as the reduction of racial discrimination (Bronfenbrenner, 1992). However, Williams et al. (2015) stated that there has been minimal analysis of the discourses that inform EP practice around race and ethnicity. The factors above influenced practitioners and led to individual and groups of practitioners to ask the establishment, including Educational Psychology Services (EPS) and training courses, to take more action in challenging racism and inequality in education, both within and external to the EP profession (Williams et al., 2015). King et al. (2018) admitted that race and culture has been overlooked in conventional educational psychology research. DeCuir-Gunby, and Schutz (2014) explored why race has not traditionally been examined in educational psychology research which included discussion around the significance of race, dilemmas in the study of race and an investigation of the prevalence of race-related constructs in top educational psychology journals. They found that commonly, empirical research considers race for descriptive/demographic purposes (i.e., only in the methods section without any further analysis), for explanatory purposes (i.e. when race is used to explain difference in outcome variables), or for comparative purposes. However, to support further exploration into issues around race in education, DeCuir-Gunby, and Schutz (2014) proposed two further approaches: the use of 'race-focused' constructs to offer theoretical understandings of race-related issues and embracing 'race reimaged' constructs, which combine traditional research approaches with race-influenced perspectives. In this proposal, the researcher aims to use race-focused constructs to consider theoretical understandings of race-related issues. Therefore, this proposal will outline research that aims to explore EP's responses to working in a school environment in which they felt there was racial discrimination and the factors that they think were useful to enact change.

As EPs are often well-placed to challenge racial discrimination within an educational setting, this research aims to explore the factors that enable EPs to enact change within these systems. The research could provide a tool to support EPs planning to challenge racial discrimination within a school system. The results of this research could be applicable to EP practice when working with a school, in the UK, in which they feel there is racial discrimination. The results may highlight useful strategies and considerations that could be applied when EPs are in this specific situation. It may be generalised to other professionals supporting educational settings. Therefore, the results may also be useful to local authorities as a structure to support schools to further foster equality and challenge racial discrimination would have a positive impact for staff and students. After completion, this study will be fed back to participants, stakeholders, and commissioning services via a written summary. It is proposed that it will then be disseminated further via publication in a peer reviewed journal.

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

The researcher selected a qualitative approach to explore human language and interactions in a level of detail that quantitative approaches would not be able to capture (Robson & McCartan, 2016). As Qualitative methodology seeks to obtain rich and detailed explanations of the topic that go beneath the surface (Edwards & Holland, 2020).

The research will use semi-structured interviews as the method of data collection. This was selected based on the ontological and epistemological positions of this research: a relativist ontology and constructivist epistemology. Using semi-structured interviews allows the researcher to gain rich and detailed explanations of the individuals constructions whilst allowing space for associated topics to be raised (Fox et al., 2007).

Due to the ever-changing restrictions due to the covid-19 pandemic the interviews will be conducted via zoom. Skylar (2020) explored how video calls can feel more draining due to difficulty interpreting body language and when watching yourself on the screen. For this reason, at the start of the interview the researcher will discuss the challenges and ways of conducting video interviews that includes hiding their face from their own screen, setting the volume so that it is equally recognised as not too loud or quiet, awareness of the time delay elements that can occur.

The interview data will be studied using Interpretative Phenomenological Analysis (IPA). In IPA, the researcher is interested in the participants subjective experiences in relation to a phenomenon and the meaning they give it. Due to this interest IPA tends to be used with interviews to allow the real-time interaction with the participant to give the researcher flexibility to facilitate the participants in exploration and bringing to life of their experience (Eatough & Smith, 2008). The use of semi-structured interviews means that the questions guide the course of the interview, rather than dictate it. It also allows unexpected topics to be introduced by participants which may unveil another area linked the topic (Eatough & Smith, 2008).

Using IPA allows for multiple realities to be explored, in a way that allows each individual perspective to be viewed which fits the positions the researcher will take: a relativist ontology and constructivist epistemology. Smith et al. (2009) defines IPA as an approach to qualitative, experiential, and psychological research informed by key concepts from areas of philosophy of knowledge: phenomenology, idiography and hermeneutics. This study will attempt to explore the phenomenon that is racial discrimination in school systems. Analysis starts with a detailed evaluation of the data from one case before moving on to the next. When the themes have been extracted from each interview the similarities and differences in themes can then be compared. This technique allows themes from any topic to be extracted from the data during analysis, making it an inductive approach. It is also interrogative as it aims to explore a topic through an in-depth analysis of a set of data, however the results of the analysis are discussed in relation to other literature rather than standing on their own (Smith, 2003). The transcripts will be analysed to a level of interpretation that grounded in the text but also more interpretive psychological level (Smith, 2003; Smith & Osborn, 2012).

The data will be transcribed by the researcher using the zoom closed caption function and edited using the recording of the interview.

## **SECTION F: PARTICIPANT DETAILS**

**4. Provide an explanation detailing how you will identify, approach and recruit the participants for the proposed research, including clarification on sample size and location. Please provide justification for the exclusion/inclusion criteria for this study (i.e. who will be allowed to / not allowed to participate) and explain briefly, in lay terms, why these criteria are in place. (Do not exceed 500 words)**

Participants will be EPs that worked in a Local Authority in England at the time of the experience, as this suggests that there will have been some level of consistency in the Local Authorities (LA) overarching policies and procedures and the relationships between the school settings and LA staff (Fallon et al., 2010). The Children and Families Act (2014), outlines a statutory process, called an Educational Health Care needs assessment, that must include an assessment from an EP. Therefore, the role of most EPs working in a LA involves this statutory process along with preventative work with schools.

Participants will include those that have worked in an educational setting in which they felt there was racial discrimination and have seen change enacted in the setting in the past 5 years. This time frame was suggested by the Ethics Board. EPs are educated to a masters or doctoral level and required to conform the HCPC standards of proficiency practice including section 2.3 respecting the rights of service users and 2.11 in understanding the organisational context of their work, as well as the BPS ethical practice guidelines of which section 3.11 considers cultural difference and aspects of discrimination - therefore EPs should be able to converse at a level appropriate for this study. Appendix A includes a table summarising the inclusion and exclusion criteria discussed above.

An invitation to participate, accompanied by an information sheet will be sent out via an email to the Principle Educational Psychologist (head of service) in the Local Authorities via the National Association of Educational Psychologists (NAPEP) who disseminate and connect for research purposes and continuing Professional development (CPD). The email invitation to participate will also be shared with professional network interest groups. These groups have an interest in improving outcomes for children and young people from Black, Asian, and other minoritised ethnic backgrounds. These emails will be followed by a prompt three weeks after the initial email is sent.

If after a further two weeks there have still been insufficient responses the time frame in which the incident should have occurred within will be expanded to 9 years. This time frame coincides with Ofsted's 2012 adaptation to the assessment process in which academies and maintained schools would have an assessment every 3 years (Ofsted, 2012).

Volunteers who respond to the email will be selected on a first come first served basis. In IPA research tends to focus on a small number of people in depth therefore the researcher will aim to interview between four and six participants (Smith, 2003). When eight EPs have signed the consent form an email will be sent to the special interest groups and Local Authorities informing them that no further participants will be required.

Volunteers' names will be checked against the HCPC register to ensure that they are practicing EPs.

The homogeneity of the group lies in participants that have experienced enacting change/eliciting a positive response.

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

The interviews will take place on zoom at a time that is convenient to the participant.

Zoom will be used due to the ease of access (clicking on a link to join the session) and the ability to hide your own video during the call. A zoom guide will be provided to participants.

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

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

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

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

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

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

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

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

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

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

Please provide details of the “clear disclosure”:

Date of disclosure:
Type of disclosure:
Organisation that requested disclosure:
DBS certificate number:

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

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

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

**9. What special arrangements are in place for eliciting informed consent from participants who may not adequately understand verbal explanations or written information provided in English; where participants have special communication needs; where participants have limited literacy; or where children are involved in the research? (Do not exceed 200 words)**

Participants in this study will be EPs who are professionals with at least some knowledge of research due to the education criteria of the role (a specific Educational Psychology Masters or Doctorate are required to fulfil the post).

The information sheet attached contains an email address offering a point of contact for any additional requirements.

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

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

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

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

YES  NO

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

vent of any emotional distress, the researcher will signpost the participants to their professional support networks including peers, supervisors, and line-managers. If they are unable to identify one, they will be signposted to professional networks such as the British Psychological Society (BPS DECP), the Association of Educational Psychologists (AEP).

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

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

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

The interviews will offer a space for the EPs to reflect on their practice. There may be a therapeutic aspect to having a structured space to verbalize their experiences and explore difficult concepts, which may be beneficial. This research also offers the EPs the opportunity to contribute to the development of research exploring race in the education system in relation to the EP role, which may influence the profession.

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

interview will be ended with a debrief that includes a suggestion that the EPs may wish to explore this topic further in their next supervision session.

Researcher will also keep the half an hour after each session free so that there is time to have an extended discussion if necessary.

Researcher will also signpost the participants to their professional support networks including peers, supervisors, and line-managers. If they are unable to identify one, they will be signposted to professional networks such as such as the British Psychological Society (BPS DECP), the Association of Educational Psychologists (AEP) in the event of any emotional distress.

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

interview will be ended with a debrief which will include:

- A reminder to use peer/individual supervision to explore these topics,
- A reminder of the aim of the study,
- A reminder of when the cutoff date to withdraw data is: two weeks after their interview as after that time data will be anonymised and analysed)
- A reminder of what will happen to the data,
- A reminder that the data will be anonymised.

Once the data has been analysed the researcher will feedback the results to the participants in the form of an information summary sheet, distributed via email.

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

British Psychological Society's Division of Educational and Child Psychology (BPS DECP):

- The purpose of the DECP is to promote the professional interests of educational and child psychologists and to develop psychology both as a profession and as a body of knowledge and skills.

Association of Educational Psychologists (AEP)

- The Association of Educational Psychologists is the trade union and professional association for Educational Psychologists in the United Kingdom.

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

A

**FOR RESEARCH UNDERTAKEN OUTSIDE THE UK**

<p><b>18. Does the proposed research involve travel outside of the UK?</b> <span style="float: right;"><input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</span></p> <p><b>If YES, please confirm:</b></p> <p><input type="checkbox"/> I have consulted the Foreign and Commonwealth Office website for guidance/travel advice? <a href="http://www.fco.gov.uk/en/travel-and-living-abroad/">http://www.fco.gov.uk/en/travel-and-living-abroad/</a></p> <p><input type="checkbox"/> I have completed a RISK Assessment covering all aspects of the project including consideration of the location of the data collection and risks to participants.</p> <p>All overseas project data collection will need approval from the Deputy Director of Education and Training or their nominee. Normally this will be done based on the information provided in this form. All projects approved through the TREC process will be indemnified by the Trust against claims made by third parties.</p> <p>If you have any queries regarding research outside the UK, please contact <a href="mailto:academicquality@tavi-port.nhs.uk">academicquality@tavi-port.nhs.uk</a>:</p>
<p>Students are required to arrange their own travel and medical insurance to cover project work outside of the UK. Please indicate what insurance cover you have or will have in place.</p>
<p><b>19. Please evidence how compliance with all local research ethics and research governance requirements have been assessed for the country(ies) in which the research is taking place. Please also clarify how the requirements will be met:</b></p>

## **SECTION G: PARTICIPANT CONSENT AND WITHDRAWAL**

<p><b>20. Have you attached a copy of your participant information sheet (this should be in <i>plain English</i>)? Where the research involves non-English speaking participants, please include translated materials.</b></p> <p>YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p> <p>If NO, please indicate what alternative arrangements are in place below:</p>
<p><b>21. Have you attached a copy of your participant consent form (this should be in <i>plain English</i>)? Where the research involves non-English speaking participants, please include translated materials.</b></p> <p>YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p> <p>If NO, please indicate what alternative arrangements are in place below:</p>
<p><b>22. The following is a <u>participant information sheet</u> checklist covering the various points that should be included in this document.</b></p> <p><input checked="" type="checkbox"/> Clear identification of the Trust as the sponsor for the research, the project title, the Researcher and Principal Investigator (your Research Supervisor) and other researchers along with relevant contact details.</p> <p><input checked="" type="checkbox"/> Details of what involvement in the proposed research will require (e.g., participation in interviews, completion of questionnaire, audio/video-recording of events), estimated time commitment and any risks involved.</p> <p><input checked="" type="checkbox"/> A statement confirming that the research has received formal approval from TREC or other ethics body.</p> <p><input checked="" type="checkbox"/> If the sample size is small, advice to participants that this may have implications for confidentiality / anonymity.</p> <p><input checked="" type="checkbox"/> A clear statement that where participants are in a dependent relationship with any of the researchers that participation in the research will have no impact on assessment / treatment / service-use or support.</p> <p><input checked="" type="checkbox"/> Assurance that involvement in the project is voluntary and that participants are free to withdraw consent at any time, and to withdraw any unprocessed data previously supplied.</p>

- Advice as to arrangements to be made to protect confidentiality of data, including that confidentiality of information provided is subject to legal limitations.
- A statement that the data generated in the course of the research will be retained in accordance with the [Trusts 's Data Protection and handling Policies](https://tavistockandportman.nhs.uk/about-us/governance/policies-and-procedures/).: <https://tavistockandportman.nhs.uk/about-us/governance/policies-and-procedures/>
- Advice that if participants have any concerns about the conduct of the investigator, researcher(s) or any other aspect of this research project, they should contact Simon Carrington, Head of Academic Governance and Quality Assurance ([academicquality@tavi-port.nhs.uk](mailto:academicquality@tavi-port.nhs.uk))
- Confirmation on any limitations in confidentiality where disclosure of imminent harm to self and/or others may occur.

**23. The following is a consent form checklist covering the various points that should be included in this document.**

- Trust letterhead or logo.
- Title of the project (with research degree projects this need not necessarily be the title of the thesis) and names of investigators.
- Confirmation that the research project is part of a degree
- Confirmation that involvement in the project is voluntary and that participants are free to withdraw at any time, or to withdraw any unprocessed data previously supplied.
- Confirmation of particular requirements of participants, including for example whether interviews are to be audio-/video-recorded, whether anonymised quotes will be used in publications advice of legal limitations to data confidentiality.
- If the sample size is small, confirmation that this may have implications for anonymity any other relevant information.
- The proposed method of publication or dissemination of the research findings.
- Details of any external contractors or partner institutions involved in the research.
- Details of any funding bodies or research councils supporting the research.
- Confirmation on any limitations in confidentiality where disclosure of imminent harm to self and/or others may occur.

## **SECTION H: CONFIDENTIALITY AND ANONYMITY**

**24. Below is a checklist covering key points relating to the confidentiality and anonymity of participants. Please indicate where relevant to the proposed research.**

- Participants will be completely anonymised and their identity will not be known by the investigator or researcher(s) (i.e. the participants are part of an anonymous randomised sample and return responses with no form of personal identification)?
- The responses are anonymised or are an anonymised sample (i.e. a permanent process of coding has been carried out whereby direct and indirect identifiers have been removed from data and replaced by a code, with no record retained of how the code relates to the identifiers).
- The samples and data are de-identified (i.e., direct and indirect identifiers have been removed and replaced by a code. The investigator or researchers are able to link the code to the original identifiers and isolate the participant to whom the sample or data relates).
- Participants have the option of being identified in a publication that will arise from the research.
- Participants will be pseudo-anonymised in a publication that will arise from the research. (I.e. the researcher will endeavour to remove or alter details that would identify the participant.)
- The proposed research will make use of personal sensitive data.
- Participants consent to be identified in the study and subsequent dissemination of research findings and/or publication.

**25. Participants must be made aware that the confidentiality of the information they provide is subject to legal limitations in data confidentiality (i.e. the data may be subject to a subpoena, a freedom of information request or mandated reporting by some professions). This only applies to named or de-identified data. If your participants are named or de-identified, please confirm that you will specifically state these limitations.**

YES  NO

If NO, please indicate why this is the case below:

**NOTE: WHERE THE PROPOSED RESEARCH INVOLVES A SMALL SAMPLE OR FOCUS GROUP, PARTICIPANTS SHOULD BE ADVISED THAT THERE WILL BE DISTINCT LIMITATIONS IN THE LEVEL OF ANONYMITY THEY CAN BE AFFORDED.**

### **SECTION I: DATA ACCESS, SECURITY AND MANAGEMENT**

**26. Will the Researcher/Principal Investigator be responsible for the security of all data collected in connection with the proposed research? YES  NO**   
If NO, please indicate what alternative arrangements are in place below:

**27. In line with the 5<sup>th</sup> principle of the Data Protection Act (1998), which states that personal data shall not be kept for longer than is necessary for that purpose or those purposes for which it was collected; please state how long data will be retained for.**

1-2 years  3-5 years  6-10 years  10> years

**NOTE: In line with Research Councils UK (RCUK) guidance, doctoral project data should normally be stored for 10 years and Masters level data for up to 2 years**

**28. Below is a checklist which relates to the management, storage and secure destruction of data for the purposes of the proposed research. Please indicate where relevant to your proposed arrangements.**

Research data, codes and all identifying information to be kept in separate locked filing cabinets.

Research data will only be stored in the University of Essex OneDrive system and no other cloud storage location.

Access to computer files to be available to research team by password only.

Access to computer files to be available to individuals outside the research team by password only (See 23.1).

Research data will be encrypted and transferred electronically within the UK.

Research data will be encrypted and transferred electronically outside of the UK.

**NOTE:** Transfer of research data via third party commercial file sharing services, such as Google Docs and YouSendIt are not necessarily secure or permanent. These systems may also be located overseas and not covered by UK law. If the system is located outside the European Economic Area (EEA) or territories deemed to have sufficient standards of data protection, transfer may also breach the Data Protection Act (1998).

Essex students also have access the 'Box' service for file transfer: <https://www.essex.ac.uk/student/it-services/box>

Use of personal addresses, postcodes, faxes, e-mails or telephone numbers.

Collection and storage of personal sensitive data (e.g. racial or ethnic origin, political or religious beliefs or physical or mental health or condition).

Use of personal data in the form of audio or video recordings.

Primary data gathered on encrypted mobile devices (i.e. laptops).

**NOTE:** This should be transferred to secure University of Essex OneDrive at the first opportunity.

All electronic data will undergo secure disposal.

**NOTE:** For hard drives and magnetic storage devices (HDD or SSD), deleting files does not permanently erase the data on most systems, but only deletes the reference to the file. Files can be restored when deleted in this way. Research files must be overwritten to ensure they are completely irretrievable. Software is available for the secure erasing of files from hard drives which meet recognised standards to securely scramble sensitive data. Examples of this software are BC Wipe, Wipe File, DeleteOnClick and Eraser for Windows platforms. Mac users can use the standard ‘secure empty trash’ option; an alternative is Permanent eraser software.

All hardcopy data will undergo secure disposal.

**NOTE:** For shredding research data stored in hardcopy (i.e. paper), adopting DIN 3 ensures files are cut into 2mm strips or confetti like cross-cut particles of 4x40mm. The UK government requires a minimum standard of DIN 4 for its material, which ensures cross cut particles of at least 2x15mm.

**29. Please provide details of individuals outside the research team who will be given password protected access to encrypted data for the proposed research.**

No-one, the data will be transcribed by the researcher.

**30. Please provide details on the regions and territories where research data will be electronically transferred that are external to the UK:**

N/A, the data will be transcribed by the researcher.

## **SECTION J: PUBLICATION AND DISSEMINATION OF RESEARCH FINDINGS**

**30. How will the results of the research be reported and disseminated? (*Select all that apply*)**

- Peer reviewed journal
- Non-peer reviewed journal
- Peer reviewed books
- Publication in media, social media or website (including Podcasts and online videos)
- Conference presentation
- Internal report
- Promotional report and materials
- Reports compiled for or on behalf of external organisations
- Dissertation/Thesis
- Other publication
- Written feedback to research participants
- Presentation to participants or relevant community groups
- Other (Please specify below)

## **SECTION K: OTHER ETHICAL ISSUES**

**31. Are there any other ethical issues that have not been addressed which you would wish to bring to the attention of Tavistock Research Ethics Committee (TREC)?**

## **SECTION L: CHECKLIST FOR ATTACHED DOCUMENTS**

**32. Please check that the following documents are attached to your application.**

- Letters of approval from any external ethical approval bodies (where relevant)
- Recruitment advertisement
- Participant information sheets (including easy-read where relevant)
- Consent forms (including easy-read where relevant)
- Assent form for children (where relevant)
- Letters of approval from locations for data collection
- Questionnaire
- Interview Schedule or topic guide
- Risk Assessment (where applicable)
- Overseas travel approval (where applicable)

**34. Where it is not possible to attach the above materials, please provide an explanation below.**

Associated appendices for the TREC form have been included as separate appendices.

## **Appendix I: Participant Information sheet**

The Tavistock and Portman   
NHS Foundation Trust

### **Information sheet**

#### **The Researcher**

My name is Yasmin Francis. I am a Trainee Educational Psychologist (EP) in my second year of studying for the Doctorate in Child, Community, and Educational Psychology at the Tavistock and Portman NHS Foundation Trust. I am carrying out this research as part of my course.

My research supervisor is Richard Lewis.

#### **Consent to Participate in a Research Study**

The purpose of this information sheet is to provide you with the knowledge that you need in order to consider whether to participate in this study and sign the consent form.

#### **Who has given permission for this research?**

The Tavistock and Portman NHS Foundation Trust has given ethical approval to carry out this research.

#### **Project Title**

An Interpretative Phenomenological Analysis study to explore how Educational Psychologists have responded to enact change when working in a school environment in which they felt there was racial discrimination.

### **Who can take part in this research?**

I am seeking EPs who have worked in a school environment in which they felt there was racial discrimination that had a positive response to change, in the last 5 years. This could include noticing it in your work with a school, a school mentioning it in a consultation or parents or pupils referring to this. If more than the required number of four to six EPs volunteer to take part, participants will be selected on a first come first served basis.

### **Project Description**

This research aims to explore how EPs respond to working in a school environment in which they felt there was racial discrimination and what they felt was useful to enact change in that situation. Once this information has been analysed, the researcher hopes to compile this information for EPs seeking support when working in an environment in which they feel there is racial discrimination.

Participants will be asked to take part in a semi-structured interview, facilitated by the researcher, that is focused on their experience working in a school environment in which they felt there was racial discrimination, what constituted racial discrimination in this situation, and what factors they think were useful to enact change. Reflections on practice and the situations that staff, or students were in may leave aspects of guilt, sadness or anxiety. Therefore, the hour directly after the interviews will be kept free for the researcher for if participants need to debrief after the interview.

**Confidentiality of the Data**

Participants will remain anonymous and no identifiable data will be released. The small sample may have implications for anonymity as it may make it easier to identify your data. The confidentiality of the information provided is subject to legal limitations in data confidentiality. If there are any safeguarding concerns, they will have to be followed up outside the interview. All information provided will be kept confidential in a data secure way adhering to the Data Protection Act (2018) and the Tavistock and Portman Trust's Data protection and handling policies. It will be destroyed in 3-5 years of the completion of the study.

The zoom session will be recorded to assist in analysis of the data. Only the audio recording will be analysed, the video footage will be ignored.

**Location**

The interviews will take place via zoom.

**Remuneration**

There will be no remuneration for this study as no travel will be required for the interviews.

**Disclaimer**

You are not obliged to take part in this study and are free to withdraw until two weeks after the interview as at that time the data will then be anonymised and analysed.

Should you choose to withdraw from the program you may do so without disadvantage to yourself and without any obligation to give a reason.

For further information please contact:

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If participants have any concerns about the conduct of the investigator, researcher(s) or any other aspect of this research project, they should contact:

Simon Carrington, Head of Academic Governance and Quality Assurance

[academicquality@tavi-port.nhs.uk](mailto:academicquality@tavi-port.nhs.uk)

## Appendix J: Participant Consent form

### A Consent to Participate in an Experimental Programme

An Interpretative Phenomenological Analysis study to explore how Educational Psychologists have responded to enact change when working in a school environment in which they feel there was racial discrimination.

Investigators: Yasmin Francis and Richard Lewis (Research Supervisor)

Please initial the statements below if you agree with them:

Initial

- |   |                          |
|---|--------------------------|
| 1. I have read and understood the information sheet and have had the chance to ask questions.   | <input type="checkbox"/> |
| 2. I understand that my participation in this research is voluntary and I am free to withdraw consent or any unprocessed data within two weeks of the interview date without giving a reason. | <input type="checkbox"/> |
| 3. I agree for my interviews to be video recorded and that only the audio information will be used.   | <input type="checkbox"/> |
| 4. I understand that my data will be anonymised so that I cannot be linked to the data. I understand that the sample size is small.   | <input type="checkbox"/> |
| 5. I understand that there are limitations to confidentiality relating to legal duties and threat of harm to self or others.  | <input type="checkbox"/> |
| 6. I understand that my interviews will be used for this research and cannot be accessed for any other purposes.  | <input type="checkbox"/> |
| 7. I understand that the findings from this research will be published in a thesis and potentially in a presentation or peer reviewed journal.  | <input type="checkbox"/> |
| 8. I am willing to participate in this research.  | <input type="checkbox"/> |

Full name:

Signed:

Date:

Researcher:

Signed:

Date:

**Thank you!**

## **Appendix K: Interview Schedule**

### Introductory Script:

*\*Test audio and video quality with all participants\**

Hi, I'm Yasmin and as you are aware I'm a Trainee Educational Psychologist. As you know I am particularly interested in how Educational Psychologists respond to enact change when working in a school environment in which they felt there was racial discrimination and I am very grateful that you've taken the time to talk to me about this today. I am just going to run through a few key points before we get started.

Due to the unusual context of Covid-19 we're speaking via video call, which does also allow us to not have to travel. Hopefully you have become familiar with this type of approach over this past year, so I hope you can feel at ease and are able to treat it as a normal chat.

Do you know how to hide your own video if you wish to?

I ask you to bear in mind that, as with all technology, there might be some teething problems such as sound or video not working properly, timing delays or connection issues. As a result, it can be easy to interpret someone as 'interrupting' or speaking loudly. I ask that you bear in mind that communication

can look a little different on these platforms and give everyone the benefit of the doubt if it seems this is happening.

Do you have any concerns about WIFI or technology which may cause disruption during the meeting? If anything happens we can just log back into the same link or reschedule.

You have signed the consent form. Can I check that you have had time to read the information sheet?

Do you have any questions?

This interview will last between 60-90 mins. After the interview is finished and we have stopped recording, I will be available for a debrief conversation, if necessary.

Before we begin, can I check again then that you are happy for me to begin recording? You will receive a notification in a moment on Zoom which you need to accept. The video will be recorded and stored on my encrypted laptop and will not be accessible to anyone else.

Can I ask a few contextual questions:

- How long have you been an EP?
- What are your current working roles / context?

- Was this the same role as at the time of the situation you plan to discuss today?
- Are you happy to share what ethnicity you identify with?

Interview Questions:

- Describe an experience, in the last 5 years, working in a school environment in which you felt there was racial discrimination.
  - What was it that you felt constituted racial discrimination?
- What factors do you feel enabled a positive response?
  - How do you think this should have been managed in the school environment?

Possible Prompts:

- What did you notice in this situation?
- Was it articulated that racial discrimination was a factor in the situation at the time?
- Did anyone else voice a concern?
- What types of change were you aware of?
- How was the positive response demonstrated to you?

Ending Script:

Thank you for answering the questions/ I'm noticing that we're reaching the time boundary.

Do you have any questions or comments before we end?

I will now stop the recording.

Thank you for taking part in this interview which is part of research that aims to explore how EPs respond to working in a school environment in which they felt there was racial discrimination and what they felt was useful to enact change in that situation.

If you feel you need to explore this topic further you could discuss it in your next supervision session, use professional support networks including peers, supervisors, and line-managers. You could also use professional networks such as such as the British Psychological Society's Division of Educational Psychologists (BPS DECP), the Association of Educational Psychologists, BEEP or the EP race and culture forum (EPRCF).

You have the right to withdraw from this research up until two weeks after this interview. The data will then be anonymised and analysed.

After the data has been analysed, I will feedback the results using an information summary sheet, sent to you via email.

You are welcome to contact me with any further thoughts or questions. I have the next half an hour free if you wish to discuss anything further.

Thank you for your time today.

# Appendix L: Example of Participant Three's Transcript and Analysis at the end of Stage Three

<p>Having knowledge of appropriate language increases confidence.</p> <p>Individuals may fear insulting others which can restrict their contributions to discussions about RD.</p> <p>They provided terminology they felt comfortable with based on their knowledge + opinions.</p> <p>Attempted to create a safe space to talk by being open, honest + non judgemental.</p> <p>Reflecting may cause fluctuations in their view of the action taken.</p> <p>Avoided blaming language + attributed at individuals or the group.</p> <p>Used facts and descriptions to guide areas of reflection.</p>	<p>160 then quite soon wanting to <u>just</u> ... finish the discussion and <u>move on</u> to something else...</p> <p>161</p> <p>162 Researcher: Okay so they wanted to very quickly move on?</p> <p>163 Ppt 3: Yeah.</p> <p>164 Researcher: But you found that normalising and talking about race and giving the language helped with that?</p> <p>165</p> <p>166 Ppt 3: I think the <u>language is a big thing, especially now</u>, I think...well I dunno what it would have been like a decade ago but I think that people are really worried about saying the wrong thing. So even using <u>words like 'Black'</u>... or... for some people it just feels like very ooh... <u>is that an insult</u>... should we say that, should we be saying this... and so I think... erm, as a psychologist coming <u>with the language first</u>... erm... and using words like racism, like I dunno... privilege... like I dunno...all, all of these terms. I think it just allows th...gives the school the tools to talk about it and feel like that they are saying the <u>right words or terms</u>. I think that is part of it... and also making the space, obviously for that conversation... <u>making a safe space</u> for that conversation.</p> <p>176 Errm.</p> <p>177 Yeah I felt like that was really important in... in that particular situation.</p> <p>179 Researcher: And what do you think it is or was that created that safe space?</p> <p>180</p> <p>181 Ppt 3:.....</p> <p>182 hmmm...</p> <p>183 I don't know... y... how safe they... felt... you know... cause obv... they <u>didn't</u> move it... <u>move on it</u>... I think... erm...</p> <p>185 Yeah being open, honest, quite... erm.....</p> <p>186 Errrrrr...</p> <p>187 I didn't come in say <u>oh you're ra</u>... you know I didn't sort of... start ..saying that, that <u>they're a racist school</u> or anything like that... but just making... you know, just <u>voicing</u> what had happened just being <u>very descriptive</u> and... erm... being almost... quite <u>matter of fact</u> about it, in like, that <u>this is what's happening</u> so this is what, you know, <u>we need to reflect on this</u>... and erm...</p> <p>192</p>	<p>Staff wanted to move on to another topic quickly</p> <p>Just <u>All they want. illustrates a high level of discomfort.</u></p> <p><u>Move on large desire to change topic. Difficult to sit with the feelings</u></p> <p>Language is important for an individual's confidence to not feel like they are not <sup>say</sup> doing the wrong thing and may insult someone</p> <p>Language is a big thing <u>important. Affects how you understand + work with others</u></p> <p>especially now <u>how language is used changes over time.</u></p> <p>Words like Black <u>Not knowing how to label racial groups is that an insult</u></p> <p><u>Not wanting to cause harm. restricts what they can say comfortably.</u></p> <p><u>Offence is individual - never going to be perfect. with the language first leading with language illustrates importance.</u></p> <p>used terms such as racism and privilege. <u>Broke an invisible wall of silence.</u></p> <p><u>making a safe space their aim. safe space for discussion allows for deeper discussion.</u></p> <p><u>right words or terms sound sure of their knowledge. terminology they felt comfortable with.</u></p> <p>Didn't/Doesn't know how safe they felt <u>Never know exactly what's happening for others unless you ask them</u></p> <p><u>Didn't move on it had their reflections led them to feel that way.</u></p> <p>Thinks that being open + honest helped <u>that was minimising</u></p> <p>Attempted to reduce blame and be descriptive <u>and factual about points to reflect on.</u></p> <p><u>oh you're ra... they're a racist school' Did they have these thoughts? Not saying it reduced blame.</u></p> <p><u>Voicing using their voice, position + power to be an advocate.</u></p> <p><u>Very descriptive painting a picture of the situation + context that may be hard to ignore.</u></p> <p><u>Matter of fact using facts to illustrate the situation. Minimising emotional descriptions.</u></p> <p><u>We need to reflect on this. Providing guidance on areas to reflect on.</u></p> <p><u>need No interpretation. <sup>they think</sup> this is important and has to be done</u></p>
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?  
Being open to having

and initiating conversations on RD.

Modelling appropriate language to allow others to have professional conversations on RD. The impossibility of ensuring if they covered everything and remaining reflective + open to revisiting the topic

Building a relationship in which you have an understanding of each other which supports all consultation.

Keeping RD at the back of their mind to improve their awareness of when to explore more.

Exploring labels which do not provide context. Preparing themselves for difficult conversations

Listening to ask questions about the information that is missing. About things they were not saying reading between the lines + asking questions about missing information

193 ... and just being open I think... more open and... sh... i guess

194 modelling... that it's ok to have this conversation and we can have

195 this conversation and we can be professional and ...and...

196 Errrrm.....I think that was a big part of it yeah

197 Researcher: You found that sticking to the facts, modelling the

198 language and really, being open to it, kind of created that space

199 where... even though they felt uncomfortable and their body

200 language changed they were able to talk about it for a bit and then

201 even come back to you later and bring it up again...knowing that

202 you've spoken about it before.

203 Ppt 3: I think so ..I think so, I think that yeah exactly i think those

204 were yeah...those were probably the key elements ..I am trying to

205 reflect back if there is anything else that I can think of... obviously

206 having the relationship with the school already is imp... I think is

207 important... but that's true for all consultation anyway... if you are

208 gonna challenge a school it is important to have that rapport and

209 that ...errmm .....

210 Yeah...

211 So that, that's a given I think, erm...

212 And I think that's just generic to all consultation.. errmmm.....

213 Yeah....I can't think of anything else (slight laughter)

214 Researcher: What was it that kind of specific situation... when you

215 were sat there... Or listening to things, that made you think... that

216 you felt constituted racial discrimination or made your kind of alarms

217 bells go... yes that's racial discrimination.

218 Ppt 3: .....

219 I dunno...

220 It's something I try to keep at the back of my mind anyway in a lot of

221 consultations, so its almost like your... its not that you are looking

222 out for it but you're.....y.....you ...when you start to hear words

223 like, 'oh its an anger issue', any time I hear anger issues, I think ok

224 here we go (slight laughter)... you know... again I guess for most

225 psychologists, like, anger issues in general ... well what does that

226 mean? Where is that coming from and ....emmm.....maybe

227 bec... maybe it is about things they were not saying. So not giving

What does that mean exploring generalised/common terms that describe behaviour without context. Terms that put their views/perceptions onto the CYP which allow biases to be unknowingly communicated. Where is that coming from Explore whats behind the behaviour

Just being open A simple first step

Highlighted the importance of an EP to be open and model that its okay to have this conversation in a professional way, and how to do it.

Modelling Teaching others how to do it through their actions. Its OK to have this conversation <sup>or</sup> feel its not appropriate. <sup>may</sup> We can be professional. <sup>may</sup> Others see race as not a professional topic. Modelling how to appropriately + professionally discuss race.

Felt that they had covered the key elements. Probably the key elements. Trying to reflect 'Unsure if they have covered everything they think is important'. Noted that its important to have a relationship with the school but feels that this is true for all consultation. Obviously feels that this should be common knowledge. already prior to the discussion. I think rewarding to highlight that its their view. true for all consultation not just important for RD. If suggests that not all do. Rapport not just positive relationship. Reciprocal. Understanding of each other. generic to all consultation. Not specific to RD. Rapport is needed in that type of reflective change process.

Tries to keep RD at the back of their mind to help them notice it if it comes up - Key words to keep an eye on + explore more. back of my mind. On their mind but not at the front. Don't want to think of everything as RD, an awareness of the possibility. a lot of consultations not all. Only for students of particular ethnicities (or accounting for human error) not that you are looking not purposefully digging for it everywhere but aware of signs which may need exploring.

Anger issue A within child problem without a contextual explanation. Here we go preparing themselves for what may happen. Slight laughter Discomfort around what may happen (or bewildered/laughing at the unbelievable things that have been said in the past). Preparing themselves for difficult conversations when they hear particular terms/phrases.

A reluctance for staff to name some things due to blind spots or worry.

Noticed a lack of detail and asked questions based on what was missing to unearth more information.

Factual information felt safer to discuss.

It took a long time to get to the missing information + raise it.

Aspects of the YPs identity were separated out to what was salient to staff.

They avoided assuming what staff were thinking by providing multiple hypotheses as to why they didn't raise race.

Being proactive and actively naming it allowed individuals with similar hypotheses to be found.

Found strength in collaboration.

Believes in shared responsibility.

Thoughts around the discomfort of themselves + others made them forget what they were saying.

Considered the language around explicitly naming RD.

More openly voice that the strength of multiple people allowed more openness + direct discussion.

Collaborating Continuing process of working together using different strengths/perspectives.

226 me the details, and, kind of, the fact that I had to dig. It did... bring

227 questions to my mind, you know... what is it about this case that

228 you're not wanting to say or are worried about saying. But then as

229 soon, I guess, as they started to describe the instances. Which

230 again was really just coming to the facts... you know, my questions

231 were just very factual about what happened... can you tell me more

232 detail and just... okay that was this case... tell me about another

233 time. And finally... as the questions came, I think it just became

234 obvious in itself because it always tended to relate... to the hair...  
erm and then... and it was interesting they didn't even say it. Even

235 when the hair kept coming up... until I said what is it about the hair

236 is there something specific about his hair that they felt... they... they

237 said ooh he has an afro...

238 Researcher: So race wasn't brought up in the consultation until they

239 mentioned that he had an afro.

240 Ppt 3: yeah... yeah... yeah... yeah, so it was almost... not to say

241 hiding it but they almost didn't want that to... to be the narrative or

242 they had such a huge blind spot... or... not sure what it was that

243 was, yeah... so it was just to continue with this sort of factual

244 questioning, erm, that just sort of uncovered that a bit... and I guess

245 then... having someone... that had a similar hypothesis in the

246 meeting... so like I said the head of year... erm, who was able to

247 then, kind of... more openly voice that.

248 So obviously collaborating with other people in the meeting is quite

249 important... and not of course not waiting for the one person of

250 colour t... to bring up any issues of race or anything... cause often

251 that's likely gonna be qu... i think... likely quite uncomfortable, erm...

252 for them so I think that was... sorry I forgot your question.

253 Researcher: No that's fine. And what was it that the head of year

254 said that kind of... opened that way of working with you and that

255 collaborative thinking?

256 Ppt 3: So it was once I said, you know, what is it about the hair and

257 then they said oh he has an afro and I said well, is it a ra... are

258 these sort of taunting based on... is that taunting based on race?  
And that's... I think once I actually voiced it... That is was like,

Noticed a reluctance to say/discuss some things.

Details important but may not be provided if staff don't see the importance. Had to dig. may take effort to find this information - laborious. bring questions driven by what they were hearing. In the moment reaction following the information not wanting to say. Avoided naming RD or race. Worried fear of explicit naming - emotive topic. Asked questions to ascertain the facts in more detail. Very factual about what happened. kept their questions specific + factual. May have felt safer. Trying to find the missing information than naming the avoidance. Finally A long process

obvious in itself. Detailed descriptions of the situations prompted by questions revealed the missing information about race. The repetition of factual information highlighted the issue. RD may need to be repeatedly raised/illustrated to support some to see or discuss it. The hair me - suggests its a topic of its own. An aspect of the YPs identity that has been separated out. Not always viewed in relation to himself, his race + culture. Even when despite the repetition they didn't explicitly name race. Avoidance (of not noticing). ooh he has an afro... silence - disbelief it had not been mentioned earlier.

Noticing a blind spot or avoidance of the topic. Not to say hiding it. Avoiding a negative description or attributing a purposeful/self saving reasoning. the narrative fear of a RD label. Such a huge blind spot. Believes it was a big thing to not say. Provided 2 options as it was unknown - what they were thinking. Uncovered Digging to find more information sifting through to find the important bits. Similar hypothesis not the same (individual perspective) but linked. Multiple voices increased the strength. not waiting. Being proactive and not waiting for an individual from a minoritised group to talk/raise RD. Shared responsibility - not just for one person. Take ownership.

Quite uncomfortable waiting on someone may be uncomfortable. erm, for them Externalised it to the person - the pressure on them to be the person who 'should talk'. 'Sorry I forgot your question' Thinking of the discomfort led to them losing their train of thought. Empathising with others in a different position in the group that have experiences that they may never feel. Explicitly linking the taunting to race opened a new space and relieve to discuss RD. is it a... considering the language they used. Sensitive to how language may affect the reaction. Some words may trigger defences. once I actually voiced it took time to get there but an important step. Harder to do than implicit.

Discussing RD was freeing for those who had noticed it.

Utilising staff knowledge of the context to keep what is important to the YP at the centre. <sup>Experienced themselves as on the outside of the school</sup>

Flattening context multiple people <sup>collaborating</sup> providing contextual information strengthened the hypothesis.

Staff were grateful + actively sought out to say thank you, despite EP ambiguity as to whether it would be taken well.

The topic <sup>can be</sup> personally + professionally important to some.

EPs are in a position to provide raise different perspectives and allow others to voice their thoughts.

Others may feel unable to talk / join the discussion once RD has been raised.

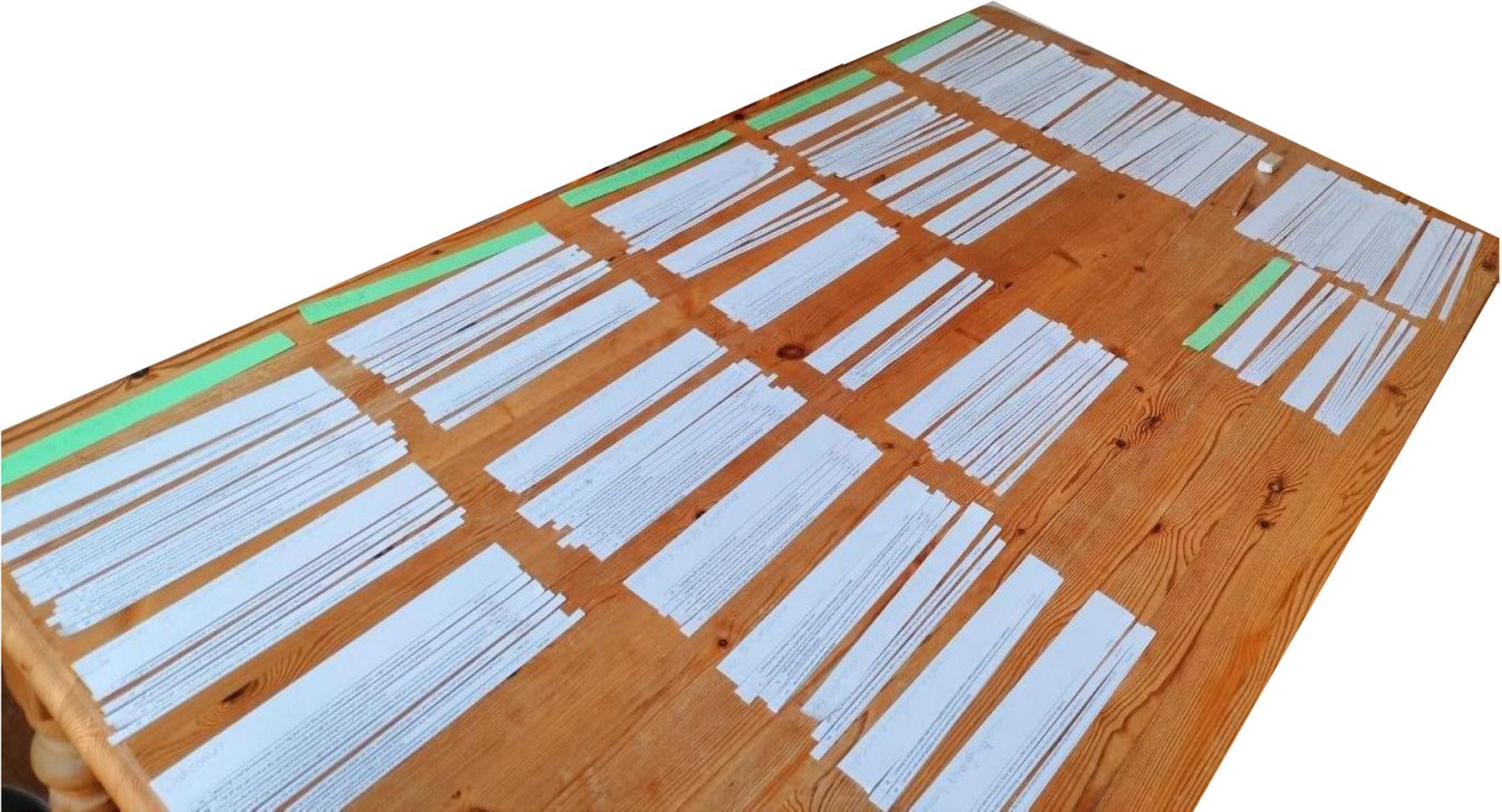
Individuals from minority backgrounds may not want to or feel comfortable to share their thoughts or experiences.

259 almost... I don't know, not opening the floodgates, that's too  
 260 extreme... but ju... kind of maybe a breath of relief.. because then  
 261 she said... well you know actually and, you know, she started talking  
 262 about the afro and that it's something really important to him that  
 263 he takes like really meticulous care of it and stuff, obviously being  
 264 on the inside of the school she had much more contextual  
 265 information and then that she sort of expanded on that hypothesis. I  
 266 think that then brought like a lot of weight to... to that line of  
 267 thinking. And it was really interesting she... erm, I didn't have time  
 268 to catch up with her right after the meeting but next time I came into  
 269 the school she made a point of coming up to me and just saying oh  
 270 that was a really useful meeting, thank you very much... not really  
 271 naming what had happened but you could see that... erm, it was  
 272 important to her... erm, yeah... to have raised that thinking, that  
 273 hypothesis... erm... but I think yeah, naming it first allowed her to  
 274 then not be the first person that brings it up and then just share and  
 275 then that felt... then all the others were very oh yes of course  
 276 ....errmm, they fell in line... confirming, or conforming  
 277 Researcher: So you felt maybe that you voicing something that she  
 278 was thinking but felt unable to voice, then allowed her to talk about  
 279 the cultural importance of his afro and maybe how it, what it meant  
 280 to him and why that might be linked to kind of that racialised... racial  
 281 discrimination or racialised bullying, to then bring it full circle.  
 282 Ppt 3: A hundred percent I think that's exactly what it was is that...  
 283 I'm sure she was thinking that from the beginning but didn't want to  
 284 ...yeah, didn't feel comfortable... Errmm, bringing it up. I'm... I'm  
 285 guessing cause I have never spoken to her, you know about it  
 286 directly but I guess yeah... I guess that's what must have happened.  
 287 Researcher: and what kind of did you notice after the meeting or  
 288 towards the end of the meeting, towards the end of that  
 289 conversation? Did you notice any kind of change in the people  
 290 around you or the situation?  
 291 Ppt 3: Well I think by the end of the meeting it was sort of, back to  
normal and they... there was no... yeah, only like I said, in the  
future, they came back to ..to ask for further support with resources

not opening the floodgates Avoiding the power of the phrase 'Too extreme' A measured response. Perhaps the desired response was stronger than what happened. A breath of relief freeing. Lifts a weight off. Removes a

pressure that may have built from RD remaining un-named  
 Really important to him Keepin the YP in the centre and noting what is important to him not just what is important to staff. The member of staff provided more context being on the inside views themselves as being on the outside had much more contextual information its important to collaborate with those there all the time as they have more context Expanded on that hypothesis The context provided evidence and a lot of weight Made a stronger argument. That line of thinking. Illustrates an awareness that there are other lines of thinking. They didn't have time to talk directly after the meeting but the HOY mentioned the meeting next time they were at the school. She made a point Actively engaged her and sought her out. Thank you very much Illustrates gratitude. May not have been expected not really naming Avoided naming RD. Easier emotionally Important to her. Personally + professionally Raised that thinking Brought it to the surface and provided another perspective. Role/position of the EP. Allowed her. It allowed the HOY not to be the first to discuss Gives permission. May not be common. then just share Suggests sharing once its been raised is easier. Creates an assumption about an unknown process. Fell in line. Falling is unplanned+ uncontrolled- no other option. Conforming No option to say anything else Confirming agree Didn't want to perception about the HOYs reasoning Didn't feel comfortable Empathised + showed another interpretation which illustrates the pressure/discomfort which may have been present Guessing unsure due to lack of direct contact Must have happened. An oxymoron. Guessing but sure of their guess. Cannot see any other way Perspective. They thought the HOY didn't want to or didn't feel comfortable Back to normal Discussing RD is not normal raising RD. It creates a different dynamic that may be recovered from or not. Adding it to a norm may support discussions. Future It took time to see results.

**Appendix M: Photographs Illustrating the Formation of Connections Across Emergent Themes (Stage Four) for Participant Three**





*The Subordinate and Emergent Themes Associated to Superordinate theme one*

	A	B	C	E
1		The context of EP Practice		
2		The BLM Protests increasing awareness and media coverage awareness of RD		
3	22	The BLM protests increase awareness of racial discrimination and triggered a request training resources.	125-128	later... when, you know, the sort of Black Lives Matter protests were more... er, prevalent in, in... erm, last year [2020] they immediately approached me and said ooo, you know...could you recommend some training resources. We think we need to do more in this area
4	79	The school appeared keener to act after the BLM protests after having time to process the initial discussion.	339-340	And I erm... but i hope with time that it has begun //to happen in that school, because like I said I said they were quite... erm ... especially after Black Lives Matters, the recent protests... they seemed
5	129	Individuals appeared to be more comfortable discussing gender and gender identity in recent years, and race appears to be being discussed more again since the most recent black lives matter protests.	582-584	not just thinking and reflecting and reading books but actually put it into //action, and see it as a priority, and see it as a social justice... issue and our place in that. Because in our role of course SEN is a huge matter of social justice... I think we are now very comfortable talking about gender and gender identity erm...mmm... there is of course much more coming
6	130	The most recent BLM protests created a ripple effect throughout the EP world which have is hoped to maintain the change process.	585-586	out now about race and especially after the Black Lives Matter... I think that has been a huge ripple effect through the EP world... this time
7	160	The BLM protests stirred strong emotions which initially provided motivation to act, however, this reduced with time as the feelings were satisfied.	723-730	very much an add on rather than being an integral part of what the service was //doing and very much a matter of I think initially people wanted to like feel like they're doing something because of the protest and like the emotions that it stirred. Er, but then very quickly it was off the agenda almost completely... not for everyone but for most people... other things became a priority... Or like they satisfied their own feelings of kind of guilt (slight laugh) or whatever. Who were like oh yes I have attended that meeting, I have read a book, I have watched a video, I'm good now. I am definitely not racist and I can move on.
8	163	Had a drive to move to concrete action before the coverage of racial discrimination lessens in the media and motivation reduces.	754-759	Yeah I think going back to what i said before... I think it's really, really going to, what we are actually going to do now and erm, putting concrete things in place...concrete trainings and not... not allowing the discussion to stop or the thing to die down. I think that's going to be a big part to think about in the next year as the topic maybe becomes less prevalent in the media and it all maybe dies down until something horrendous
9	164	Horrendous acts publicised by the media evoke strong emotions which trigger motivation to change from a wider group the population.	759-760	the media and it all maybe dies down until something horrendous happens again or is in the media again...errmm...
10	165	Hope that the formation and maintenance of special interest groups will maintain motivation.	762-763	there is, you //know more and more happening and more groups and things like that forming... erm... that'll mean that hopefully things will change more
11				

12	The EP Profession and training programme			
13	126	They view the EP profession as having a white and privileged nature which may enable racism and therefore should be reflected upon by services and as a whole profession.	566-570	think is really important. And again through that communication, establishing that language... establishing... erm, common ground I think it's really important, erm... for all psychologists to continue to reflect... you know it's such a white and privileged profession... so really continuing to reflect on our position... in, erm enabling... sort of racism,
14	132	They feel that there needs to be changes in approaches to consultation, research, the doctorate and its application process to include considerations of racial discrimination.	593-595	Errm, in so many different ways in... the school consultation...in the research that we do... in the whole doctoral process and doctoral application... process and erm... yeah in a lot of different aspects
15	133	Feel that the EP profession as a whole is talking and starting to reflect, but not consistently acting.	596-598	application... process and erm... yeah in a lot of different aspects, I think. It's safe to say that at the moment... I am not sure that we are doing anything yet really... other than talking... and starting to reflect. So I
16	148	They felt that they learnt more about racial discrimination from listening to minoritised groups than they did on the course.	670-673	Ppt 3: on the course... well we had maybe one session on racism on the whole three years of the doctorate which... is not good... erm, so I'm going to say no... in terms of the course itself, erm... but then again... I think it is just listening to people in your life... so... erm, you know...
17	149	They felt it was important to know trainees from minoritised groups which requires a diverse which requires diverse cohorts.	674-675	knowing other trainees that were not white and again having those conversations... like, you know what is it like to be an EP... or like talking
18	151	Across the three years of the doctorate, they had one session on race and one on intersectionality, which they felt left it to the individuals as it was unstructured and optional.	683-685	hope... not ok, in the 3rd year we had someone come in talking about how... about intersectionality... erm, so again one session so maybe two sessions in... in the whole three years of the doctorate so again it
19	152	Discouraged from completing a thesis focused on an aspect of race as felt that it would not be useful.	692-699	It was going to be//[Topic removed for anonymity] and, er, looking at that aspect and my local authority really discouraged me from doing it and said that oh... well...there's not many of those here... and er, it's not, so it's not going to be so useful... and so they encouraged me to move away from that. So I ended up... focusing on [X] instead and my thesis was on [Topic removed for anonymity], erm... So yeah the local authority definitely didn't encourage that, erm, area of research. In terms of practice ...erm...again only in relation to the Black Lives
20	169	The same approach would not work for every situation therefore it is important to listen to what is needed in each community rather than using a blanket approach.	781-783	in terms of //listening, in terms of forming their own strategies... listening to what is needed in that community, rather than assuming and then rolling out like a blanket approach.
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22	Educational Psychology Service responses		
23	1	Noticed that geographical location influenced racial diversity and response to discrimination.	29 - 34 it's bit of a rural // area of England. So I guess most schools there will be an issue of discrimination. Just because it's such a... it's essentially, a large proportion of the population is white and so... erm... with the schools that we work in, if there are students of colour... erm... they often will be the minority, and that often, I think will itself brings issues of racial discrimination.
24	123	Noted that individual EPs can and should raise racial discrimination as part of their role but more also needs to be done from a service perspective.	554 - 557 I think the role is there it's more how we use the role... I think it has to come... of course individual EPs can and should, erm... in situations like that bring out topics of race but I think more needs to be done from, kind of, a service perspective... erm so as a whole service
25	124	Services should publicise that they can support with issues of racial discrimination through facilitating reflection through providing training and resources.	557 - 562 come... of course individual EPs can and should, erm... in situations like that bring out topics of race but I think more needs to be done from, kind of, a service perspective... erm so as a whole service... erm making themselves more known for supporting with reflection with training with resources... so it's something that schools feel... cause I think a lot of my schools wouldn't know that if they had a case where there was a theme
26	134	They noted a couple of services in geographic proximity in inner London, appeared to be ahead.	599 - 600 think that the EP role now is to start to do something... I think there are maybe like one or two services that are much more ahead and they'll be
27	135	Good practice was shared by some services at a conference which modelled practice for white EPs and those from minoritised groups.	601 - 606 more the inner London services that ermm... are starting to figure things out... there was a really interesting conference the tut (appeared to be trying to remember the name) the UCL leading edge day and there were a couple of services there that you know spoke about impressive work of very open... open sessions with schools that really addressed... erm, topics of race... very openly with schools and modelling that themselves
28	153	Their service rarely mentioned race prior to the Black Lives Matter protests.	700 - 704 Matter protest before that nothing. Absolutely nothing... not a word of acknowledgement that this... or some, you know, very, very rarely someone might say something or more being on the relation..oh yes...like in relation to case work maybe but really...definitely not systemic.
29	154	After the Black Lives Matter protests, they started a race and practice group in the service that was initially well attended, but rapidly became a small group.	705 - 710 After the Black Lives Matter protests, erm, we ended up forming sort of a race and practice group... and again that was... so I started that... that was interesting because initially almost everyone joined and almost everyone was there for the meeting, like 90% of the service and I was like... wow this is going to be great... and the next meeting there was maybe half of that and then the next meeting there was maybe four
30	155	Their service's race and practice group was an additional group that individuals had to make their own time for illustrating that it was not viewed as a vital and embedded into the ethos of the service.	711 definitely a side thing that you had to make your own time for
31	156	The group were sometimes given 5-to-10-minute slots to feedback in team meetings.	712 - 714 time for. Do it in your own time and sometimes we were allowed to feedback during the team meeting for like five, ten minutes about what we were discussing and how it might relate... errr so for example when
32	159	Challenging racial discrimination should be an integral part of what a service is	722 an add on rather than being an integral part of what the service was
33	162	Services that are reluctant to change can prompt some EPs is to leave local authorities.	749 - 752 Ppt 3: ermm... I can't... I just decided to leave so that was my next step... I'm a bit tired of this very stifled not willing to change or ummm, so I just ended up leaving... whether that's... yeah... I'll recommend that to everyone (laughed)... yeah, but um, I'm just being silly... but
34	168	What each service needs to do will be different based on the contexts that they work in meaning that each service will need to do their own work and engage service users support.	776-780 Yeah, and I think that is going to look slightly differently, obviously, for every service, it depends so much of your geography or where you are... and so i think one approach for all local authorities I think again, would not be genuine... I think it's doing the work... I think each local authority or area needs to do their own work, in terms of engagement, in terms of
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36	School engagement		
37	23	The school illustrated a desire for physical resources to support their development as a school.	127 approached me and said ooo, you know...could you recommend some training resources
38	68	The school, who had a strict behaviour policy and seemed to favour a direct approach, decided to speak to the boys involved.	299 - 304 Ppt 3: I think direct just speak directly to the boys that were.... because it was a boys school... erm speak directly to the boys that were involved I think that, that was there... er that's what they meant, that they were quite strict on the behaviour, their behaviour policy, so I think to them that would have meant... erm, they'll speak directly to the boys involved... an... and I guess name it... I hope name what happened and
39	105	The staff were open and motivated to create change when left, which left them genuinely wanting new strategies and approaches.	458 - 460 of, shying away saying you know... exploring other alternatives and seeing it in that way and I guess the school itself were also quite open to that... erm... they did always want... genuinely want... other strategies
40	117	Along with teachers, form tutors and heads of year to the SENCo was always present, suggesting that they have an important role of coordination and facilitation of change.	521 So it might have been their form tutor their head of year... always the SENCo
41			
42	Considerations for the EP		
43	128	EP's should see it as a priority to reflect on their own privileges and consider their position, particularly in issues of social justice.	575 - 582 professionals going in a school and saying we can talk about race and we know everything about race... I think it's really important that all individuals you know but in this context psychologists take the time to reflect on themselves on their own privilege on their own position in all of this and come up with their own language and understanding, erm... but then once that work is done I think it's really important not to just stop... not just thinking and reflecting and reading books but actually put it into action, and see it as a priority, and see it as a social justice... issue and
44	131	Noted that lots of EPs may acknowledge and discuss racial discrimination but need to continue to challenge racial discrimination and create practical solutions.	587 - 592 around and erm...But yeah not stopping there because... yeah, I think where we are at now it's more about talking still... I think it's still much about ....oh yes we are all acknowledging that we are this and that's the effect. I think at the moment we are still stuck in that stage a little bit... so I think moving on in the EP role is thinking about... really practically about what's next and
45	143	Suggested that it is everyone's personal responsibility to take action and reflect for self-development, particularly considering the importance of the EP role.	646 - 649 So I guess a lot of that work you just have to do yourself... you shouldn't... probably shouldn't expect your profession to do that work for you because that's I think everyone's personal responsibility anyway... but I think especially important obviously in our job because of
46	161	They feel that discussions on racial discrimination should be treated as an integral part practice rather than an add-on.	741 - 744 ...probably what's happening... a lot of what's happening now and again when we spoke about next steps I think that, erm, is one of those next steps. Is to stop treating it as... as an add on and actually this is just part of everything..
47	167	Important to listen to what communities need rather than viewing it through their own lens as the EP and repeating the same patterns as it will be different for everyone.	768 - 772 we work with and going back, I think, to collaboration and listening to what do those communities actually want rather than again coming in with our own lens of... a perfect... erm... set of steps. Cause I think that would disingenuous or almost... just repeating the same patterns of... oh we know best for other people.
48			

## **Appendix O: Contextual findings for individual participants**

Numbers within this Appendix are associated with the corresponding section in the Findings Section (4).

### **4.1 Participant One**

#### **4.1.1- Support from families and organisations**

##### *4.1.1.1 Educational psychology as a profession alongside EPS service delivery models*

Profession and service wide discussions and training around racial discrimination may include videos of parents' perspectives. A lack of discussions about practical responses increased the need for a service to have frequent discussions which can support team members to hold discrimination in mind and challenge it when they feel that it has occurred. Participant one noted that there may be a conflict of interests as EP ideas may clash with their position as a practitioner bought in by a school.

Participant one held anecdotal views of the existence of EPSs that are predominantly white middle-aged women which may not represent the groups they work with.

##### *4.1.1.2 The school senior leadership team's willingness to support*

Participant one noted that they were able to use the school's motivation to run a variety of projects as opportunities to build relationships with staff. They gained support from SMT before broaching the topic with the wider staff group.

##### *4.1.1.3 The flexibility and inclusiveness of the school's behaviour policy*

Participant one noted that biases within staffs individual interpretations affected the reinforcement of the behaviour policy.

#### *4.1.1.4 Parental engagement*

Participant one noted how in the situation the students' parent had recognised racial discrimination and raised it. Therefore, it is important to have honest conversations with parents.

### **4.1.2- Factors influencing individual EPs**

#### *4.1.2.1 How practitioners' identity affects their practice*

Participant one believed that it may have helped the openness of conversation that it was a white EP talking to a majority white team with support from a Black member of staff. They highlighted that diversity within the staff team was a positive influence and the value of open and honest discussions with EPs from minoritized groups when they were comfortable to do so.

#### *4.1.2.2 The EPs thoughts and concerns during the change process*

When participant one called racial discrimination out explicitly they appeared impressed that the school staff had responded honestly to a question about racial discrimination.

Participant one thought there may be discomfort for some white people around speaking about race in front of someone from a minoritized background and sometimes think 'that [they] should just listen' (227). However, they saw a value in hearing a 'shared view' (219) from multiple people from different ethnicities.

Overall participant one was unsure about the level of change there has been due to involvement in different cases but they hoped that awareness of racial discrimination led to further conversations and changes in behaviour when approaching biases around intersecting characteristics, due to '*more awareness*' (512). Participant one

noticed feelings of powerlessness when action did not lead to observable change and believed that these feelings were *'much harder for other people'* (717).

#### *4.1.2.3 The EPs continuing professional development*

Some discussions or reading on racial discrimination left participant one unclear on what to do next. They attempted to acquire new knowledge to act on through reading and discussions to support their continuing professional development.

### **4.1.3- Forming Positive Relationships**

#### *4.1.3.1 Use of Supervision*

Participant one used supervision with school staff to build relationships. They also used supervision themselves to discuss situations in which they felt stuck.

#### *4.1.3.2 Building positive relationships to create safe spaces*

Participant one used continued reciprocal relationships to create a safe space for honest discussions about racial discrimination. Being sure that they and the staff members feel safe allow deeper discussions to be held.

#### *4.1.3.3 Empathising with those they work with to support the monitoring language and forms of communication*

Participant one acknowledged that conversations about racial discrimination may be new to individuals and particular groups. They noted that they adapt the message for the individual or group present through carefully selecting the language used to discuss racial discrimination.

#### *4.1.3.4 Reduce assumptions about the perspectives of others*

Participant one noted that it is impossible to know what is going on in someone else's head so they attempt not to make assumptions to support the formation of relationships. They attempted to accept different views whilst being firm, clear and pushing back when necessary.

### **4.1.4- Reducing defensive reactions at an individual or group level**

#### *4.1.4.1 Illustrating the national picture and linking it to the current situation*

Linking the national picture to the situation supported them to reduce blame and highlight the impact of systemic racism and externalise it from the individual to help them consider how they can create change. This process attempted to give them ownership of the change.

#### *4.1.4.2 Providing a safe challenge against racial discrimination*

Participant one avoided providing too much of a challenge so that staff did not leave feeling attacked or guilty. This included avoiding triggering negative feelings and defences which may limit reflection and inhibit the desired reflection.

#### *4.1.4.3 Splitting niceness from racial discrimination and presenting positives alongside discussions of racial discrimination*

The separation of the definition of nice people from acts of racism may have avoided individuals feeling personally attacked.

Giving examples of what could happen to the students life outcomes if excluded led to rapid change from near exclusion to off the radar after racial discrimination was explicitly named and acted upon. After the change was initiated the student was still not in lesson as much as participant one would have liked, however they noted that it

is important to notice positive change even if things are not where we would like them to be.

#### *4.1.4.4 Reframing narratives around particular situations*

Participant one spent time using context to re-frame the narratives that influenced staff behaviour and normalise typical situations.

#### *4.1.4.5 Asking questions without judgement*

Participant one used curiosity to open the conversation and explore the possibility racial discrimination rather than telling staff it was definitely racial discrimination as they are not there all of the time.

Participant one used comparative questions to highlight contextual differences which may influence perception or highlight biases. This also included use of a question around an analogy to initiate the conversation through comparison of different scenarios.

Questions about perceptions of an individual left space for members of staff to agree or disagree. With the use of these techniques the school staff were able to answer a question about a parallel scenario honestly.

### **4.1.5- Providing structured support**

#### *4.1.5.1 Use of an EP specific tool*

Participant one noted that the pre-existing inclusion tool provided a predictable, structured approach to creating a safe space to talk within the staff team which made raising racial discrimination slightly easier.

It also helped to highlight common patterns of discrimination in educational settings across the country. During the scenario participant one discussed there was an instance of parent misinterpretation of EP wording around exploring racial discrimination, however the initial concerns from school staff around what was discussed lessened when the tool was shared with staff.

#### *4.1.5.2 The use of facts*

Participant one felt that as a psychologist they must back up everything they put in a report so would not include something if they are not sure. In this situation staff were engaged when presented with facts linked to the tool about inequality in the education system.

#### *4.1.5.3 Continued discussion of racial discrimination*

In other situations when the EP has raised racial discrimination it wasn't acknowledged by the school and nothing seemed to change. They felt as though there is a new issue that is publicised each year meaning that the sense of urgency to act can sometimes dwindled over time. To sustain conversations about racial discrimination long term they believed that it was vital to show teachers where they can go for further discussion.

#### *4.1.5.4 Moving from reflection to an appropriate level of action*

They presented at a time that people had heard a lot about racial discrimination in the BLM protests and linked the messages to the emotions felt through the BLM movement of 2020 to support those who wanted to partake in concrete action to ease negative feelings such as guilt.

The focus on providing a practical suggestion on how to interact with the student and linking it to action from the Back Lives Matter movement allowed staff clarity around why and how to make change which helped them to move from reflection into action.

#### *4.1.5.5 Different forms of feedback*

Feeding back to staff included using facts and practical statistics so that they leave the training feeling emotionally contained with a clear idea of what they can do. Participant one also used signposting to other useful supportive services.

### **4.1.6- Considerations when approaching racial discrimination**

#### *4.1.6.1 Recognising the presence of interpretation, biases and blind spots*

Acknowledging biases and the emotive situations that they may be linked to promote this reflection. For this reason participant one attempted to share messages about biases in an accessible way to show blind spots and facilitate others to reflect on all biases.

In this situation school staff were unsure of the students specific learning needs but participant one was aware that they were happy with his progress when he was in class. This suggests that a possible bias influenced anger management to be explored without discussing attainment and unveiling any possible learning needs.

#### *4.1.6.2 Intersectionality*

In this case the intersections of race, gender, size and presenting needs impacted others' perceptions. Participant one thought that it was impossible to know which aspect of a young person's identity may be leading to discrimination as it may be different for each person. They used a dual approach to tackle the discrimination and other influencing factors, such as the student's emotional regulation skills.

#### *4.1.6.3 Triggering strong emotions*

It appeared that at times participant one was unsure about what they were saying as it felt risky to share thoughts that have not been fully formed or tested yet. Due to the personal nature of discussing racial discrimination the presence someone from a minoritized group may have increased the risk for white people within the discussions, however a safe space was created in this situation making them feel 'very safe talking about anything in front of them' (635).

#### *4.1.6.4 Possible staff responses*

In the short term, when raising ways to support the individual pupil in this situation some staff felt harsh for disciplining others who were winding up the student, however it had a significant impact. However in the long term staff had more positive views of the EPs input.

## **4.2 Participant Two**

### **4.2.1 Professional and personal characteristics of the EP in the role.**

#### *4.2.1.1 Important aspects of the EP role*

Participant two wanted to use curiosity, questions and clear statements to facilitate open and explicit conversations to aid reflection without leading the narrative. They met practitioners where they are and take a pace that responds to needs and provides support at an appropriate pace.

They highlighted that EPs have a role in legitimising the parents view and resisting labelling a child or perceiving them negatively. They responded to situations and advocating for others, as appropriate. They noted that all practitioners should actively learn to work with all families.

They suggested that conversation can be used to help others to make links at a systemic level and should be part of the EP role. In this way participant one acted as a facilitator and school sustained the change, illustrating that they were motivated and ready for change. However, participant two noted that they do not always get to see all of the work or resulting change due to the nature of the role.

#### *4.2.1.2 Personal characteristics of the EP*

It is important to acknowledging how ethnicity, race and nationality are at times blurred together.

Parents also had negative views of staff trying to placate them by setting up a meeting with a Black EP. Participant two felt that it is important to carefully balance the positives of identifying similar characteristics with the practitioner and discomfort around 'using' practitioners from minoritised groups. Therefore, it's important to consider individual difficulty explicitly raising racial discrimination.

All practitioners, regardless of their race, should listen and respond to all parental views. This suggests that white practitioners may have to actively work to facilitate safe place to discuss race.

#### *4.2.1.3 EP Self reflection*

Participant two thought they needed to be open and clear as they explored the school system and gained a perspective on what may need to change.

#### *4.2.1.4 The EP's feelings and confidence level*

Participant two felt apprehension around how others may react to racial discrimination being raised, alongside fears that highlighting racial discrimination could lead to being discredited as a practitioner. They felt apprehension around how others may react to

racial discrimination being raised, alongside fears that highlighting racial discrimination could lead to being discredited as a practitioner.

Their confidence and their ability to reflect through different perspectives was supported by explicit evaluations. Participant four highlighted the need to persevere through difficulty reflecting to act.

#### **4.2.2 Factors which limited the change process**

##### *4.2.2.1 The level of staff discomfort*

They noted that some staff felt uncomfortable raising their views on particular groups of children that seemed to unconsciously relate to stereotypes. There was a difficulty for some Individuals in attempting to create a new boundary for appropriate behaviour without feeling like they were being lenient.

##### *4.2.2.2 Biases against specific groups*

Participant two noted that there needs to be an awareness that everyone has biases and blind spots that should be explored.

Different interpretation of behaviours created cycles of behaviour which limits their ability to consider the cultural aspects and wider context. Participant four also noticed different cultural norms around the level of responsibility a child should have left some groups being viewed negatively. However, staff's responses to difficult behaviours were perpetuating the situations that they were concerned about, so they reframed staff views that responsibility meant that they were not allowed to be children.

Participant two noticed that staff from different ethnicities upheld the biases within the system. The racial backgrounds of staff appeared to affect their willingness or ability

to acknowledge racial discrimination. Therefore, participant four supported individuals and the team whilst acknowledging different levels of awareness of biases.

#### *4.2.2.3 Staff holding assumptions and labelling individuals and groups*

Staff prioritised race when the parents just wanted to be listened to. Therefore, participant two highlighted the importance of recognising race as an aspect of an individual narrative without making assumptions or choosing how to use that information. Participant two felt it was important to balancing the idea that Black families may feel more comfortable telling a Black EP about racial discrimination with the idea that all EPs need to be able to work with all families.

#### *4.2.2.4 Factors which limit change*

Staff reflected on how they interacted with all students but may have struggled to generalise the changes they made for the cohort of Black boys without explicit discussion.

### **4.2.3 Tools which supported change**

#### *4.2.3.1 Supporting evidence*

Participant two felt the need to do this to gather multiple pieces of concrete evidence to illustrate how racial discrimination was occurring, before raising it. Participant two noted that analysing data frequently allows patterns to be noticed, which provided the starting point for explicit discussion. Participant two gathered evidence around possible biases through the use of ABC charts to explore who gets in trouble and why. They needed evidence for some settings to listen despite racial discrimination sometimes being unclear and difficult to gather evidence on. Participant two also needed facts to support their narrative and increase their confidence.

#### *4.2.3.2 Repetition*

Participant two noted a need for racial discrimination to be raised repeatedly by multiple people in different contexts, some of whom were external. Therefore, participant two noted that it was important for the school to be held accountable by a range of sources, including parents and the EP.

#### *4.2.3.3 Allowing time for change*

They were aware that different types and stages of change happen over time, which illustrated that it needs time for the change to become embedded.

#### *4.2.3.4 A balance of Implicit and Explicit conversations*

Participant two noticed stages of change from individual acknowledgement to explicit group discussion. At times there was a use of a code language to inexplicitly refer to race. However, implicit conversations may be interpreted differently, leading to different narratives. They noted that offering racial discrimination as a hypothesis that could be accepted or declined which affects a change process. Explicit discussions can provide a way to ascertain individuals' perspectives and highlight appropriate next steps. Participant two expressed regret around not discussing race more explicitly. They reflected that implicit conversations are easier and more common, but they wanted to improve how they bring it to the table explicitly.

In this situation the explicit focus of the change was around playtime, however that significantly impacted the group of Black boys.

#### *4.2.3.5 Advocating for others*

Participant two noted that information around racial discrimination raised by families should be passed on to the school.

#### *4.2.3.6 Contracting for pieces of work*

Participant two observed that pieces of EP work may be undefined as they are part of a wider picture and required systemic change. They noted that if the function of the role becomes too focused on individual work reduces the amount and view of systemic work.

#### *4.2.3.7 Creating a safe space*

Participant two highlighted that providing separate mental and physical space for open discussion with staff and parents allowed information to be shared and initiated reflection.

#### *4.2.3.8 The motivation and engagement to collaborate*

Participant two noticed that different aspects of the change being driven by different people, which maintained motivation for change. Participant two made changes to improve practice and provide effective support to improve outcomes.

### **4.2.4 Working with different levels of a system**

#### *4.2.4.1 Child or young person perspectives*

Participant two noticed difficulties around the child narrative of the racial discrimination and feelings of victimisation remaining after changes in the school.

#### *4.2.4.2 Actions for or by parents*

Participant two observed that parents developed a wider picture of racial discrimination through independently sharing information.

Participant two noticed that explicit conversations were used to reduce stigma for parents and develop their trust for the schools. This was linked to a realisation that

supportive approaches which consider wider factors may be more effective than forceful approaches which apply pressure to parents.

#### *4.2.4.3 Action within an EPS*

Participant one thought that raising it within settings is part of continuing professional development. This includes using the experiences of themselves and other EPs to help them to learn ways to challenge racial relation in different situations.

#### *4.2.4.4 The current and previous context*

The school made assumptions based off biases, leading them to miss important contextual information for the child.

### **4.2.5 Acknowledging, creating and maintaining change around racial discrimination**

#### *2.5.1 Points to hold in mind*

Participant two noted that it was important to acknowledge the cultural and family context and its impact on perceptions in different environments. Similarly, they thought that it was vital to acknowledge where staff were positioned and what they are experiencing.

Participant two observed that racial discrimination is more obvious when it occurs towards a smaller group, so may be harder to notice and act on in settings which are racially diverse, which may increase defensiveness. Participant two highlighted that having awareness of possible difficulties helped them to notice patterns and explicitly explore them.

#### *4.2.5.2 The resulting changes*

Participant two noticed that these changes in perspectives and ways of working led to a change in referral demographics. Creating change for all children led to changes in how they worked with a group of Black boys.

#### *4.2.5.3 Maintaining and evaluating change*

Participant two thought that EPs should integrate information on racial discrimination and culture into all training. They noticed that explicit conversations support the formation of a wider picture to evaluate a change process.

### **4.3 Participant Three**

#### **4.3.1 The context of EP Practice**

##### *4.3.1.1 The BLM Protests increasing media coverage and awareness of RD*

Individuals appeared to be more comfortable discussing gender and gender identity in recent years, and race appears to be being discussed more again since the most recent BLM protests. The school appeared keener to act after the BLM protests after having time to process the initial discussion. The horrendous acts publicised by the media evoked strong emotions which trigger motivation to change from a wider group of the population. While the situation stirred strong emotions which initially provided motivation to act, this reduced with time as the feelings were satisfied. Participant three hoped that the formation and maintenance of special interest groups would maintain motivation.

##### *4.3.1.2 The EP Profession and training programme*

Participant three felt that there needs to be changes in approaches to consultation, research, the doctorate and its application process to include considerations of racial

discrimination. They felt that the EP profession as a whole is talking and starting to reflect, but not consistently acting.

Participant three felt it was important to know trainees from minoritised groups which requires diverse cohorts. They thought that they learnt more about racial discrimination from listening to minoritised groups than they did on the course. Participant three noted that they were discouraged from completing a thesis focused on an aspect of race as others felt that it would not be useful.

#### *4.3.1.3 Educational Psychology Service responses*

Participant three noticed that their service rarely mentioned race prior to the BLM protests. After the protests, they started a race and practice group in the service that was initially well attended, but rapidly became a small group. The group were sometimes given 5-to-10-minute slots to feedback in team meetings.

Participant three stated that challenging racial discrimination should be an integral part of what a service is doing. They noted that services should publicise that they can support with issues of racial discrimination through facilitating reflection through providing training and resources. Participant three noticed that geographical location seemed to influence racial diversity and response to discrimination. They noted a couple of services in geographic proximity in inner London, appeared to be ahead. Good practice was shared by some services at a conference which modelled practice for white EPs and those from minoritised groups. Participant three noted that services that are reluctant to change can prompt some EPs is to leave local authorities.

#### *4.3.1.4 School engagement*

The school sought strategies and training support to create change. However for the students, the school, who had a strict behaviour policy and seemed to favour a direct approach. They decided to speak directly to the boys involved.

#### *4.3.1.5 Considerations for the EP*

Participant three noted that lots of EPs may acknowledge and discuss racial discrimination but need to continue to challenge racial discrimination and create practical solutions. They suggested that it is everyone's personal responsibility to act and reflect for self-development, particularly considering the importance of the EP role.

### **4.3.2 Considerations of the individual EP**

#### *4.3.2.1 The EPs confidence*

Participant three repeatedly highlighted the importance of an EP being confident with interaction and communication skills. They noted that having knowledge of appropriate language increases confidence for the EP.

#### *4.3.2.2 Hopes for raising racial discrimination*

Participant three hoped for a more open narrative. If faced with the situation again, they would revisit the case explicitly later to name what had happened.

#### *4.3.2.3 EP reflections on their practice*

Participant three viewed themselves as on the outside of the school. Their reflections over time may have caused fluctuations in their view of the action taken. They have tried to educate themselves on race, gender and sexuality for many years however they struggled to produce a label for their interests. Participant three acknowledged that EPs from minoritised groups may have different experiences and be treated

differently in schools, which should be listened to if they choose to share their experiences.

#### *4.3.2.4 The personal experiences of the EP*

Participant three noticed that their educational experiences in diverse settings increased their knowledge and understanding of racial discrimination. For participant three feminism and later white feminism was a route into exploring racial discrimination and developing their knowledge. Diverse friendship groups of people with similar interests also supported their reflection.

#### *4.3.2.5 Raising racial discrimination as a white EP*

Participant three felt that white practitioners may find it particularly difficult to discuss race. They thought that having regular conversations supported familiarity of the format and topics that may arise and the communication styles of the individuals involved in the conversation. Participant three found it difficult to find the right balance between raising racial discrimination and not prompting a group of white professionals to go into schools claiming to know everything about race.

### **4.3.3 EP practice**

#### *4.3.3.1 Use of group consultation*

Participant three used of group consultation with the SENCo, teachers and head of years to discuss multiple cases. In these group consultations they presented headlines for a case of their choice, which did not allow for contextual information to be provided.

#### *4.3.3.2 Intersectionality of discussions and training*

Participant three felt that rather than having a 20-minute slot on race at the end of a CPD day, it can and should be combined with other sessions throughout a day.

#### *4.3.3.3 Listening and asking questions to triangulate a hypothesis*

Participant three noticed a lack of detail so listened and asked questions based on what was missing to unearth more information.

#### *4.3.3.4 The use of descriptions and facts to support the facilitation of sharing different perspectives*

The consultation meetings began by staff describing the case, providing context and then the EP facilitating the exploration of different perspectives and linking it to appropriate psychology. Participant three worked in collaboration with different professionals to provide different perspectives. They used facts and descriptions to guide areas of reflection and noted that factual information felt safer to discuss. Participant three highlighted that EPs are in a position to raise different perspectives and allow others to voice their thoughts.

#### *4.3.3.5 Challenging narratives and normalising typical behaviours*

Participant three normalised behavioural responses to being racially discriminated against and challenging within child responses. They also attempted to normalise biases to reduce shame and support individual reflection.

#### *4.3.3.6 Highlighting the young person's experience*

Participant three highlighted the possible importance that hair may hold, particularly to the student's identity and culture.

#### *4.3.3.7 Gaining familiarity through repetition*

Participant three repeatedly supported the discussion of cases from multiple perspectives using different viewpoints allowed them to become used to the discussions. They noted that it became easier to know what to say when they discussed racial discrimination regularly.

#### *4.3.3.8 The power of language*

Participant three considered the language around explicitly naming racial discrimination. They reflected the language used back to staff whilst providing additional terms to reframe the situation. Participant three noted that clear communication with schools allows common ground to be found, including establishing the language and terminology used.

### **4.3.4 Forming strong relationships**

#### *4.3.4.1 Creating a safe space in relationships*

Participant three attempted to create a safe space to talk by being open, honest and non-judgemental. They championed the formation of a balanced relationship that is open and honest, whilst remaining professional. Participant three was supportive of the school after having worked together on lots of different cases. They acknowledged that the staff have having a positive experience of the EP holding them in high regard helped them establish trust and feel less defensive.

#### *4.3.4.2 Championing collaboration and allyship*

Participant three found strength in collaboration, including with children and young people, families EP is and LA representatives. They noted that being proactive and actively naming racial discrimination allowed individuals with similar hypotheses to be found. This highlighted an allyship between a member of school staff and the EP as an external practitioner.

#### *4.3.4.3 Avoiding attributing assumptions and blame*

Participant three remained open in an attempt to stop staff feeling judged and avoided blaming language aimed at individuals or the group.

### **4.3.5 Acknowledging and naming different experiences**

#### *4.3.5.1 Approach to raising racial discrimination*

Participant three was open to having and initiating conversations about racial discrimination. They raised racial discrimination as it is personally important to them to create change around issues around identity and social justice. Participant three followed their strengths and interests as an EP and adapted their approach for different meetings. They remained reflective and open to visiting the topic of racial discrimination whilst acknowledging the impossibility of covering everything. Participant three mentally prepared themselves for difficult conversations.

#### *4.3.5.2 Monitoring red flag terms and biases*

Participant three explored labels which vaguely describe behaviours but did not provide context. They noticed that feelings were always coming from somewhere and highlighted the importance of explaining the triggers. Participant three noted that within child perspectives, which labelled anger difficulties ignored the racial discrimination.

#### *4.3.5.3 Initiating conversations about racial discrimination by noticing themes and naming them.*

Participant three noticed and named themes of race. They highlighted the need to explicitly name what is happening to enter a cycle of action and reviewing. Participant three observed that explicitly raising race the first time made the topic easier to raise leading to the school raising it independently at a later date.

#### *4.3.5.4 Difficulties discussing race*

Participant three observed that the school struggled to provide context and appeared to avoid naming his race. It took a long time to get to the missing information and raise racial discrimination. There was a reluctance for staff to name some things due to blind

spots or worry. They noticed that guilt and shame may stifle discussions. Participant three thought that some individuals may have felt unable to talk or join the discussion once racial discrimination has been raised. They stated that having around 10 people present may have made it harder to speak about racial discrimination in the meeting. Participant three observed that aspects of the young person's identity were separated based on what was salient to staff.

For participant three, at times, thoughts around the discomfort of themselves and others made them forget what they were saying.

### **4.3.6 Responses to raising racial discrimination**

#### *4.3.6.1 Immediate response to naming racial discrimination*

Raising racial discrimination elicited a strong emotional reaction which increased the discomfort in the room. The majority of staff in the room quietly watched what was happening when racial discrimination was raised, which may have increased the tension within the room. The embarrassment and a deep level of shame, leading to staff to want to end the conversation quickly whether they knew what to do next or not.

The SENCo was able to agree that it was racial discrimination after the EP and head of year spoke. They noticed a different response when someone from a minoritised group discussed racial discrimination, which included people nodding along. It may have felt more personal discussing racial discrimination with an individual from a minoritised group present.

Participant three saw that some staff were grateful and actively sought them out to say thank you, despite EP ambiguity as to whether it would be taken well.

#### *4.3.6.2 Possible experiences of individuals from minoritised groups*

Participant three observed that the topic can be personally and professionally important to some.

Participant three noted there may be increased pressure on professionals from minoritised groups to raise racial discrimination when in predominantly white groups. They said that higher positions may provide power or increase the pressure for practitioners from minoritised groups to conform.

#### *4.3.6.3 Outcomes of raising racial discrimination*

Participant three noticed that racial discrimination was a big shift from the initial request for strategies for anger management difficulties. They were unsure of what the school had done suggested that working with a local authority and private EP may leave gaps between the two services.

Participant three noticed that they did not work at the school frequently enough to note the exact changes, possibly due to a limited allocation. They were apologetic that they had no recollection as to whether race was mentioned in a later consultation suggests that there were no other memorable cases of racial discrimination.

### **4.4 Participant Four**

#### **4.4.1 Context of the situation**

##### *4.4.1.1 Context*

The incident happened a large secondary school with around 120 teachers and 1000 students just after George Floyd was murdered. It was recorded and went viral leading to complaints in person and on social media about the videos link to the school and requesting significant consequences for the students involved.

#### *4.4.1.2 Racial discrimination in the school*

Participant four noticed two main indicators of racial discrimination in the school: inequitable streaming leading to 90% of the top set being white and inequitable enforcement of the behaviour policy leading to harsher punishment for Black students. They noticed that some people didn't have awareness of the of students at the bottom that didn't achieve and seemed to ignore them even in having a few meetings with the LA which the EP felt was outrageous.

Participant four was struck by the fact specific teachers were named repeatedly for being actively racist in their classrooms through language or actions, some of which created segregation.

#### *4.4.1.3 Individual views and biases and their impact*

Participant four noticed that there were individual members of staff who illustrated more biases and seemed to need more support to change.

Participant four suggested that as provision in the school was limited to GCSEs, wasn't right for some students making them '*destined to fail in this lower set from year 9*' (411) which must be depressing and reduce aspirations. For those students in key stage four, these low aspirations led to a lack of motivation which interacted with staffs' unconscious biases to be '*seen as more aggressive*' (404) and interpretations of minor agree rations as more serious.

#### *4.4.1.4 Different responses of staff*

Participant four noted that when they tried to discuss or address unconscious biases openly, they were frequently met by denial which stopped the change process. The school hoped it would go away, and removed anything that could be seen as an admission on the school from the letter the EP and deputy wrote about the situation.

Participant four felt that the school were almost dealing with the final consequence of the racial discrimination rather than the cause. They noticed that it was difficult to specifically discuss racial discrimination with some members of staff.

#### **4.4.2 Responses to the incident**

##### *4.4.2.1 Emotive responses*

Some people thought that the situation was terrible at the time and said they were '*going to do loads*' (526) but lost interest and stopped paying attention to racial discrimination when the next thing came out to focus on. Some staff disclosed frustration with some of SMT who were above them in the hierarchy of the school trust.

##### *4.4.2.2 Inaction for a period of time*

At the time participant four considered whether the SENCo was just agreeing or there were contextual issues in SMT that limited wider acknowledgement and action. Hindsight allowed participant four to see contextual difficulties which limited action.

##### *4.4.2.3 Resulting changes*

Participant four thought that the situation helped individuals to stop and spend time reflecting on factors within their control, such as the class seating plan or moving a Black student down a set. They thought that this made the context of the school more open for individuals to call out some of the minor things more than previously.

After the key stage three lead had supervision with them, participant four noticed changes in how they dealt with behaviour in that key stage, as they took a more humanistic and restorative approach to rebuild relationships and explore what was happening for each student in when in isolation.

#### *4.4.2.4 School response*

Participant four didn't agree with the exclusion because there were lots of contextual factors which meant that they were very vulnerable students

#### *4.4.2.5 Parental response*

Participant four commented on the fact that despite the racial discrimination parents still send their children to the school and it was one of the most oversubscribed schools in the LA.

#### *4.4.2.6 Student views*

Participant four observed that students had lots of ideas about what to do to reduce racial discrimination and what to change, a number of them overwhelmingly disagree with streaming regardless of the set they were in. The EP was saddened that students still spoke to them about what happened as they came back to school feeling hopeful that something would change.

### **4.4.3 Noticing, creating and maintaining change**

#### *4.4.3.1 Noticing racial discrimination*

Participant four noticed that as the EP in the school they were called in to see a few children who were part of a group that were misbehaving which made them reflect on why it was happening and notice that it was racially motivated. Prior to the incident participant four noticed some racial discrimination and remembered specific incidents and people which stood out but they didn't know how bad it was and they wouldn't have known without the catalyst that the situation became. They also commented that particular teachers were enacting overt incidences of racism in the classroom which were undeniable.

#### *4.4.3.2 Raising racial discrimination*

Difficulties raising racial discrimination may have been linked to the EPs position in the school being seen as more linked to individual themes than systemic work. Despite the fact that they had previously suggested that the school look at their data as a way of raising racial discrimination.

#### *4.4.3.3 Opportunities for change*

Participant four observed that the school sought support after the incident which allowed the EP to work with a deputy head to collaboratively for a period of time and decide what action to take, which continued the LAs link to the school.

Participant four hoped they would choose someone open to ideas and not racist. However they were concerned that the governors would attribute what is working well in the school, around academic attainment, to characteristics of the current head and feel that they would someone similar, despite them struggling to respond to the racial discrimination within the school.

#### *4.4.3.4 Balancing tokenistic actions and meaningful change*

Participant four grappled with the drive to make meaningful change rather than just taking action and making changes for the sake of it which may not change the desired area. They wondered if you're not honouring the cause if you're not doing something meaningful.

#### *4.4.3.5 Systems level responses*

The initial response attempted to encompass the people involved in the initial incident, those running the social media accounts, students and staff, including how to talk to them about it, particularly as they were not in school at that time.

The school made an anti-racism policy and added racism as a standing agenda item on the school council to ensure it was discussed frequently. The school behaviour policy included being given an after-school detention after relieving 5 behaviour marks within the system.

#### *4.4.3.6 Facing resistance*

The SENCo who was part of SMT appeared to understand and raised racial discrimination prior to the incident, however some team members did not see it as a problem in the school as they believed no one had raised it before and thus it was not a priority. When dismissed by others the SENCo became stuck and did not know what to do next to move forward.

It was seen as a high performing school that is great for students by the outside world. The LA couldn't tell them not to do certain things like streaming as the way they run the school was having really good academic results for lots of students.

#### *4.4.3.7 Facilitating Factors*

Participant four highlighted that the social contextual factors around BLM and the commonality of discussions around RD at that time was powerful and supported individuals' engagement with the change. They felt that the situation increased awareness which made it difficult for individuals to resist change and carry on as usual, even those who didn't seem to care before the incident. Participant four thought that this situation forced racial discrimination into the heads face making it hard to avoid.

Participant four explored the possibility that some of the stories were exaggerated as they were not verified, however they noticed that sharing stories was an important way for students to voice their frustration and show how upset they were about the environment in school.

Participant four highlighted the importance of knowledge of the school system to be aware of what change can be brought in a way that will be palatable without initiating a freeze response. Some staff persevered to make change despite the popularity of racial discrimination as a topic decreasing which the EP thought could take the whole school population towards change if they persevered enough.

#### **4.4.4 Tools to support change**

##### *4.4.4.1 Use of training*

The BLM movement made discussions around racial discrimination and unconscious bias training more common place as everyone was doing it, including other schools. Participant four noted that the collaborative discussion between themselves and school about the situation led to a decision to run unconscious bias training. After the unconscious bias training, with an outside agency, around 30% of staff in the school denied the need for unconscious bias training and there were some in the EPS who felt similarly.

##### *4.4.4.2 Use of a survey*

Participant four felt strongly about getting a sense of the whole staff teams views on what was going on. They noted that anger in staff and students may have been linked to the staffing levels. Participant four noted that there were lots of Black staff in the SEN department, so they wanted to explore what was happening for this group. Participant four and their colleague spent time collaboratively developing a staff survey. They did not want staff to read the survey they had created and feel stuck by the idea of naming positives if they held negative views of the school doing everything terribly.

#### *4.4.4.3 Creation of a change council*

The change council was made up of staff who volunteered, however participant four did not think it represented those who cared. Participant four thought that the school missed a trick creating a change council purely for staff and not including students who were really bothered by racial discrimination in the school.

#### *4.4.4.4 Use of supervision*

Through discussion the school decided to buy in supervision from the EPS for a deputy head, the head of key stage three, the safeguarding lead, another assistant head and the school nurse, which were specific members of staff in key roles that can influence others. Participant four acknowledged that there was information they gathered that they wouldn't have known without time with their supervisees which could have been further supported by having more of the SMT in supervision.

Participant four realised that they forgot some supervision sessions around the incident despite the knowledge that they must have occurred.

#### *4.4.4.5 Building relationships and trust over time*

The deputy head had been in the role for 3 years which gave time for relationships to form and for both sides to develop acceptance as they learnt how each other worked.

#### *4.4.4.6 Language and communication*

This led to participant four feeling driven to protect the SMT and deliver the pupils voices in a way that was safe for SMT which they were unsure of how to do in practice. They noticed that although EPs deal with some issues all the time racism seemed like a more sensitive topic which makes people scared to touch it.

#### *4.4.4.7 Influence of social media*

A social media account was set up to publish individual and systemic instances of racism at the school sent by various individuals. They noted that staff were probably reading them. Participant four observed that staff eventually responded when the incident happened and the young people started telling their stories publicly. The school initially tried to get the social media account closed down by the company, however they would not. When they found out who was running the account the school didn't deal with those behind the social media account in a '*punitive way*' (284).

#### *4.4.4.8 Problem solving skills*

Participant four highlighted the importance of collaborative problem solving. They had practical discussions with the head teacher which were '*not really like reflective*' (760).

### **4.4.5 The EP role and individual thoughts and reflections**

#### *4.4.5.1 The EP role in change*

Participant four highlighted that the point of the work was to get it up and running, allow it to gain momentum then let them run with it. However, at times other aspects of the role become distracting.

Participant four's EPS had been doing lots of work as a service on anti-racism. Awareness of racial discrimination has raised over the years, which has increased its profile in the profession and on the training courses.

#### *4.4.5.2 The EPs position*

Participant four observed that exploring racial discrimination with a school prompts an EP to take a systemic view and call out racial discrimination. They acknowledged that things may have been happening around racial discrimination but they did not always

see what was being done by different groups in the school, particularly as the change moved away from the deputy head that participant four primarily worked with.

#### *4.4.5.3 The EPs thoughts and feelings*

Participant four noted that it would have been useful to come together to effectively reflect as a school.

They felt kind of confident with some things but not around racism and think they've still got lots of learning to do. Participant four wanted someone else to share their perspective on what they would have done so that they could have a more concrete answer on what they could or should do.

#### *4.4.5.4 Retrospective reflections of the EP*

Participant four described a change continuum in which there are different groups of people including those who are very experimental and try new things all the time but none of it sticks, those who will try new things if they think they are worthwhile, those who just go with whatever change is happening, which is seen to be the vast majority of people and finally those who they think will never change and end up leaving if they feel that the institution is changing.

Over time they gained information about the context of the SMT which would have influenced their initial approach, which is knowledge they can use in the future. They deliberated over challenging specific behaviour. Participant four felt that the interview process allowed space after the unique situation for reflection.

## Appendix P: The Johari Window

	Known to Self	Not Known to Self
Know to Others	I Area of Free Activity	II Blind Area
Not Known to Others	III Avoided or Hidden Area	IV Area of Unknown Activity

**Quadrant I**, the area of free activity, refers to behavior and motivation known to others.

**Quadrant II**, the blind area, where others can see things in ourselves of which we are unaware.

**Quadrant III** the avoided or hidden area, represents things we know but do not reveal to others (e.g., a hidden agenda or matters about which we have sensitive feelings.)

**Quadrant IV** area of unknown activity. Neither the individual nor others are aware of certain behaviors or motives. Yet we can assume their existence because eventually some of these things become known, and it is then realized that these unknown behaviors and motives were influencing relationships all along.

From Luft and Ingham (1961)

Thank you for reading this thesis! 😊