EDUCATIONAL COMMUNITY AND SCHOOL SYSTEMS: UNITED KINGDOM

Migrant children and communities in a transforming Europe

MiCREATE

Migrant Children and Communities in a Transforming Europe

The project Migrant Children and Communities in a Transforming Europe (MiCreate) aims to stimulate inclusion of diverse groups of migrant children by adopting child-centered approach to migrant children integration on educational and policy level.
www.micreate.eu

This paper was written in collaboration with research partners from
The Manchester Metropolitan University, United Kingdom (MMU).

Cover photo by Matej Markovič

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1. Introduction

This report highlights the relationships between the members of the educational community and migrant children, their perceptions, gaps in their knowledge and their approach towards the integration of migrant children in the United Kingdom.

It also refers to principles of child-centered education in managing diversity and practices applied to promote cultural diversity in schools.

The findings are a result of 34 interviews with representatives of 12 schools, one focus group with members of the school community (parents) and analysis of the existing visual displays, curriculum and teaching materials in two schools.

2. Methodological approach

The overall methodological approach was a combination of qualitative methods such as interviews, focus groups and observation of the school environment. Informal conversations with staff while observing their classes and participating in class activities were the strategies used to gather information about the school. There was difficulty gaining access and data in some of the schools as they were in the middle of a busy exam period.

The findings are a result of research in 12 schools in the United Kingdom. In total, 34 interviews with school representatives were conducted, one focus group with 3 members of school community (parents), as well as an analysis of exiting visual displays, curriculum and teaching materials in two of the schools.

The interview notes and school materials were analysed in order to examine how schools approach integration, how diversity in a migratory context affects schools, what resources and mediators for integration exist, obstacles to integration and possibilities for doing it better.

2.1 School Sample

The sample included 12 schools of diverse characteristics, out of which 10 were located in the North West of England, one in Northern Ireland and one in Scotland. Seven of the schools were primary schools and five were secondary schools. Majority (ten) of the schools were public (state) schools and two were private schools. School and community characteristics are summarized in table 2.1.

S1

The school is a high-ranking community primary school, located in an inner-city area close to Manchester City Centre in the borough of Trafford. Trafford is a very ethnically diverse and relatively affluent area. The area is popular amongst parents as it is well known for good

schools and the only local authority of Greater Manchester and one of the few places in the north of England where the grammar school (academically oriented selective public secondary schools) system is intact.

S2

The school is located in the South Manchester (in the borough of Trafford) and in 2011 it had a population of around 12,500 residents (census 2011). The area used to be a more industrialised zone but in recent years has seen the development of residential estates and new housing projects. It is a relatively affluent area in the southern suburbs of Manchester compared to North Manchester and it can be considered as an interesting case study to focus on due to its socioeconomic differences with other parts of the city. In particular, it is famous and is mainly preferred by parents for relocation due to the good level of schools and potential results for entrance to Grammar Schools. In addition, the specific Borough of Greater Manchester attracts families that prefer their children to go to schools in the area for the eleven-plus exams.

S3

The school is a public secondary school located in northern ward of Liverpool, one of the most deprived areas in Great Britain, with a population of 16,786. The area is predominately White British or Irish.

S4

The school is located in an inner-city area of Manchester. It is a non-selective secondary school within the UK's 'Academy' system, which means it is funded by the Department for Education and independent of local authority control. The area where the school is located has very high levels of migration, with nearly half of the population being born outside of the UK. It has longstanding South Asian and Afro-Caribbean communities, as well as more recent migrant communities from Eastern Europe and African countries.

S5

This school is a secondary Academy school located in south-eastern area of Manchester. The area has one of the highest rates of child poverty in the country, about twice the national average. Nearly half of the area's population is from minority ethnic backgrounds, with large South Asian and Black communities.

S6

S6 is a primary school located within a mile of Manchester city centre. It is situated within close proximity to one of the biggest hospitals in Manchester and the University of Manchester, two institutions which contribute significantly to the ethnic diversity of children attending the school and the high rate of mobility amongst these pupils. On the other hand, child poverty in the neighbourhood where the school is located is significantly worse than the national average, while the demand for affordable housing is very high.
The school is organised into a 52 place nursery and two form entry from reception to year 6, which essentially means that there are two classes for each year group. This makes S6 a larger than average primary school. Over 75% of children enrolled in school have English

as an additional language and there are 30 different languages spoken by children. Furthermore, 96% of children are from minority ethnic groups. Since the school is situated in an area of high deprivation, a number of children are identified as needing support to improve their well-being. There is high mobility in the school with only 66% of the children in Years 3 to 6 (7 to 11 years old) having attended this school before Year 1.

S7

The school is a private primary school in an affluent part of Trafford. The area is largely white and middle class, with highest property values outside the South-East England. S7 has a higher proportion of affluent economic migrants compared to other schools in the sample.

S8

The school is a private Islamic secondary school for girls. The neighborhood in which it is located is predominantly white, however the surrounding areas are very diverse, with large and long standing of South Asian and Afro-Caribbean communities.

S9

S9 is a public primary school located in Rochdale in North Greater Manchester. Rochdale is a metropolitan borough of 211,699 (2011 census) and is one of the most deprived local authorities in the country. It is an ethnically diverse area with a large Asian population. The school lies on the northern fringe of the town of Rochdale in an area which is nearly 50% Muslim. The school holds the UNICEF Rights Respecting Silver award. Rights Respecting Schools are committed to place the UN Convention on the Rights of the Child at the heart of its ethos and curriculum.

S10

The school is an integrated secondary school in Belfast, Northern Ireland. It is a multi-cultural school, which has a higher proportion of newly arrived migrants from conflict countries.

S11

The school is a voluntary Church of England Controlled primary school. The school population is very diverse and is located in an inner-city area of Manchester, which has very high levels of migration, with nearly half of the population being born outside of the UK. It has longstanding South Asian and Afro-Caribbean communities, as well as more recent migrant communities from Eastern Europe and African countries. The school holds the UNICEF Rights Respecting Gold award.

S12

The school is a Roman Catholic primary school in Glasgow, Scotland. The school is located in an area of high deprivation, but the profile of the community has changed in the last years, with one of the areas having more private housing than previously. This has an impact on the school demographics, with visible differences between more and less affluent children. Having said that, not all migrant children in the school are from disadvantaged backgrounds: some of them are from more affluent areas around the school because their parents are

professionals. The majority of migrant children in the school are Chinese and Polish, followed by Slovakian, Middle-Eastern, African (a wide variety of countries), Indian and Pakistani.

Table 2.1. Schools and community characteristics (all names are fictitious)

School	Typology	School Level	Location	Total number of students	Migration rate	Languages	Religions
S1	Public, Community	Primary School	Trafford, England	663	-	Urdu, Arabic, Gujarati	Islam, Christianity Hinduism, None
S2	Public	Primary School	Manchester, England	Around 450	36% of the school with English as Additional Language (EAL)	26 different language spoken	-
S3	Public	Secondary School	Liverpool, England	Around 800	18-19 EAL	Greek, Polish, Portuguese.	-
S4	Public	Secondary School	Manchester, England	1069	Approx. 90%	Arabic, English Portuguese, French, Spanish	Islam, Christian, Hindu, Sikh etc.
S5	Public	Secondary School	Manchester, England	836	-	English, Urdu, Romanian, Italian, Arabic, Punjabi	-
S6	Public	Primary School	Manchester, England	453	-	English 25%, Other 74.8%	-
S7	Private	Primary School	Trafford, England	-	-	-	-
S8	Private	Secondary School	Manchester, England	207	8 born outside UK, 84% speak other languages	-	-

School	Typology	School Level	Location	Total number of students	Migration rate	Languages	Religions
S9	Public	Primary School	Rochdale, England	332	55% EAL	-	-
S10	Public	Secondary School	Belfast, Northern Ireland	-	-	-	-
S11	Public	Primary School	Manchester, England	454	-	-	-
S12	Public	Primary School	Glasgow, Scotland	480	Approx. 150 students of migrant background	-	-

Source: Ofsted.gov.uk and own elaboration.

2.2 Participants

Participants of the 33 interviews and one focus group are listed in the table 2.2.

Table 2.2. Participants in the research (all names are fictitious)

School name	Interview	Focus Group
S1	S1T1 (Head of School) S1T2 (EAL Coordinator)	-
S2	S2T1 (EYFS and EAL Lead) S2T2 (EAL and Year 6 Teaching Assistant) S2T3 (Year 5 Teacher) S2T2 (Year 6)	S2FG P1 (Mother) S2FG P2 (Mother) S2FG P3 (Mother)
S3	S3T1 (Teacher of English and EAL support)	-
S4	S4T1 (French Teacher) S4T2 (Spanish Teacher) S4T3 (Graphic Design)	-
S5	S5T1 (Head of Religious Studies and Citizenship) S5T2 (Head of EAL) S5T3 (Maths Teacher) S5T4 (EAL Teacher) S5T5 (English Teacher) S5T6 (Acting Assistant Vice Principal) S5T7 (Cover Supervisor) S5T8 (EAL Teacher) S5T9 (Assistant Progress Leader)	-
S6	S6T1 (Headteacher) S6T2 (Designated Safeguarding Lead) S6T3 (EAL Teacher) S6T4 (Special Educational Needs Coordinator) S6T5 (Deputy Head and Inclusion Manager) S6T6 (Year 6 class teacher and Maths leader) S6T7 (Ethnic Minority Achievement coordinator) S6T8 (Year 1 class teacher and the Rights Respecting School coordinator)	-
S7	S7T1 (Head of School)	-
S8	S8T1 (Head of School)	-
S9	S9T1 (Head of School)	-
S10	S10T1 (Head of School)	-
S11	S11T1 (Head of School)	-
S12	S12T1 (Head of School)	-

2.3   Analysed teaching materials

School	Name of the material	Description/context	Educational purpose	Who brings/has created this material	Relevance for the project
S2	Mantra Lingua TalkingPEN PENpal	In the classroom. Given by the EAL Lead and the EAL Teaching Assistant. PENpal is a device that plays audio when it touches printed books, posters etc. in English or in other languages.	Multilingual talking pen. It can read the phrase in English and "speak" in the child's home language.	The pen is provided by the school. Each year group has got one pen and a key phrases sheet.	It promotes linguistic diversity and helps children's integration and inclusivity, especially those with no English at all.
S2	Mantra Lingua Dual Language Books	Cultural books and they are in English and other languages.	The books are ordered based on the languages that they have in the school.	The books are bought from Mantra Lingua.	It promotes cultural and linguistic inclusion.
S2	Visual welcome (A4 poster)	A4 poster with basic information for parents. With the word 'welcome' in different languages. It provides information about the time they start and finish, telephone number, school's website, the Headteacher's name and picture, pictures with the uniforms, and information about lunch.		The visual welcome poster is created by the school.	The visual welcome focuses on integration and not just around the child but parents as well.
S2	School language	This was described by the EAL Lead during the	This is useful in order to have an idea about each	This form is provided by the school to parents.	It promotes inclusion and cultural as well as linguistic

School	Name of the material	Description/context	Educational purpose	Who brings/has created this material	Relevance for the project
	survey (form)	interview. It's a part of admission forms and each child fills a form with what language mum speaks at home and dad and the child, what languages can the child read and write, whether they go to other schools (Arabic, Chinese etc.)	child's background.		diversity from the moment that the school is aware of the need for EAL children to attend different languages speaking schools as well.
S2	Racing to English programme	It depends on the ability of the children. It's about building language skills each week; for those who need to expand the vocabulary	Useful for Intervention; Expanding Vocabulary	This is provided by the school and the EAL teaching assistant.	It helps children to develop their level of comprehension in English language.
S2	Bell Foundation Assessment	This is a formal assessment particularly for new arrivals after couple of weeks.	This is for the purposes of understanding what they know and their level before put them in a particular group or 1-2-1 basis.	This is given by the EAL TA.	The main aim is to help new children to the school to learn as much as they can after their arrival.
S2	Authors Around the World (display on a wall)	This is a display in one of the open spaces that interventions, 1-2- and small group meetings take place. It was in a display board with a world map in the centre and the books'	The purpose of the board was to give the opportunity to children to understand that there are many novelists around the world.	This was located in the premises of the school. The play was initiated by the EAL TA who has done a play with books with different authors from around the world.	This is a project that promotes cultural and linguistic diversity. It focuses on integration and inclusion from the moment that identifies authors from around the world.

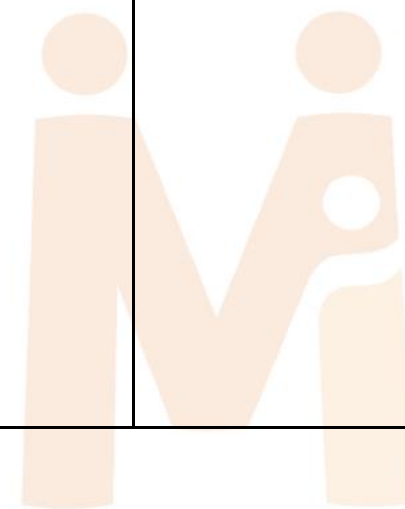| School	Name of the material	Description/context	Educational purpose	Who brings/has created this material	Relevance for the project
		cover pages from different authors. Below that there were three authors presented with a small biography, some of their novels in poster in the colours of their countries' flags. For example, Subhadra Sen Gupta, Marjane Satrapi, Cao Wenxuan.			
S2	"Say Hello" display board with some children's pictures and post-it notes.	The material was located in of the school's corridors and it was a display board. There were around 10 children's pictures/languages with post-it notes next to each child with his/her home language.	This was created to acknowledge there are different languages spoken from the children of the school.	It wasn't clear whether the children created the material with the help of their teachers or just some teachers.	It promotes inclusion and linguistic diversity.
S2	"Zoe et Theo: veulent un chien!"	French language books in the Year 5 classroom.	Such books can be useful in order to familiarise children with different languages.	The material was in the classroom.	Linguistic diversity and inclusion.
S2	Punjabi poster	The display was consisted of 6 posters in the Year 5 classroom. It had a small description about the language and the word	This is important as it gives the opportunity to children to understand that some of their peers have a different home language.	The posters/display was in the classroom.	The emphasis is on the linguistic and cultural diversity.

School	Name of the material	Description/context	Educational purpose	Who brings/has created this material	Relevance for the project
		Punjabi, the Punjab cuisine, how to learn Punjabi, important words and counting to 20 in Punjabi, first words and first numbers in Punjabi			
S2	"How is South America different to my home?"	One poster in one of the boards in the classroom. This was one of the main questions from a project that they run in the class.	Geography objectives from the National Curriculum but also driving children's learning	This material was created by the teacher and her pupils in the class.	It promotes cultural diversity and inclusion.
S4	Å Tanôt	Online interactive programme: Used in class to learn languages,mainly Spanish and French	Includes interactive language games which can be used on an interactive whiteboard.	https://www.atantot.com/menu.php Å Tanôt is subscribed to by S4 for the Languages department.	The interactivity of the games encourage inclusivity (as in participation in class activities). Pupils work in teams and help each other with games. As well as learning from the material itself, they learn from each other through competition and participation. Each pupil in the class has an individual turn at playing these games. Pupils (in a seating plan as observed in one class) work with other pupils that may not share ethnicity, religion, gender,

| School	Name of the material	Description/context	Educational purpose	Who brings/has created this material	Relevance for the project
					nationality or friendship group. They work together to learn another language and culture as well as learning about each other socially and culturally.
S4	Linguascope (similar programme to Å Tanôt)	Interactive language learning platform: Used in class to learn languages, mainly Spanish and French.	Includes interactive language games which are on an interactive touch-screen whiteboard. Pupils work in teams to play interactive games in which they have to work together.	Subscribed to by S4 for the Languages department.	See above.
S4	ClassTools.net	Free online gaming and quizzing class tool used on the interactive whiteboard. .	The teacher can design subject specific quiz questions.	The teacher designs the material (questions for quizzes). The activity/game is used as template to boost interactivity within the classroom.	See above.
S4	DuoLingo	An language application used in class.	Interactive language learning.	Dulingo is a popular language learning application which can be downloaded on Google Play and Android or used online for free. The application	This is a fun application that children can use or out of school. Promote linguistic and cultural diversity.

School	Name of the material	Description/context	Educational purpose	Who brings/has created this material	Relevance for the project
				allows you to create an account individually. There is a special version of the application for schools which gives student personalized feedback. The teacher can also track the students progress through the application on a progress tracking dashboard. https://schools.duolingo.com/	
S4	"The Principles of Instruction"	A poster found on the wall in classrooms The Principles of Instruction (Rosenshine,2012: 12-39) is an article which presents 10 "research-based principles of instruction, along with suggestions for classroom practice". The principles listed on the poster in classrooms are as follows: 1. Daily Review 2. New Material in Small Steps 3. Ask Questions 4. Provide Models	This is more of a universal guideline for teachers to improve their teaching practices, however, it is also visible to pupils within the classroom. The study focusses on teaching practices.	Rosenshine, B (2012) Principles of Instruction: Research-Based Strategies That All Teachers Should Know. *American Educator: ERIC Spring 2012*	This is relevant to the "capacity of teachers and educational staff for diversity managing" (MiCREATE, 2020), as it relates to the classroom practices of teachers and children's learning needs.

School	Name of the material	Description/context	Educational purpose	Who brings/has created this material	Relevance for the project
		5. Guide Student Practice 6. Check Student Understanding 7. Obtain High Success Rate 8. Scaffolds For Difficult Tasks 9. Independent Practice Weekly & Monthly Review			
S4	Cultural, Linguistic and Geographical Artefacts and Posters/pictures.	Spanish language, memo cards, movie posters, maps, sombreros which are allowed to be worn in class etc. The flags of different countries are placed on the walls.	To help pupils visualize Spanish culture and maps of Spain. For students identify flags of the world.	N/A	Promotes cultural diversity.
S4	Generic Motivational Posters – Quotes	Motivational cards on walls that encourage students in a variety of ways, for example: "Today I choose joy", "Fall In Love with taking care of yourself" and "If you want to make something for yourself, work harder than everybody else"	Well-being, self-esteem and educational encouragement.	Teacher.	These posters promote the personal well-being of pupils, encouraging self-care, happiness and individual hard work.

School	Name of the material	Description/context	Educational purpose	Who brings/has created this material	Relevance for the project
S4	Culturally Targeted Motivational Poster/Quotes	These posters/quote cards on walls include references to a specific person in cultural history, education, ethnicity, gender and religion. For example; One card/poster pictures Nelson Mandela with the message/quote, "Education is the most powerful weapon which you can use to change the world". Another card/poster pictures an (unknown) image of a black woman with the message: "We will not apologize for embracing our culture and acknowledging our history" Gender specific motivational cards were present on walls also such as: "Queen, chin up or your crown will slip" Poster around the school:	Well-being, self-esteem, educational encouragement and social responsibility. Pride in one's culture, ethnicity gender and religion. Understanding developmental disabilities such as ASD in connection with ethnicity.	Teacher / Graphic design staff	As the school is majority non-white, posters like these are integral in representing the large multi-generational migrant student body. It is important for students to see themselves reflected in the curriculum, as well as the images in their school environment. This centres their self-esteem and well-being in connection with their cultural background.

School	Name of the material	Description/context	Educational purpose	Who brings/has created this material	Relevance for the project
		"Extraordinary Muslim Women at The Olympics Past and Present": "Black History Month: Walter Tull:" "Welcome to ASD Base: Some Famous People with Autism"			
S4	The 5 Respects	Placed on walls in classrooms: 1. Speak with respect 2. Behave with respect 3. Respect the school environment 4. Have respect for their own learning Have respect for other students' learning	On the walls in classrooms. To promote respect within the school environment. The different forms of respect.	The Radclyffe School https://theradclyffeschool.co.uk/the-5-respects/	Promotes respect in all relationships in the school environment. Inter-ethnic and inter-cultural respect.
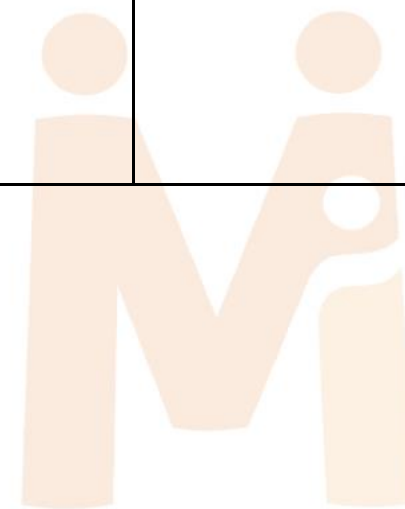
3. Results

3.1 How schools approach to integration

3.1.1. Knowledge perceptions and attitudes about integration of migrant children

Integration as Community

Schools such as S4 and S1 have a large representation of ethnic minorities, which is in line with the demographic features of the areas in which they are located. S4 has a majority ethnic minority and migrant (e.g. newly-arrived, long-term, second and third generation) population with approximately 90% of students speaking a different language. The overall perception of the integration of migrant children is that as the school's population is multicultural and multi-ethnic which reflects the wider community where there is a positive celebration of diversity and integration within the school.

S1 did not receive recently arrived migrants or unaccompanied minors. The school's vision of integration is based on creating a communal sense. It is a community school. During the interview, it became evident that 'integration' as a theme was interpreted from the perspective of 'ethnic' and 'religious' diversity in the school. It was understood as creating equal opportunities for learning, partaking and becoming. The school's approach relies on not teaching about 'diversity' because they think it is a normal social reality for the children and their community.

Integration vs. Segregation

To address the significant percent of EAL students and continuous flux of newly arrived international students, S5 has set up a dedicated EAL department which offers a seven-day induction into the school to all new students. Within this logic, the integration of migrant children at S5 becomes a matter of continuous craft rather than a one-time intervention or a segregation process. S5T6, Acting Assistant Vice Principal in the school, sees this as a student-centred approach whereby the EAL department is supporting rather than isolating the students: 'We're putting every child, regardless of their background, into the EAL programme. So, you're not going there because you don't speak English, but because you're new to the school. And what you do in that induction programme will change depending on what your level of proficiency of English is'.

Similarly, at S6 central to integration is the determination of the school to do as little segregation of migrant students as possible. Relying on an EAL specialist support teacher and also on a teacher who leads on EAL, the school only uses intervention groups as initial support before students new to English are sent to join normal classes. 'Our philosophy is that, whenever possible, we don't withdraw children from classes for additional intervention. We try to make sure that they are in class as much as possible' explains S6T1.

Reflecting on the two and a half decades spent at S6, S6T3, the EAL specialist support teacher, says that there's more integration of migrant children in the class than it used to be in previous years. A lot of the support takes place in class and pupils are rarely separated into groups and only for targeted interventions on speaking and listening exercises. 'Previously, we used to take groups out and do very much similar to what they do in the mainstream class. Now I go and support these children in the class, doing the same work as the teacher is doing with the rest of the pupils. Obviously, we do it a bit more focused and explaining them a bit more as they are going along'. For her, integration means giving migrant children the equal opportunity to succeed in classrooms, irrespective of their background: 'It means that they are not seen as different, they are seen as part of the school, just like the other children in our school'.

In S8, a private secondary Islamic school for girls, the idea of integration is more concerned with outward facing activities. The school's pupils are mostly second generation who identify both as British and Muslim. Beyond recognising the diversity of Muslim backgrounds (i.e. Scottish, Welsh, Middle-Eastern, African etc.), S8T1 emphasised the importance of being part of the broader community and countering islamophobia.

Integration Beyond Migration

Integration was also understood in terms beyond migration and ethnic diversity. S4T3 and S4T2 at S4 also refer to the integration of children with disabilities (the school has large ASD and hearing-impaired departments) and note that children with disabilities have the assistance and the support they need at S4.

In faith-based schools, such as S8, S10, S11 and S12, important aspect of integration is also religious. Despite their denomination-based character, these schools welcome students from all backgrounds. This has been particularly emphasised by S10T1 at the school in Northern Ireland, where integration is primarily understood through the prism of faith and is of utmost importance. S10 exists to educate together students from both Protestant and Roman Catholic traditions, as well as those of other faiths and none, with a commitment to 'maintaining a balance between Protestant and Roman Catholic children and [ensuring] that this balance is also reflected in the teaching staff and governors'.

3.1.2. Knowledge, perceptions and attitudes about migration

Although the overall perception of integration of migrant children at S4 is positive, S4T1 notes that when there is conflict between children the conflict comes to reflect the cultural, linguistic and ethnic distinction of groups; "everyone's all integrated until there's a problem. Then you'll see these are the Arabs, these are the Kurds, these are the Blacks–then you see it". S4T1 says that in a lot of schools she's worked in, newly-arrived migrant children's behaviour is "impeccable" (except for children from Kuwait: bidoon children have generally not been in a school environment before) but that their behaviour changes as they integrate with other students: "the behaviour coming in is way better than the British behaviour but then that soon goes". She also notes that there is an issue with the integration

of migrants (Romanian in this case) with parents taking their children out of school without notice. These students "just go" for long periods of time and reappear in class without notice which S4T1 says negatively affects her class results. However, S4T1 states that she appreciates working in an environment "where there are more ethnic minorities" because of her own ethnic and Caribbean background. The student population is also represented in the staff teaching body which made S4T1 feel comfortable in the school environment. S4T1 compares her experience as a staff member at S4 to being a supply teacher at a majority-white British school where she experienced microracisms from white-British students (i.e. comments about her hair) (Iqbal, 2017; Robinson, 2011). S4T1 views her role as a teacher of ethnic-minority as "more important than just teaching French" because she reflects, represents and understands the student body through her own experiences as a black Caribbean woman, "unfair" society, stereotypes and racism.

At S6, a significant number of the interviewed staff members have been working in the school for more than two decades, an experience which has not only accustomed them to being in constant interaction with migrant children, but to actually witness various migrant flows coming to Manchester and the UK more generally. S6T2 has seen patterns of migration in the city reflected in school dynamics for 21 years since she has joined S6. She has not only seen her two children going through the school she's working in, but also the children of migrants who themselves were also enrolled at S6 in the past: 'I see changes. When I first started, there was a huge influx of Somali families, which doesn't really happen anymore, they are established and settled. I knew, through working with housing providers, that they've particularly put Somali families on that estate over there, so that immediately creates a sense of community'. With similar ebbs and flows of Romanians or Indians in more recent years, she has seen the school adapt to make those families more welcomed, to learn more about their needs or to recruit members of staff who speak those languages.

One such member who is herself a migrant is S6T3, who moved to the UK when she was three years old, attended this school as a pupil and eventually ended up working at S6 for the last 26 years. In her role of EAL support teacher, she is now using her knowledge of Urdu and Punjabi languages: 'It's a been a lived experience for me, so I can sympathise with the children that are coming through today'. Similarly to S6T2, she has seen different clusters of migrants coming in ever since she joined the school: starting with migrants from Somalia in the early 1990s, from Iran and Iraq in the 2000s, from Saudi Arabia, Syria, Kurdistan and Romania, more recently.

Although S2 does not seem to have a great deal of refugee students, the year 6 teacher S2T2 acknowledges the difference between refugees and migrants due and the different reasons that people may move to the UK. She considers that there is a stigma of being a migrant for "certain children who are may be their home experiences mean that they are not familiar with children from other cultures and they just need a bit of support thinking about how they interact". At S1, the headteacher seems aware of wider socio-political challenges affecting the livelihood of migrant children. However, he was not able to answer this question because he did not want to speak FOR migrant children. He seemed to be keen to know more this from the students in his school. Moreover, he remarked at the difficulty of

gathering information about migrant children at the school. S1 is trying to regain the trust of the parents after the news of the Department of Education sharing school data with the Home Office to identify illegal immigrants. The recent introduction of GDPR meant that schools can longer collect data on its demographics. This raises educational challenges because teachers need to rely on their own observations to construct individual needs analyses for their students.

3.2   How Diversity in a Migratory Context Affects School

Linguistic and cultural diversity is generally perceived as an asset by the interviewees. For example, the S2T1, the EAL Lead at S2 described the school as a "very migrant school" and added that the parents give feedback about how they like the school. It seems that the school gets a positive feedback from the parents in general with the presence of a strong Parent-Teacher Association (PTA) and with a group of parents who support the school. In addition, some of the EAL parents have now joined the PTA and participate in the school's activities.

Academic performance of migrant students is also generally perceived positively. S3T1, who is teaching at S3, said that:

> ...one thing I can say is that when I work with EAL pupils their attitudes towards their learning exceeds often their peers. They try so hard, they motivated, they are well-equipped, they've got their pencils etc., they are organised, the standards are through the roof, one or two may be but they've been a few with behaviour problems but on the whole, I could say that their attitudes towards learning is phenomenal and more resilient

At S1 the performance of EAL students was described to be in line with the rest of the cohort. An interesting case is that of S5. The increasing diversity of pupils in the school has significantly contributed to the reputation of S5 in the last few years. Five years ago, the school was put under 'special measures', a status applied by regulators of public services in Britain to providers who fall short of acceptable standards. S5T2, Head of EAL, remembers that the number of students was so small that 'we'd had a class of 15 students instead of 30, simply because people didn't want to send their children here'. The very diverse intake of students has eventually become one of the strengths of the school, according to SM, who notices that over the last few years, the culture in the school has shifted and the aspirations of all children have increased as a result of migrant children's presence in classes.

That being said, there are still challenges faced especially by the International New Arrivals, whose results in the GCSE tests (an academic qualification taken in a number of subjects by pupils in secondary education) are not always satisfactory, often because they arrive to late in the UK to properly prepare for these exams. The school can choose whether their GCSE results count to its overall figures.

At S6 the academic performance of pupils is impacted in different ways as a result of diversity. Although, as previously mentioned, the school is located an area of high deprivation, this does not necessarily reflect negatively on school performances, explains

S6T1: 'We have very high performing academics' children who are attending this school. And although they might be completely new to English, there has been very much an education focus for their children. So, a lot of these children would be considered able, high-performing children'. Thus, while education attainment on entry is low in the nursery, according to S6T1, progress is are 'phenomenal' at later stages: 'Even three years ago we were in the top 100 schools in the country for progress measures'.

The majority of the parents are coming from the neighbouring area and have been living in Manchester for up to ten years. They admit that they don't necessarily socialise amongst themselves outside the school environment. Yet, some of them are neighbours or relatives (the husbands of two of the women are brothers) and admit that they have recommended to one another sending their children to S6. One of the Pakistani mothers aptly describes the welcoming environment that the school offers for her community: 'In this school, we don't feel like we're not in Pakistan. We're like in Pakistan'. This is confirmed by one of the teachers, who recalls that many Muslim pupils at S6 are very surprised to realise that the rest of the country is far less diverse than their school and the neighbourhood. The multicultural dimension of the school represents nevertheless a key factor for some of the parents choosing S6: 'I don't live very close to this school, but I prefer it because it's multicultural. My children need to know a lot of languages. When you live in such a mixed community, you need to think about other people as well'.

The school gives them the opportunity to familiarise themselves with different religions and cultures since they attend a diversity of events that are organised at its premises: Eid, the Chinese New Year, Diwali, Christmas, Easter. Having said that, some of the parents still use their native language (for example, Pashto, which is one of the official languages in Afghanistan) when they speak to their England-born children at home, with English often time being used only amongst children themselves. 'This makes it sometimes difficult for them to talk to us about their homework', admits one of the mothers, while another says 'We ask them something in Pashto and they reply to us in English'. Pupils act oftentimes as translators between school staff and parents, adds one of the teachers: 'If I'm having a conversation with a parent whose English is still developing, the children would translate it immediately and then back from English into their native language. They are so clever!' In other cases, the children end up speaking so little of their native language that their communication with their grandparents, who have not learnt English, would become quite difficult.

The use of home languages both with parents and pupils is valued and used as an effective tool for inclusion at S6. Alongside Urdu and Punjabi spoken by members of staff such as S6T3, a variety of other languages are spoken by staff members: Hindi, Spanish, Italian and Arabic. These languages are particularly requested for communicating with parents or the families of EAL or International New Arrival pupils. According to the EAL Curriculum Statement, not only the languages spoken by migrant children shape the daily operations at S6: the school is committed to value diversity, culture and heritage of all pupils. Thus, all major events and festivals belonging to a diverse range of faiths, beliefs and cultural identities are celebrated on a regular basis and all the food served in the school is halal.

'There's hardly a week when we don't celebrate something in this school', says S6T1. This often opens the doors of the school to the different local community who feel welcomed and appreciated, as observes S6T2: 'The school has organised an Eid party for a certain Muslim community that felt excluded by the larger Muslim community in the neighbourhood. Similarly, we have helped a refugee and asylum charity who needed a space to meet, thus contributing to their sense of community. The school also links families with community projects'.

The main language (apart from English) in S4 spoken by students is Arabic. According to S4T1, this cultural diversity has sparked debates in class between the students. Linguistically, students speak many other languages across the school such as Portuguese, French, Urdu, Swahili, Romanian just to name a few. However, due to the diversity of languages some students are less motivated to learn another taught class-based language (such as Spanish and French on the curriculum) and some students already speak these languages as they have migrated from/through Spain, France or Spanish-speaking and French-speaking countries. Maths and English (as subjects) are regarded as more important for students according to S4T2.

A lot of the S12's migrant children are Chinese, coming from families who have been trafficked or who are almost in indentured servitude once they arrive in Glasgow: 'Their passage is paid for, but when they arrive, they are in servitude'. Yet, these children succeed, argues S12T1, because 'their families have aspirations and sacrifice a great deal to get their children here'. Some of the Chinese students in the school are exceptional with music. From an educational point of view, nevertheless, these students do not like to take risks and they are not great at problem-solving, conjecture: 'They like algorithms, right answers, speed, accuracy. They like it to be harder, bigger sums, harder spelling, but they don't like it to be more challenging. 21st-century skills are about collaboration, working together, coming up with a shared understanding, hypothesising, learning from your own mistakes'. The school is encouraging them to be more creative and engage in problem-solving, in particular through coding clubs and Lego leagues.

3.3   Resources and mediators for the integration

3.3.1. School reception policies

Each of the schools has a reception program in order to identify the EAL students, however these policies vary. At S4, S6 and S2, students that have arrived from another country are identified and placed in EAL Program which offers extra assistance in class. At S2 and Elk, the EAL TA also meets with the parents in order to better understand the child's needs. In S6, after getting into the class routine, INA pupils are further assessed, if needed, by a teacher from the team. This enables the staff to gather further information and assess abilities, curriculum knowledge and language skills. The assessment can be done in home language such as Urdu and Punjabi, if needed.

The reception process at S5 is undertaken mainly through the EAL department, a rather small four-member team with extensive language capabilities that covers Urdu, Punjabi, Arab, French, Spanish, Romanian, Hungarian and Italian. They offers a 7-day induction program to all new students arriving IN the school. Within this period, pupils follow a fixed programme which assesses their cognitive, writing and mathematical abilities. A decision is then being made about which key stage (stage of the state education system in England, Wales, Northern Ireland) they have to go, while recommendations are passed with respects to the teaching setting they will be included once they join the mainstream classes.

At S3, there are some new starter forms for EAL pupils that are completed in their inductions. At the moment, there are not specific reception policies because the school has been under major changes, has a new Headteacher and is pending restructuring.

S12, in Glasgow, Scotland, has a share of an EAL (English as an Additional Language) teacher who comes three days a week, working with the new arrivals to assess their levels of English and give recommendations to other teachers in relation to their progress: 'Often these children would have 'school' or 'playground English', but not necessarily the cognitive abilities in English'. Additionally, the school can get access to additional EAL support from the city council, who would send a team formed of an EAL teacher and an interpreter to assess the language levels of pupils.

3.3.2. Practices addressing migrant children's integration

Rights Respecting Schools

S9, S11 and S6 are UNICEF Rights Respecting School, meaning that the schools are committed to place the UN Convention on the Rights of the Child at the heart of its ethos and curriculum. A Rights Respecting School not only teaches about children's rights; it also models rights and respect in all its relationships, whether between children or between children and adults. This has direct implications on how the school approaches the integration of migrant children, says S6T1 at S6: 'There is this idea that the rights of the child are universal. We have five key rights that are selected by the children: the right to be safe; all children have rights; the right to healthcare, healthy food and water; the right to an education; and the right to an opinion. That automatically opens up conversations about integration'.

English Language Development

Another mean to address integration in school is through a heightened focus on spoken language. S6T1 notices that the high primary school accountability measures are around reading, writing and maths, while spoken language is neglected: 'Without developing that spoken language, you are not going to see any progress in reading or writing, or maths, for that matter'. In the last three years, S6 has taken bold steps in this direction by hiring a spoken language leader, setting up a debate team, focusing on poetry as a learning tool and offering them officially recognised speaking certificates.

When it comes to programmes related to language development and integration, S2 uses a programme called Racing to English. This is a programme for children that come to the UK with no English at all and in that case, the school follows the guidelines and that programme. While for those children that have already grasped the English language, the TA runs an Expanding Vocabulary group usually with Year 5s and 6s and the children use a source of dictionary; look for particular words and meanings; find synonyms, antonyms and define words. For some other groups, especially in younger ages (Year 2s), the EAL TA runs a comprehension group and an expanding vocabulary (for infants).

Use of Native Languages

Using or allowing the use of native languages during classes is another effective way to make the migrant students feel comfortable and thus contribute to their integration. S5T5, the English teacher at S5, encourages her students to pair if they speak the same language in order to boost their confidence, but she also has a rule whereby speaking their own language is only allowed for a minute before switching to English. For this purpose, the use of dictionaries, which are in abundant supply across the school, and even Google Translate, are supplementary techniques deployed by S5T5 and her colleagues. Some members of staff go the extra mile and learn words in the language of their students. For her Math classes, for example, S5T3, an Italian migrant herself, has learned to count to ten in Romanian, is often using the Romanian equivalent for words such as 'bigger' and 'smaller' and has even picked up some swear words from her students, that she now makes sure are not used again in her classroom. She confesses that this strategy 'does make students see you in a different way rather than just saying it in English all the time. You're making an effort for them and they need to make an effort for you'.

3.3.3. Teaching material resources

Visual Materials

S5: Interviews with members of staff have evidenced that the use of visual materials is one of the best approaches to address the language barriers faced by migrant children. During an interview with SDF, followed by an observation of her teaching with two different groups, a great deal of visual prompts was used to deliver her Math classes. In relation to an addition exercise, she has used a lot of images with coins, making the task at hand not only more connected to real life situations, but also producing vivid visual cues for migrant students. She explains the process: 'What I do is very visual, so that a student who doesn't speak English can understand the task'. Amongst other visual elements she uses on her slides are calculators, which prompts students to use one, or a pen, which similarly encourages students to write. 'I chose to have minimum words and lots of visuals. In Maths it's a little bit easier because we work with numbers and you can use more visuals'.

At S6 staff uses a multisensory approach to learning for children with special needs, but which have proved to be equally useful in the work with migrant children. S6T4 explains

what that approach entails: 'We always have visuals timetables, there are always visuals available, there are a lot of task-boards. So, similar to a child with special educational needs and disability who perhaps finds reading struggling who would use such facilities, for an international new arrival who hasn't got words yet, but can follow symbols, we use the same approach'. Teachers also rely on specific packs they use in supporting EAL teaching, which are basic folders with worksheets. S6T3 describes them: 'If a child comes with no English, it's difficult to get them to do what everybody else is doing, so we use these folders where you might have a word map with everyday words, days of the week, months etc. They are tailored for specific topics such as history or science and they are supposed to be used for learning through play. Pupils are always introduced to a topic through play, listening, speaking'.

In S4, there is a clear celebration of diversity and a concerted effort to represent and reflect the different cultural and learning backgrounds of their students. In practice, this is shown through the posters around the school, within classrooms, artefacts and images which reflect the ethnic diversity of the school. S4T3 (who designs some of these posters) notes that she has to manipulate images to make sure that stock images reflect the ethnic diversity of the school (S4T3 says that stock images of children are mostly of white children or if she is looking for Asian children they are usually Chinese or Japanese). There are LGBTQ posters, posters about feminism, disabilities (often with celebrity examples) in addition to posters of the students themselves, their work, events and achievements. Often these posters include examples of celebrities and/or athletes of colour. Examples observed within the school are listed in section 2.2.

The Intercultural Development Research Association (IDRA, 2000) note that children embracing and maintaining the values, language and heritage of their native country contributes to a "positive self-concept". This is why it is integral that the student body see themselves represented and reflected in different ways within the teaching material, staff representation and school environment.

PENpal

At S2, Mantra Lingua Talking Pen (PENpal) is often used in the classroom. PENpal is a device that "reads" printed text "speaks" the translation in the child's home language. The school seems to prioritise the use of PENpal and they have tried to provide each year group with one pen and a key phrases sheet. It is really positive and useful for children who have no previous experience with the English language to use at least some key phrases and promotes linguistic diversity and helps children's integration and inclusivity.

Applications and Online Tools

S2 uses an application called "Class Dojo" that provides and promotes the communication between parents and teachers. It is an app where children can receive points and parents can monitor that but it works as a messaging app as well. The idea of integration is promoted through its translate function. For example, the Year 6 Teacher describes how one of her

pupil's parent who is Polish and her English is not great can use the translate function by typing in Polish and the system automatically translates it into English.

Google Translate was mentioned by participants in S3 and S5s as an aid to communication with students whose English skills are low.

Literacy Tools and Programmes

At S6, one particular tool, WellComm, is found effective in helping with language acquisition amongst migrant children. WellComm is a toolkit designed to help early years settings identify children from six months to six years old who might be experiencing delays with speech and language and which can help put immediate interventions into place, while waiting for a more formal assessment. WellComm is currently being rolled out throughout the key stages. At S3, participants used the Dockside which is a catch-up literacy programme.

Native Language Books

At S2, one of things that the school and the EAL TA has done was a play with books with different authors from around the world and their intention was to use the Dual language box and the multilingual talking pen. The books in the school are ordered based on the languages that they have at the school and so they try to have at least one book from all the different languages. For example, the TA argued "They are amazing, so as I said the boy who joined last month who came from Romania with no English, unfortunately wasn't pen pal enabled, but he was in Year 6 so he was capable of reading a book in Romanian, so rather than him sign in a lesson, an English lesson and not being able to access anything, I was able to get him a book and he was delighted, actually when he saw it in his own language, and he had a go and he was teaching me Romanian."

3.3.2. Training and accompaniment

Amongst the training undertaken by staff at S5, the Continuing Professional Development programmes are the most prominent. A few of them have been carried out in the last few years, alongside staff awareness training around EAL and international new arrivals strategies. The school has collaborated with different stakeholders such as staff from the University of Manchester and several consultants.

S6 also have a partnership with Manchester University, which enables the school to train future teachers studying at this university, while also contributing to its own training programme and develop opportunities for research. Another external collaboration is done through the Longsight and Ardwick partnership of schools, which provides opportunities for engaging with local schools and professional development for staff. The school has also set up Teacher Journal Clubs, inviting staff to engage, in groups, with a piece of research connected to their practice (for example, retrieval practice, metacognition, cognitive load)

and further discuss its implications. 'This emphasises the learning community that we have not just for children, but also for staff', says S6T1.

At S3 there are some trainings but individually only CPD, not through school sessions. The support and more specialised training comes from the EAL Lead who shares resources and other information to colleagues. When it comes to external support, she said that "School Improvement Liverpool and obviously they give you strategies and lessons and things but it's a difficult situation at the moment."

At S2, the staff members have been in training around the whole school in order to learn how to use the PENpal (an electronic pen that reads content aloud in over 50 different languages) and be able to implement different activities with children.

3.4 Obstacles, difficulties and weaknesses

Mental Health

A particular reflection of the current migration crisis in Europe are the children with post-traumatic stress disorder (PTSD) enrolled at S6, who come mainly from Syria. While the school has only seven children classified as asylum seekers, S6T1, the headteacher at S5 thinks that the figure is not necessarily accurate: 'We don't always get to know who are the refugees because it's whether or not they are willing to disclose these aspects. There's still this idea of trust in authority in terms of if you're an asylum seeker and things like that'. The school does not necessarily feel prepared to deal with such issues, admits S6T2: 'We're not specialised enough in what we offer, so we've had to find out different charities and resources to support them'. The school has also used a play therapist who is a member of staff as part of their efforts to address the problems faced by children with PTSD.

Although most of the migrant children at S12 do very well academically, the school has had nevertheless a small number of children who have been traumatised by previous experiences and 'their learning journey has not been very successful'.

Deprivation

The high deprivation in the area is also reflected in the mundane struggles of migrant children to attend classes. In a neighbourhood with expensive houses, S6T2 knows of migrant families 'of 5 and 6 members living in a one bedroom flat because that's all they can afford', which, in turn, has devastating impacts on their children's mental health. At the same time, since there are not enough school places across Manchester, particularly for families who have just arrived in the UK, children from the same family can end up being placed in different schools. 'That obviously impacts on attendance, punctuality and has also financial implications because there are more buses these families need to take', observes S6T2. She can often see this precarity reflected in children's lunchboxes: 'Many new arrivals cannot afford to pay £11.5 per week for school lunch and their children would come with

their own food, often times inadequate: three cakes, a bottle of juice, one of water and a pack of crisps. That's not healthy, that's not good'.

Student Mobility

At S6, one of the biggest challenges the school faces is the mobility of students, which is currently at 43%. This means that almost half of the school population is coming and leaving the school other than at the usual times of joining or leaving. The high mobility rate impacts on the overall work patterns within the school, particularly when it comes to international new arrivals, who often require more support with their English. Amongst the factors impacting this mobility are the high numbers of international students whose children are enrolled in the school only for the duration of their studies and the high demand for housing and consequent increasing prices which drive people away from the area. As a result, there are children who might be in school for three to six months and then move on to more affordable areas or leave Manchester altogether.

Similarly, at S12 some of the children are moving on from the school very quickly, which makes it impossible to see how they progress: 'The council moves refugee families out of some accommodations to let other refugees in, which makes no sense from an educational perspective'.

Curriculum

At S3, participants remarked that it is difficult is when pupils come and go in the middle of the year when the whole class is at a certain point. However, the pressure comes from the Curriculum and the framework that "every pupil must be taught the same lesson, the same curriculum regardless of needs". At S5, some members of staff argue that more practical disciplines such as technology, textiles, sewing or cooking could be better suited particularly for migrant students who come in the school very late and have very little knowledge of English: 'It would make them feel accomplished and make them feel like they're doing something. I'd love to take them to town and say <Here's a fiver, you've got to feed four people. Go!> Life skills: Open a bank account, write a letter of application, search for a job that you've got the skills to do, rather than analyse Shakespeare's Macbeth'.

Lack of Resources

Another difficulty mentioned the participants was lack of resources. At S2, one of the main difficulties that educators face is lack of time and is not only related to migrant children's integration. At S5, a recurring theme running across the interviews is the relative small size of the EAL department, which makes the work with over 500 EAL students quite challenging. Several interviewees have expressed their desire to see more teaching assistants hired to work with migrant children directly in classes, alongside mainstream teachers, thus replacing as much as possible the withdrawal and isolation model. As one member of staff admits, the head of the EAL department 'is getting a lot of stick, but 67% of our school is EAL and it's a lot. How can he be expected to teach them English? It doesn't work like that'.

At S3, large class sizes and high percentage of Special Educational Needs students makes it difficult for teachers to focus on the EAL.

3.5   Possibilities for doing it better

When contemplating the extraordinary diversity of students enrolled at S5, it becomes apparent that meeting all the specific needs of each student is indeed a long-lasting process. Most members of staff are aware that more needs to be done to celebrate more the things that are relevant to their students. These continuous struggles are illustrated by some rhetorical questions raised by S5T3: 'In Performing Arts, do they have a look at a play written by an Asian person or a Romanian person? Do they learn Romanian traditional dance or do they do just the classic British ones? In History, when they learn about the war, do they learn about British people or do they learn about German, French, Italian, Romanian? I am not sure this is done. Black History Month was great and my black students were very interested, but they also asked <Why aren't we doing that all the time?>'

A similar challenge appears in relation to engaging the wider community. While the school has good communication with families, it aims to appoint a dedicated community liaison officer and organise more events and activities that involve the parents of migrant children, such as English for Speakers of Other Languages classes. S5T2 thinks that community engagement is more important at S5 than in a less diverse school: 'For some communities it is difficult to know how the system works, because they are very transient, because they don't necessarily value education very much or because they don't know what the expectations are. So we need to constantly engage and communicate with them'.

S2T2, the Year 6 Teacher at S2, suggested that there are some steps that could facilitate integration further. For example, she would like to see more parents-teachers communication apart from the EAL talks (Teapot talks). She argued "thinking about how we could open that to more parents because it's certain groups that come and especially the younger ones how can work with older, so it's thinking about how it could work with the older ones, a lot of the parents work so it's thinking about how we can work around the fact that a lot of them they don't have the time." Another possibility for improvement could be to organise the multicultural market but with the help and presence of all the parents or at least not just the ones of EAL children. As S2T2 said "that's a really good point actually, it should be". However, the organisation of such an event is really difficult as it requires time and resources.

Another proposal for further inclusivity that comes from the teachers is the need to have somebody with the experience and knowledge and come and talk to students. The idea of having a visitor in school seems to be a different way of engaging the children or do a specific activity. However, this comes with the problem of extra costs and how expensive can be to ask someone to join.

4. Conclusions and discussion

The sample of schools in the UK was very diverse and represented a range of school characteristics present in the country and different levels of migrant and ethnic minority students. It is therefore not surprising that the circumstances and challenges the schools face are very different and context dependent. However, it is fair to say that linguistic and cultural diversity is seen as an asset in the schools in our sample, in some cases presence of migrant children is seen as contributing to improvement in performance in the schools.

Integration is understood in a number of different ways, depending on the particular context of each school. Schools such as S4 and S1, which have large ethnic minority representation, perceive integration as part of school's multicultural and multi-ethnic character, which reflects the wider community where there is a positive celebration of diversity. Most of the schools emphasise the importance of avoiding segregation and see integration as supporting and enabling migrant students to participate in standard classes. In S8, private Islamic school for girls, integration is seen as outward facing, by emphasising the importance of being part of the broader community and countering islamophobia. Integration was also understood in terms beyond migration and ethnic diversity, such integration of children with disabilities at S4 and religious integration in faith-based schools (S8, S10, S11, S12). This has been particularly emphasised by S10 in Northern Ireland, where integration is primarily understood through the prism of faith and is considered one of the core values of the school.

Each of the schools has a reception program in order to identify the English as Additional Language students. Although these policies vary, the schools generally understand that integration of students is a priority and work to support them to be able to join in classes, rather than separating them from the rest of the student body. Great efforts are being made to make sure that migrants integrate smoothly into the school environment. The EAL induction and taught programme is a testament this effort. Teaching materials such as interactive educational games and activities tailored for specific subjects encourage migrant participation in classes. These teaching practices also build relationships between students and encourages "cultural congruence" in the student-teacher relationship (Hall, 2005). As demonstrated through conversation with S4T2, she has learned about cultural diversity in the UK from her students forming in addition to students learning from her. Other important materials including posters (in corridors and classrooms), are one of the spaces where students' identities are represented and reflected in the school environment.

However, there are still barriers to integration and success of migrant children in British schools. As identified by participants issues such as material deprivation, mental health issues, lack of resources and high mobility of certain students pose difficulties in this process. Another aspect is that despite some schools making an effort to reflect the diversity of their students through visual materials and cultural events, the educational curriculum itself is still rather ethnocentric, as well as lacks education in many practical skills that would prepare students for functioning in society. In addition, in some schools there are concerns about second and third migrant generation groups (i.e. in particular boys of Caribbean

descent) and whether they are in fact included in the promotion of migrant integration, especially in communities which may have migrated to the UK earlier. The above issue is a matter which may need more attention and perusal so that the promotion of migrant integration is in fact multi-generational. Another concern is that institutional racism still exists leading to the attribution of race-gender stereotypes to pupils. Again, the issue needs further perusal in order to understand the full picture of school dynamics.

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