

Disability & Dyslexia Team Coursework/Exam Certificate - SpLD

Student I.D. Number: 1632440

The above student is registered with the DDT as having a Specific Learning Difference (SpLD). SpLDs are neurological disorders and are recognised disabilities that adversely effect a student's academic performance in some, or all, of the following areas:

- Reading accuracy - misreading texts, exam questions, instructions etc.
- Reading comprehension - particularly at speed
- Proofreading - even when work is spell-checked
- Spelling/use of capital letters
- Grammar/punctuation
- Organisation of written ideas - sequencing ideas, word order/word omission, sentence structure, paragraphing
- Handwriting speed and legibility
- Concentration
- Effects short-term memory
- Difficulties pronouncing, sequencing or finding words when speaking - may effect oral exams/presentations

Dyspraxic students may also display:

- Physical co-ordination difficulties
- Issues relating to spatial awareness

Tutors are asked to make reasonable adjustments when marking coursework and to focus on content and understanding of the subject wherever possible. This does not apply to competence standards.

Coursework:

With adjustments in place a student is expected to meet the course competencies. This document asks that tutors take account of minor errors that, despite the student's best efforts, may have been overlooked during the proofreading process.

Examinations and tests:

Errors may become more severe in test situations and towards the end of a piece of writing, particularly when the student is under time pressure.

This certificate should be used upon submission and cannot be used retrospectively. This certificate is for the sole use of the student identified above. Any unauthorised use will result in disciplinary action up to and including exclusion.

Any queries contact the Disability & Dyslexia Team: ddac@uel.ac.uk

**A Qualitative Exploration of Black Parents' and Carers' Experiences of Working with an inner-
London Educational Psychology Team**

Eartha Chaloner

U1632440

**A thesis submitted in partial fulfilment of the requirements of the University of East London for
the Professional Doctorate in Educational and Child Psychology**

September 2024

36466 words excluding Tables, Figures, References and Appendices

Abstract

Oversubscribed and ambitious for the children and young adults (CYA) it serves, the Educational Psychology team (EPT) is commissioned by most schools and education settings within the inner-London Local Authority's (ILLA) boundary. Yet, analysis of commissions from 2017-2020 highlighted significantly fewer requests to work with Black CYA than White ones; despite a majority Black school-aged population, over-represented in exclusions ascribed to poor behaviour. Informal feedback from commissioners posited Black parents' and carers' (P&Cs) as averse to Educational Psychologist (EP) involvement with their CYA. Thus, in keeping with their commitment to *actively* anti-racist practice and ILLA's objective of supporting all of its CYA to achieve their future potential, this EPT-commissioned study reflects a dialogue with Black P&Cs about the reasons for this.

This study by Black community members about Black community members, aimed to amplify their previously unheard voices, facilitate improved understanding, and provoke change. Accordingly qualitative and emancipatory, underpinned by a transformative paradigm, it features data from 10 semi-structured interviews, analysed using Reflexive Thematic Analysis. The P&Cs story is represented in five themes: (1) EPs: Power, possibility, protection, transformation; (2) Same shet, different decade; (3) Schools: Unwelcoming, unsafe, unjust (and anti-Black?); (4) Doing battle: Pedagogy of the Black parent/carer; and (5) DuBois' Double-consciousness.

Herein, Black P&Cs rejected an aversion to working with EPs. Indeed, some had not known EPs existed until their involvement was proposed in the context of their CYA's exclusion. Instead, Black P&Cs identified schools as hostile environments where fighting for their children's lives is ubiquitous and getting an EP referral is almost impossible. They described school adults as predisposed to labelling Black children as badly behaved rather than communicating a need, whilst 'Whiteness' shields peers behaving in a similar way, and

offered an abundance of antiblack examples. Black P&Cs want to work with EPs and would like them to highlight their CYAs racialised identity/ties, associated strengths and systemic vulnerabilities. They hope this will support school/setting adults to exercise curiosity and care despite them being Black.

These findings are relevant for any EP/EPT/service pursuing increased equity, beneficence, social justice, and *actively* anti-racist practice via partnership with and improved understanding of Black communities.

Keywords: Educational psycholog*, Black parent/carer, Black child*/pupil/student, experience

Acknowledgements

There are a significant number of people to whom I owe a debt of gratitude.

UEL D.Ed.Ch.Psy. Programme Team – Thank you for making my dream possible.

I am fortunate to have been supervised by Dr Miles Thomas. I appreciate you. Thank you for your wise counsel, your unwavering support and for giving me space to think.

Emmanuelle – There are no words to adequately represent your contribution throughout this long and winding road. Thank you for believing I could, even on the days when I couldn't. You make everything better.

Mum – For morning coffee, stewed chicken, rice and peas, macaroni pie and for putting my socks on when I could not. Thank you.

Nicole – For noticing that I needed you. The latter part of this journey would not have been possible without your help each week. Thank you so much.

Cath – My sister from another mister. Thank you for a friendship like no other and for stepping in when the NHS could not. I will love you forever.

Issie – You saved my life. Thank you, forever.

Cohort-16 – Probably the best, most diverse cohort in the world!! It has been my absolute privilege to share this journey with you all. My heartfelt thanks to Kathryn and Hannah G for always checking in, holding the door, black Americano and English breakfast tea. I will never forget your care, your support, your grit and your work ethic.

Enomwoyi Damali – Thank you for your commitment to this project and your belief that I could do it.

Dr Fran Morgan, Natasha Russell, Dr Roxanne Parker, Dr Katherine Hewlett, Dr Siya Mngaza and Dr Sue Franklin – Thank you for supporting my authenticity.

Jemma, Steve, Thomas and Olivia – Thank you for everything. I will never forget you.

Lastly, but most definitely not least, this research would not have been possible without:

- The **thirteen amazing and generous interviewees**. Thank you for your time and for trusting me to share your lived expertise. I hope I have done you and the children justice.
- The five indomitable PAG members. **Anthony, Crystal, Jannett, Juney and Susan**. Thank you for getting involved, for pounding the streets, for your thoughts, your challenge, the life lessons, laughter and everything else. It has been my absolute privilege to partner with you.

John, Natalie and Daniel – Thank you for supporting the project and our community.

Table of Contents

Abstract	iii
Acknowledgements	v
Table of Contents	vi
List of Tables	x
List of Figures	xi
Table of Abbreviations	xii
List of Appendices	xiv
Chapter One: Introduction	1
1.1 Overview	1
1.2 Key Terminology	1
1.2.1.i Race	1
1.2.1.ii Ethnicity	1
1.2.2 Black	2
1.2.3 Global Majority	2
1.2.4 Racism	2
1.2.5 Prejudice	2
1.2.4 Structural Racism	2
1.2.5 Institutional Racism	3
1.2.6 Equality	3
1.2.7 Equity	3
1.2.8 Systemic Violence	3
1.2.9 Weathering	3
1.3 Background to the Study	3
1.3.1 The National Context	3
1.3.2 The Local Context	6
1.4 Research Rationale	7
1.5 Research Aims and Objectives	10
1.6 Researcher's Position	10
1.7 Unique Contribution of the Research	14
1.8 Chapter Summary	15
Chapter Two: Literature Review	16
2.1 Overview	16
2.2 Literature Search Strategy	16
2.2.1 Identifying Relevant Studies	18

2.2.2 Appraisal of Studies	31
2.3 Characteristics of Studies Identified and Explored.....	33
2.4 Aggregative Themes in the Retained Literature	33
2.4.1 Steps Taken to Arrive at Aggregative Themes.....	33
2.4.2 Aggregative Theme One: The Absence of Trust.....	34
2.4.3 Aggregative Theme Two: Race-based Inequity and Anti-Blackness.....	37
2.4.4 Aggregative Theme Three: EPs Racial-Reflexivity and Positioning.....	38
2.5 Limitations of Studies Identified and Explored	40
2.5.1 Lawrence (2014)	40
2.5.2 Gamble (2021)	40
2.5.3 Ajewole (2023a).....	41
2.6 Summary and Conclusions from the Literature Review	41
2.7 Chapter Summary	42
Chapter Three: Methodology and Data Collection	43
3.1 Overview	43
3.2 Aims and Purpose of the Research.....	43
3.2.1 Transformation.....	44
3.3 Theoretical and Conceptual Framework	45
3.3.1 Ontology	46
3.3.2 Epistemology	48
3.3.3 Axiology.....	50
3.4 Research Design.....	53
3.4.1 The Rationale for Choosing ‘Big Q’ Qualitative Research.....	53
3.4.2 Why Reflexive Thematic Analysis?.....	53
3.4.3 The Rationale for a Participatory Approach	54
3.5 Research Procedures	54
3.5.1 Recruitment of PAG Members.....	54
3.5.2 Role of the PAG	55
3.5.3 Challenges Associated With Participatory Approaches	57
3.5.4 Agreeing the Research Question/s	58
3.5.5 Agreeing the Method of Data Collection (FGs or SSIs?)	59
3.5.6 Confirming the Participant Inclusion Criteria.....	60
3.5.7 Participant Recruitment	60
3.5.8 Participants.....	60
3.5.9 Data Collection	64

3.6 The Analytic Process.....	65
3.7 Assessing the Methodological Quality of the Current Research Study	74
3.7.1 Credibility	75
3.7.2 Transferability	76
3.7.3 Dependability	77
3.7.4 Confirmability	77
3.7.5 Transformative	78
3.7.6 Sensitivity to Context.....	80
3.8 Chapter Summary	80
Chapter Four: Findings and Analysis.....	82
4.1 Overview.....	82
4.2 Summary of Themes	84
4.3 Theme 1: EPs: Power, Protection, Possibility, Transformation	84
4.3.1 What is an EP?	85
4.3.2 What a Difference an EP Makes... ..	88
4.3.3 Kind Hands or Serf and Turf?	93
4.3.4 Even Better If?	94
4.4 Theme 2: Same Shet, Different Decade	95
4.4.1 Poisoned Roots.....	96
4.4.2 Dissed!	98
4.4.3 If we hide, they'll go away... ..	100
4.5 Theme 3: Schools: Unwelcoming, Unsafe, Unjust (and Anti-Black?)	101
4.5.1 Kindness has left the building.....	103
4.5.2 Space Invaders	109
4.5.3 Race is always relevant.	112
4.6 Theme 4: Doing Battle: Pedagogy of the Black Parent/Carer	115
4.6.1 S-T-P-P? Oh no, not me!.....	116
4.6.2 The Parents' Revolt.....	119
4.6.3 What's the Tea?	120
4.7 Theme 5: DuBois' Double-consciousness	123
4.7.1 RefleXive Superpower of the Unprivileged?.....	124
4.7.2 Racial Reflexivity	127
4.9 Chapter Summary	136
Chapter Five: Discussion	138
5.1 Overview	138

5.2 Summary of Findings.....	138
5.3 Situating the Findings within the Previous Literature	139
5.4 Considering the Findings within Broader Theoretical Concepts	141
5.4.1 EPs: Power, Protection, Possibility, Transformation	141
5.4.2 Same Shet, Different Decade	145
5.4.3 Schools: Unwelcoming, Unsafe, Unjust (and Anti-Black?)	148
5.4.4 Doing Battle: Pedagogy of the Black Parent/Carer	149
5.4.5 DuBois' Double-Consciousness.....	152
5.5 Critical Review of the Research	155
5.5.1 Strengths and Limitations of the Study.....	158
5.5.2 Implications for Practice	161
5.5.3 Dissemination	164
5.5.4 Suggestions for Future Research	165
5.6 Developing Critically-Conscious- <i>Actively</i> -Anti-Racist-Racially-Reflexive-Praxis....	166
5.7 Final Reflexions.....	169
5.8 Chapter Summary	172
Closing.....	173

List of Tables

Table number	Title
Table 2.1	Search Terms for Scoping Reviews
Table 2.2	Search Terms for Thesaurus Reviews
Table 2.3	Summary of Literature Identified for Research Proposal in November 2022
Table 2.4	Inclusion Criteria for Literature Review, including Scoping and Thesaurus Reviews, Journal, Reference and Citation Harvesting, and Contact with Authors
Table 2.5	Articles Excluded Following Review and Reasons for Exclusion
Table 2.6	Summary of full-text articles retained from the systematic search regarding ‘What is currently known about Black parents’ and carers’ experiences of working with UK Educational Psychologists?’
Table 2.7	Quality Assessment of Retained Literature (Adapted from Critical Skills Appraisal Programme: Qualitative Study Checklist (2018))
Table 3.1	Ideological Intentions for the Current Study
Table 3.2	Demographic Data for PAG Members
Table 3.3	Demographic Data for Parents/Carers Whose Data were Included Following Interview
Table 3.4	Demographic Data for Parents/Carers whose Data were Excluded Following Interview
Table 3.5	Adaptation of Six Step Reflexive Thematic Analysis (Braun and Clarke, 2013)
Table 3.6	Examples of Lincoln’s (2009) Transformative Criteria for Authenticity in this Study
Table 5.1	Implications for Practice
Table 5.2	Dissemination Plan

List of Figures

Figure number	Title
<u>Figure 2.1</u>	PRISMA Flowchart of Literature Review: November 2022
<u>Figure 2.2</u>	Updated PRISMA Flowchart of Literature Review: February 2024
<u>Figure 2.3</u>	Aggregative Themes in the Retained Literature
<u>Figure 3.1</u>	Bronfenbrenner’s Ecosystem (1974, as cited in Stern et al., 2022)
<u>Figure 3.2</u>	Visual Representation of the Theoretical and Conceptual Framework
<u>Figure 3.3</u>	Confirmed Research Question
<u>Figure 3.4</u>	Anticipated Model of PAG Participation
<u>Figure 3.5</u>	Actual Model of PAG Participation
<u>Figure 3.6</u>	Researcher Reflexivity (RR)
<u>Figure 4.1</u>	Thematic Map
<u>Figure 4.2</u>	Subordinate Themes for Theme One
<u>Figure 4.3</u>	Subordinate Themes for Theme Two
<u>Figure 4.4</u>	Subordinate Themes for Theme Three
<u>Figure 4.5</u>	Researcher Reflexivity: Before
<u>Figure 4.6</u>	Subordinate Themes for Theme Four
<u>Figure 4.7</u>	Subordinate Themes for Theme Five
<u>Figure 4.8</u>	Researcher Reflection: Interview 1
<u>Figure 4.9</u>	Researcher Reflection: Interview 2
<u>Figure 4.10</u>	Researcher Reflection: Interview 3
<u>Figure 4.11</u>	Researcher Reflection: Interview 4
<u>Figure 4.12</u>	Researcher Reflection: Interview 5
<u>Figure 4.13</u>	Researcher Reflection: Interview 6
<u>Figure 4.14</u>	Researcher Reflection: Interview 7
<u>Figure 4.15</u>	Researcher Reflection: Interview 8
<u>Figure 4.16</u>	Researcher Reflection: Interview 9
<u>Figure 4.17</u>	Researcher Reflection: Interview 10
<u>Figure 5.1</u>	Aggregative Themes in the Retained Literature (repeated)
<u>Figure 5.2</u>	The Five Themes (repeated)
<u>Figure 5.3</u>	RR: Critically-Conscious, Race-Related Reflexivity
<u>Figure 5.4</u>	Examples of Racist Harm Reported by ILLA P&Cs at Interviews
<u>Figure 5.5</u>	From Reflective Practice towards Racially-Reflexive-Praxis
<u>Figure 5.6</u>	Exploration: Ideological Intentions and Analytic Themes
<u>Figure 5.7</u>	Emancipation: Ideological Intentions and Analytic Themes
<u>Figure 5.8</u>	Strengths of the Study
<u>Figure 5.9</u>	Limitations of the Study
<u>Figure 5.10</u>	Researcher Reflexivity: Cultural Competence and AARP
<u>Figure 5.11(i)</u>	CARP: Reflexion-for-Action (Part 1: The Self)
<u>Figure 5.11(ii)</u>	CARP: Reflexion-for-Action (Part 1I: The Other)

Table of Abbreviations

Abbreviation	Term
AARP	<i>Actively</i> Anti-Racist Practice
AEP	Alternative Education Provision
A Level	Advanced Level General Certificate of Education (pre-university)
BA	Black-African
BC	Black-Caribbean
BCCC	Black-Caribbean-Commonwealth-Citizens
BFE	Black Feminist Epistemology
BGM	Black and Global Majority
Black P&Cs	Black Parents and Carers
BO (BBA)	Black Other (Black-British-African);
BO (M: BC+W)	Black Other (Mixed: Black-Caribbean + White).
BPS	British Psychological Society
CAMHS	Children and Adolescent Mental Health Services
CARP	Critically-Conscious- <i>Actively</i> -Anti-Racist-Racially-Reflexive Praxis
CASP	Critical Appraisal Skills Programme
CC	Cultural Competence
C&F Act, 2014	Children and Families Act 2014
Child/ren or CYA	Children and Young Adults (0-18 and 18-25 years, respectively)
CRED	Commission on Race and Ethnic Disparities
CSC	Children's Social Care
DfE	Department for Education
EHENA	Education, Health and Care Needs Assessment
EHCP	Education, Health and Care Plan
EM	Emancipation: Ideological Intentions
EPT	Educational Psychology Team
EP/EPs	Educational Psychologist / Educational Psychologists
EXP	Exploration: Ideological Intentions
EY	Early years
GCSE	General Certificate of Secondary Education (UK except Scotland)
HCPC	Health and Care Professions Council
IR	Institutional Racism
ILEA	Inner London Education Authority
ILLA	Inner-London Local Authority
LA	Local Authority
LGBTQ+	Lesbian, Gay, Bisexual, Transgender and Queer + other identities
PAG	Participant Advisory Group
PG	Post graduate
PR	Participatory Research
RfI/s	Requests for EP Involvement (Referrals)

Abbreviation	Term
RR	Researcher Reflexivity
RRP	Racially-Reflexive-Praxis
School/Setting	Any educational establishment for CYA aged 0-25 years
SEN	Special Educational Needs
SEND	Special Educational Needs and Disability
SENDCO	Special Educational Needs and Disability Coordinator
SEND CoP, 2015	Special Educational Needs and Disability Code of Practice: 0-25 years
STPP	School-to-Prison-Pipeline
TEP	Trainee Educational Psychologist/Educational Psychologist in Training
TWG	The Windrush Generation
UK	United Kingdom
UEL	University of East London
WP	White Privilege

List of Appendices

Appendix	Title
<u>Appendix A</u>	The Difference Between Equality and Equity
<u>Appendix B</u>	Ethical Approval
<u>Appendix C</u>	National Association of School Psychologists Infographic
<u>Appendix D</u>	PAG Participant Information Sheet
<u>Appendix E</u>	PAG Consent Form
<u>Appendix F</u>	Research Advertisement
<u>Appendix G</u>	Participant Information Sheet
<u>Appendix H</u>	Participant Consent Form
<u>Appendix I</u>	Samples of PAG Meeting/Training Slides
<u>Appendix J</u>	Agreed Interview Schedule
<u>Appendix K</u>	Anonymised Interview Transcript Coded by a PAG Member
<u>Appendix L</u>	Themes and Quotes Day photographs
<u>Appendix M</u>	PAG Member Reflections
<u>Appendix N</u>	Johnstone & Boyle's (2018a, 2018b) PTMF: Types of Power
<u>Appendix O</u>	McIntosh's (1988/1990) 50 White Privileges
<u>Appendix P</u>	Visual Representation of the Peruvian Quechua (n.d.) Hummingbird

Chapter One: Introduction

1.1 Overview

This chapter contextualises Black parents' and carers' experiences of working with an inner-London Educational Psychology Team (EPT), locally and nationally. Explanations of key terminology are provided together with information regarding the children, young adults (CYA) and families needing to use the LA's Educational Psychology service, and the associated socio-cultural, structural and institutional challenges. The concepts of social justice and racism are discussed. Finally, deployment of a participatory approach is explored before concluding with the unique contribution offered by this research study.

1.2 Key Terminology

Terms operationalised in this study and warranting explanation are detailed below.

1.2.1.i Race

Whilst race is widely posited as an imagined and socially-constructed grouping (Haney-López, 1994), herein it is conceptualised as a salient and measurable indicator of continuing inequity of access to social, physical and economic resources (Omi & Winant, 1994).

1.2.1.ii Ethnicity

Is the "Cultural traditions, beliefs, and behaviors ... passed down through generations. ... e.g., Mexican, Cuban, Nicaraguan, Chinese, Taiwanese, Filipino, Jamaican, African-American, Haitian, Italian, Irish, and German..." (Umaña-Taylor et al., 2004, p. 16). On its own, ethnicity fails to acknowledge differences between Black groups and the sameness of pervasive inequity resulting from antiblackness. Moreover, the development of ethnic identity is understood to be facilitated by experiences posited as race-based, suggesting that racial identity occurs first (Cross, 1991; Tatum, 1992; Umaña-Taylor et al., 2014).

1.2.2 Black

In this study, 'Black' denotes people of Black-African, Black-Caribbean, and Black-African-Caribbean descent, whose skin is black/brown, and who self-identify as Black, irrespective of nationality. This includes people of mixed-heritage i.e., with one birth parent of Black-African, Black-Caribbean, or Black-African-Caribbean descent, given their socially-constructed grouping by virtue of skin colour that is not White.

1.2.3 Global Majority

Global Majority (Campbell-Stephens, 2021) replaces 'minority ethnic' in recognition that Black people and people of colour are the majority human population, despite being minoritised in many parts of the world. The term Black, Asian and Minority Ethnic (BAME) is similarly rejected given it groups all non-White people into a meaningless collective (Inc Arts UK, 2020) which fails to recognise their heterogeneity, and often, their humanity.

1.2.4 Racism

"A multifaceted, deeply embedded, often taken-for-granted aspect of power relations" (Gillborn, 2005, p. 485) and "strategy for the maintenance of privilege" (Wellman 1977, p. 42); with privilege being the inherent social power and advantage conferred by Whiteness, irrespective of social class and integral to structural and systemic inequity (Tatum, 1992).

1.2.5 Prejudice

A biased attitude, belief or opinion (Tatum, 1992).

1.2.4 Structural Racism

Involves all social, political and economic systems collectively. It describes how systems and processes, past and present beliefs, and social pressures, manifest inequity between racial groups (Gillborn et al., 2016).

1.2.5 Institutional Racism

The different ways racism is practised in institutions such as schools and workplaces that maintain structural racism (Gillborn et al., 2016).

1.2.6 Equality

Treating everyone the same. See Appendix A.

1.2.7 Equity

Treating everyone according to their individual need, thus limiting the impact of any disadvantages conferred by virtue of the circumstances of their birth. See Appendix A.

1.2.8 Systemic Violence

Action taken to maintain order within hierarchical social structures e.g., schools, where the adults have delegated authority over CYA (Epp & Watkinson, 1997).

1.2.9 Weathering

The deleterious impact of aggregative structural and systemic violence, intersectional, sociocultural and economic disadvantages which confer a predisposition for Black women's physical health to deteriorate more quickly than their peers (Geronimus, 1992).

1.3 Background to the Study

1.3.1 The National Context

1.3.1.1 The Genesis of Special Educational Needs. An increased necessity to identify special educational needs (SEN) arose from the introduction of compulsory schooling for children aged 5-12 years (1870 Education Act). Subsequently, in 1913, attempting to reduce the costly placement of “retarded” children into schools designated for the “mentally deficient” (Hearnshaw, 1979, p. 33), the London City Council appointed Cyril Burt, the first EP, to categorise them via psychological assessment (Maliphant et al., 2013). The concept of ‘educational sub-normality’ (lacking the intellectual capacity to cope with average school demands) was introduced in the 1944 Education Act. It was abolished in the 1981 Education Act which concurrently established a statutory requirement for multi-

professional assessment of all children with suspected SEN, and specifically, compulsory assessment by local authority (LA) EPs.

1.3.1.2 Black People in Britain. Black people's presence in Britain predates the 17th century chattel slave trade, to the Roman Empire, yet many British people assume an approximate 75-year history (Olusoga, 2021). On 22nd June 1948, a much-publicised group of 492 Black-Caribbean-Commonwealth-Citizens (BCCC) many of whom had served in the British Army during World War Two, arrived at Tilbury Docks; exercising, their right to relocate within the British Empire by virtue of colonisation (Patel, 2021). This group, and others arriving until 1971, became known as 'The Windrush Generation' (TWG). Marketed as coming to help re-build 'the motherland' (The British Broadcasting Corporation (The BBC), 1948), TWG were 'welcomed', and subsequently 'invited', to fill jobs the White-British population did not want, making notable contributions to the NHS, transport and manufacturing (Fryer, 1984/2018). Once settled, the BCCC welcomed their partners and children, resulting in a number of Black-Caribbean (BC) children requiring integration into schools (Rampton, 1981).

1.3.1.3 "How the West Indian Child was made Educationally Subnormal in the British School System". Class and cultural bias (Curtis, 2005), facilitated by Government Medical Officers of Health and Educational Psychologists (EPs), resulted in BC children being labelled deficient; incapable of learning, and thus, 'educationally sub-normal' (ESN), i.e., unable to "cope with the average academic requirements of a normal school ... because ... of low intelligence" (Coard, 1971/2021, p. 5). Consequently, by 1967, the Inner London Education Authority (ILEA) reported alarming numbers (28%) of migrant children, 75% of whom were BC, enrolled at schools for the ESN. Coard submits that BC parents were misled into believing 'special school' meant staff were highly-skilled interventionists, and their children would return to 'normal school' after a period of intensive support to bridge

differences arising from migration and a need for acculturation. However, special schools focused on “social adequacy” and “survival” (Coard, 1971/2021, p. 8) rather than a typical curriculum, rendering a mainstream return almost impossible. A leaked internal report (ILEA, 1968) evidenced ILEA’s knowledge that the ‘immigrant children’ had similar IQ scores to their White-British peers so were not deficient. Nevertheless, ILEA branded them “culturally deprived” and “emotionally disturbed”, insisting that despite their comparatively high IQs, special schools should accommodate them until alternative arrangements could be made. This was to ensure there were fewer than 30% of ‘immigrant children’ in any one school (Department of Education and Science (DES), 1965, 1971).

1.3.1.4 The Contextual Legacy. Today, many of those ‘immigrant children’ whose “deficits were imposed upon them by the system” (Coard, 1971/2021) are P&Cs and grandparents of Britain’s Black-Caribbean (Black) and Black-Caribbean-and-White-mixed-heritage (Black) children. Widely posited as an exemplar of modern multiculturalism and tolerance, the UK’s reputation belies a neoliberal socio-economic context typified by decades of racial inequity and societal abjection (Agyeman & Lichwa, 2020; Fryer, 1984/2018; Olusoga, 2021) for its 4% Black population (ONS, 2022). Black people are more than four times more likely to be stopped and searched (UKG, 2023), four times more likely to be diagnosed with mental ill-health (Mind, 2023), and four times more likely to die in childbirth (NPEU, 2023).

Acknowledged nationally as least likely to succeed in education (UKG, 2023), Britain’s Black children remain four times more likely to be excluded from mainstream schools without their SEN and disability (SEND) acknowledged, or accurately identified (Perera, 2020) and more likely to be imprisoned for non-violent first offences (Cathro et al., 2023). Black children accept anti-black abuse as normative; with 95% being exposed to racist language at school (YMCA, 2020). Thus, despite an abundance of legislation requiring

protection and professional assessment of any child who might have SEND (C&F Act, 2014; Education Act, 1944; Education Act, 1981; Equality Act, 2010; SEND CoP, 2015), scant progress has been made since the indiscriminate, assumptive judgements of the 1960s/70s and the continuing lack of relevant and accurate understanding of Black CYA's needs.

1.3.1.5 Politics. As discussed elsewhere, whilst commentators such as Birbalsingh (Shand-Baptiste, 2019) and Sewell (Commission on Race and Ethnic Disparities (CRED), 2021) assert otherwise, in truth, the BC-British progeny of TWG have macrosystems (Bronfenbrenner, 1974; Stern et al., 2022) built upon class (Gillborn et al., 2016), cultural (Fryer, 1984/2018) and adultification biases (Davis & Marsh, 2020; Epstein et al., 2017). This amounts to demonisation (Zimmermann, 2018), dehumanisation (A. L. Brown, 2018; Goff et al., 2008, 2014), disciplinary disproportionality (Department for Education (DfE), 2021) and criminalisation (Her Majesty's Inspectorate of Probation (HMIP), 2021). An increasingly (fascistic) discourse perpetuates the individualistic, and deliberately divisive (Thatcherite) messaging of 'effort equals reward' (Heberle, 2019; Scott-Samuel et al., 2014). Yet, one need look no further than Foucault (2020b) to understand how dominant messaging which enforces measured self-surveillance against socially-accepted cultural norms, subordinates society's 'less-thans'. Consequently, success cannot be determined solely by one's ability to maximise allegedly abundant opportunities (CRED, 2021), from a position of socio-economic deprivation, and that the majority of model-minorities (Bradbury, 2013; Gillborn, 2008) whose progress is used to deny the ubiquitous structural and institutional racism (IR) in Britain today, are neither poor, nor Black.

1.3.2 The Local Context

Locally, Black children's school attainment and lived experiences echo the national picture. The most deprived local authority (LA) area in south London, with the 50th highest index of deprivation in the UK, one-quarter of residents are children aged 0-19 years; 33%

live in poverty (Trust for London, 2023). The prevalence of vulnerability, domestic abuse and maternal mental-illness (Patel & Williams, 2018) is greater than the London average and a majority White adult population masks the 75 nationalities and 170 languages of the 46% Black and Global Majority (BGM) communities (ILLA, 2023c, 2023a, 2023b), 76% of whom are school-aged (ILLA, 2019). Whilst the borough's diversity, and history of opposing oppression is celebrated as a significant strength, the challenges to delivering relevant, reliable and equitable services are manifold.

ILLA's education-specific objectives are (i) improving attainment, inclusion, and equity; (ii) ensuring every CYA is attending a 'good' school; and achieving their potential (ILLA, 2022). However, typified by some of the worst Key Stage Four (KS4) outcomes in London (DfE, 2021), ILLA's Black children are:

- Least likely to achieve 5 GCSEs.
- Subjected to more punitive responses to behavioural communication in all education settings and excluded with unacknowledged vulnerability/trauma/SEND (Department for Education (DfE), 2022; ILLA, 2023b).
- The largest Alternative-Education-Provision (AEP) population, and thus at greater risk of joining the School-to-Prison-Pipeline (STPP; Graham, 2016).
- The biggest Youth Justice Service user-group, representing one of the highest number of first-time entrants to the criminal justice system nationally (ILLA, 2019). They are imprisoned for non-violent crime more frequently than their White peers (Cathro et al., 2023).

1.4 Research Rationale

This study concerned the work of an EP team (EPT) serving a majority Black, inner-city school-aged and young adult population. Within DfE guidelines, their primary function is statutory assessment of Education, Health and Care needs (EHCNA). However, most (90%)

of the borough's schools/settings also subscribed to their traded offer. Nevertheless, a significant disparity existed between the number of Black CYA they were commissioned to work with, compared with their White peers (Apontua & Stevens, 2023); whilst LA data indicated Black children were more in need. Consequently, this study explored whether the disparate level of 'referrals', known as 'Requests for EP Involvement' (RfIs) to work with Black CYA, reflected a continuing mistrust of EPs among Black P&Cs. It builds upon:

- The EPT's ongoing drive for increased cultural-competence (which began in 2017) supported by a peer-led Anti-Racism Working Group, and their shift to embed *actively* anti-racist practice (Tatum, 2018, 1997/2021) in November 2023.
- Feedback indicating Black P&Cs do not wish to work with EPs from commissioners including Special Educational Needs and Disability Coordinators (SENDCOs) in 2021.
- Work entitled 'The Equity Project', undertaken by six previous Trainee Educational Psychologists (TEPs), supervised by a senior EP, during 2020-2023 professional practice placements.

The six TEPs who worked on the Equity Project made several observations:

Apontua & Stevens (2021):

- In the period 2016-2020, school/setting commissioners made fewer RfIs with Black-African children compared with White peers. Despite a 76% BGM school-aged population, when RfIs were reviewed there was a 2% overrepresentation of RfIs for White-British children compared with a 5% underrepresentation for Black-African children (Apontua & Stevens, 2023). The quality of parent contributions to RfIs was poor, suggesting limited relational working between schools/settings and Black P&Cs. Additionally, and echoing the national trend, local data indicated that Black-African children were the most successful of the Black groups, whilst Black-Caribbean and Black-Caribbean-and-White-mixed-heritage children were least successful.

- There were insufficient data for comparison regarding RfI for other groups of Black children.
- School/setting commissioners may be under-identifying the needs of Black children.
- Very few school/setting commissioners attended cost-free training provided by the EPT to support use of a new Culturally Responsive Referral Framework (Apontua & Stevens, 2023; Gilbert et al., 2016; ILLA, 2022; ILLA EPT, 2021; ILLA Learning, 2021).

Harding & Valdrighi (2022):

- Black P&Cs were silent when asked about their experiences of working with EPs.
- The identity of T/EPs requesting information/attempting engagement from a community must be considered.

Thurman and Wilson (2023):

- Some Black P&Cs:
 - Did not know about EPs and their service offer.
 - Were confused about the difference between EPs and children and adolescent mental health service (CAMHS) practitioners.
 - Felt their race was either not considered or caused additional barriers.
 - Felt hiding their racial identity might improve access to services.
 - Felt it was unsafe or pointless providing feedback because “nothing changes” for Black families when feedback is given regarding services such as education. They would like their feedback to be valued and acted upon to improve services.
 - Still feel enslaved by the system...
- There was a need for EPs to facilitate P&Cs to speak about barriers they had faced previously and share how practice was being adapted specifically to meet Black P&Cs needs.

1.5 Research Aims and Objectives

Anecdotally, BGM P&Cs who engage with ILLA EPs report a positive experience, as do White P&Cs. However, an external review of individual casework challenged the application of cultural competence. Considered in tandem with the data regarding RfIs and Black P&Cs silence when asked for feedback, this confirmed the team's desire for further examination. Consequently, this study aimed to increase understanding of Black P&Cs' experiences of working with ILLA EPs, what underpins their thoughts and feelings, and whether this corresponds with the disparate level of RfIs for Black children, compared with their White peers. The EPT hoped a detailed exploration of these phenomena and its real-world impact would:

- Offer insight about whether and how Black P&Cs decision-making regarding EP involvement might be better supported; ensuring access to information that will facilitate informed choice about working with an EP.
- Open a dialogue with Black communities underpinned by increased feelings of safety and trust, given BGM children represent 76% of the borough's school-aged population.
- Inform practice and new ways of working with Black communities, and drive service development decisions.
- Empower Black P&Cs self-advocacy so they felt confident working with an EP would effectively support them and the school/setting to achieve better outcomes for their Black child.
- Clarify whether fewer RfIs with Black children are linked with Black P&Cs' experiences of working with EPs, a lack of understanding of the EP role, or both.

1.6 Researcher's Position

This section is written in the first-person affording readers transparency regarding my proximity to the research topic. Unapologetically and *actively* antiracist, this thesis

challenged me. I am fortunate to have been subjected to (or conscious of) little intentional racism prior to my mid-30s, yet those experiences secured a “double consciousness” (DuBois, 1903/2007, p. 123); an inability to deny racism exists, the felt responsibility of ‘flag-bearing’, and its consequent emotional labour (Hochschild, 1983). Having started from a position of belief in the goodness of people because most people are not knowingly racist, and the possibility of combating racism by helping others to accept its existence, ‘call-it-out’ and challenge it (Cole, 2004), this thesis journey forced me to think again. My optimism, most recently symbolized by the fire-fighting hummingbird (Appendix R) whose every small act makes a difference, was forced aside to consider the application of Critical Race Theory (CRT) and Afropessimism (from which antiblackness is derived) perhaps because I have lived the truth told in the stories I heard. Herein, my focus is on antiblack racism (antiblackness). Whilst other forms are equally harmful, I believe they are less innate, and less prevalent than antiblackness in Britain. Thus, I expect combating antiblackness will eradicate most other ‘-isms’ marginalised and oppressed people live every day.

Wright (2017) posits educational psychology’s ignominious history as a continual, intergenerational “haunting” (Frosh, 2012, p. 242), consequent upon failing to address the stain of colonialism underpinning EP practice since its inception. Thus, I am an “intersectionality-laden other” (Chaloner, 2022a), a Black, female, physically-disabled and neurodivergent researcher, joining a profession erstwhile complicit in the abjection of people like me, and CYA like mine (Byrd et al., 2021; Coard, 1971/2021; Wright, 2017). Wellman (1977) defined racism as “a strategy for the maintenance of white racial privilege”, unrelated to social class (p. 42). I concur. Listing 50 privileges attached to Whiteness, and thus the epitome of social desirability, McIntosh (1988/1990) used the metaphor of an invisible knapsack (rucksack) to exemplify how as a White woman, unearned advantages accompany her everywhere; and speaks frankly about her 30-year journey to enlightenment (McIntosh,

2019). Contrastingly, my rucksack contains two benefits; melanin (the reason ‘Black don’t crack’) and intuition (Collins, 2009; DuBois, 1903/2007). Consequently, with increased knowledge and the courage of age, it feels important to consider how best to use the additional privileges lent by virtue of inhabiting the EP role (Wright, 2017, 2020), to speak truth to power (Rustin, 1942/2012).

My interest in this topic is underpinned by experience of volunteering as a parent helper and subsequent employment as a learning support assistant, whole-school inclusion teaching assistant, learning mentor, and Assistant SENCo in south London schools. I worked with many children with/without SEND and/or at risk of exclusion, the commonality being that Black P&Cs were regularly labelled ‘disinterested’, ‘hard to reach’, ‘difficult’ or guilty of ‘not prioritising education’, yet that was rarely my experience of them. Accordingly, I have tried hard to ensure the Black P&Cs who courageously shared their stories with me are heard in this thesis. In Chapter Four, this meant privileging their words by sometimes including lengthy extracts from their interviews. I make no apology for this. Their experiences hurt. I was/am compelled to ensure their voices are heard – finally; and I had no wish to sanitise or punctuate this with too many words of my own (Aldridge, 2015). Indeed, I could not hope to offer better meaning-making than the participants’ own. It feels essential for colleagues to hear the authentic voices of a group labelled ‘hard to reach’, hence, I have intentionally used my borrowed privilege to “mute” (p. 137) myself whenever possible, whilst attempting to attain an academic register.

I believe the continued facilitation of ‘othering’ (Chilisa, 2005) within the psychological professions, the privileging of empirical studies and continuing questions about the validity of work by minoritized and racialised researchers must stop. It diminishes the significance of our/Black peoples’ lived experiences (Collins, 2009; D. S. Newman et al., 2021; Noltemeyer et al., 2013; Noltemeyer & Grapin, 2021) and is therefore unacceptable.

Whilst not solely the purview of EPs, we are uniquely placed to dismantle inequity by virtue of our relationships with schools/settings; our strategic reach within large institutions, our gifted social privilege and titular power (Foucault, 1982; Harré, 2012; Harré et al., 2009); thus, legally and morally we are called to do so (C&F Act, 2014; Equality Act, 2010; 2006, 2017, 2018; 2023b). My hope is that readers will be encouraged to do their own work to become critically-conscious (Freire, 1968/2017), whichever psychological (or other) profession they belong to, but particularly if they are an EP. A shared role in classifying difference and deciding who ‘deserves’ SEND resources confers undeniably politicised power and positioning (Foucault, 2020b; Harré et al., 2009). EPs must stop hiding and start leading (Roffey et al., 2018). Ethically obliged to deliver social justice, beneficence and non-maleficence, members of the profession must ask themselves, ‘Did I do that, or did I mark time until I could escape to do something less difficult?’, ‘Did I accept public money to train - money allocated for serving those most in need?’ How did I serve those most in need, in recognition of that investment?’

In conclusion, having rediscovered my optimism, I have also acknowledged that my knapsack contains several truths, alongside my two privileges:

- I object to being judged because I have Black skin, yet I accept that White gaze and White privilege are inherently bred (McIntosh, 1988/1990), and thus shared by many of those I love, and who love me.
- I do not believe it is possible to live and work by different truths. Racism permeates every aspect of the self and requires conscious action and commitment to identify, understand, and alter. Racist values at home, and among the company one keeps determines one’s professional actions – albeit perhaps unintentionally. *Active* anti-racism is not a coat one can put on only during service hours.

- I agree with Levinas (1969/1980). He argued that one cannot consider oneself ‘ethical’ if one’s spontaneous/natural behaviour is different when the ‘othered’ i.e., someone racialised as Black, is silent, absent or not in one’s conscious thoughts. I understand this to mean that those who behave differently when ‘others’ are in the room may need to reconsider their moral positioning.

1.7 Unique Contribution of the Research

As indicated in ‘1.6 Researcher’s Position’, the researcher positions EPs as public servants, driven by vocation and ideological currency. Fox (2015) posited EPs values as “autonomy...; beneficence... non-maleficence..., and social justice...(.)” (p. 384). Yet, he and others (Gillborn et al., 2017; D. S. Newman et al., 2021; J. Newman & Clarke, 2009; Noltemeyer & Grapin, 2021; Rollock & Gillborn, 2011) opine that what is not felt, seen, and voiced by those with privilege, generally remains unchallenged. EPs are privileged. Gifted with social and titular power, which Giddens (1984) defined as a “transformative capacity”, and thus an inherent responsibility for disrupting oppressive systems (Freire, 1968/2017).

Accordingly, this EPT-commissioned participatory research (PR) project encompassed within a transformative paradigm (Mertens, 2010, 2021) amplifies the voices of currently silent Black P&Cs’, who have been subjected to outgroup abjection in Britain for decades (Fryer, 1984/2018; Olusoga, 2021; Tyler, 2013), and whose children are the least well-served in British schools (Abdi, 2015; Afuape et al., 2022; Ajewole, 2023b; R. E. Anderson et al., 2019; Barr & Neville, 2014; K. Graham, 2016; HMIP, 2021; Joseph-Salisbury, 2020; Mngaza, 2020; Zimmermann, 2018). Given this context, it is reasonable to assume Black P&Cs’ experiences of power wielded by government workers, mediated a mistrust of professionals, and specifically EPs (Coard, 1971/2021). Yet, the scarcity of recent, relevant research suggested an uninspiring level of apathy and resignation from the profession, despite acknowledging its institutional racism 25 years ago (Cline, 1999).

To the researcher's knowledge, no existing PR study has explicitly storied the socio-political and historic contexts informing power relationships between Black P&Cs as racialised and marginalised service-users, and EPs as service providers and agents of the state. The study's major strength is its trailblazing Participant Advisory Group (PAG), constituted of racialised and marginalised community representatives – experts-by-experience, who co-created a process to explore the lived experiences of their communities, analysed interview data, identified codes and chose themes. The themes offer a novel interpretation of the relationship between the oppressed, and their perceived oppressors for colleagues to build upon.

1.8 Chapter Summary

This chapter debated the socio-historical contexts that have led to the need for this research, offering a local and national context for Black P&Cs' experiences of working with EPs, and some associated challenges. Use of a participatory approach was touched upon, before concluding with the researcher's position and the study's unique contribution. In Chapter Two consideration is given to the literature regarding Black P&Cs' experiences of working with EPs between 2012 and 2023.

Chapter Two: Literature Review

2.1 Overview

This chapter offers a comprehensive review of the existing literature regarding Black P&Cs' experiences of working with UK Educational Psychologists between 2012 and 2023. It outlines the researcher's process for identifying the chosen articles and offers an aggregative synthesis of their primary themes: 'The absence of trust'; 'Race-based inequity and anti-Blackness', and 'EPs racial-reflexivity and positioning'. Each theme details the selected articles together with a critical analysis of the research process and findings in each study. The researcher concludes with the relevance of the current research in relation to the gap evidenced by the review.

2.2 Literature Search Strategy

In August 2022, a Scoping Review was undertaken using the SALSA framework (Search, Appraisal, Synthesis, Analysis) drawing on Grant and Booth (2009) and Booth et al., (2021). Initially, the researcher adopted a broadbrush approach, using ten databases. These were: EBSCO, Scopus, APA Psycinfo, Academic Search Ultimate, Child Development and Adolescent Studies, Education Research Complete, ERIC, British Education Index, ProQuest, and Google Scholar. These databases were selected because they were considered likely to provide access to a greater quantity of research regarding Black P/C working with UK EPs. The Scoping Review focused on identification of the literature available to respond to the question, '*What is currently known about Black parents' and carers' experiences of working with UK EPs?*', constructed using the 'population, concept, context (PCC)' format advocated by Peters et al., (2020).

Advice from the School of Psychology specialist librarian led to thesaurus searches in September and October 2022, with two further broadbrush searches in November 2022. The Literature Review, including thesaurus searches and citation harvesting, yielded just three

relevant peer-reviewed publications (Gamble, 2021; Lawrence, 2014; Ratheram & Kelly, 2021) as shown in Tables 2.1, 2.2 and 2.3; Figures 2.1 and 2.2. It should be noted that Gamble (2021) focuses on practice in the United States of America (USA) but was included given the scarcity of UK literature. There are similarities in parent experiences (Wheeler et al., 2024), and a focus on school psychologists' relationships with P&Cs; 90% of whom self-identified as Black. Similarly to EPs practising in the UK, school psychologists' (SPs) are identified as professionals who support children to succeed with their learning (National Association of School Psychologists, 2024; Appendix C).

Determined to locate further studies, following attendance at an online seminar titled, 'Undertaking Literature Reviews' in January 2023, the researcher began consulting Research Rabbit each week using Lawrence (2014) as an anchor, given its direct relevance to the review question. Additionally, the researcher signed up for alerts, via BrowZine Library, regarding new articles from specialist journals identified during citation harvests and previous systematic searches. These were Educational Researcher, Ethnic and Racial Studies, Exceptional Children, Journal of Black Psychology, The Global South and The Journal of Negro Education. The researcher also considered additional grey literature, including ILLA's own publications. In October 2023, the researcher was contacted by a doctoral programme alumna with whom she became acquainted during shared lectures. This was regarding her recent peer-reviewed publication which had synergies with the researcher's thesis topic (Ajewole, 2023a) and increased the yield to four relevant peer-reviewed publications. A review of articles from the specialist journals (N=696) undertaken in February 2024, yielded no further items, and no relevant items were retrieved from UEL's Black History Archive in March 2024. Review of the UEL's periodical, Educational Psychology Research and Practice which privileges research with marginalised and racialised communities, also yielded no further relevant texts.

2.2.1 Identifying Relevant Studies

Table 2.1

Search Terms for Scoping Reviews

	TI	AB	AB	AB	N/A	N/A
22.08.2022 Yield=56 Reviewed=17 Duplicates=0	("black parents" or "black carers" or "black mothers" or "black fathers") OR	(people of color or minority or African American or minoritised) AND	(experiences or perceptions or attitudes or views or feelings) AND	("educational psychologist" or educat* psycholog* or school psychology or school psychologist		
17.11.2022 Yield=4 Reviewed=0 Duplicates=3	"Educational Psycholog*" AND ("black child*" OR "black parent*")					
23.11.2022 Yield=151 Reviewed=38		"black mother" "black father" "Black parent"	People of color or minorities or African-		experiences or perceptions or attitudes or views or feelings	("school psycholog") OR ("education psycholog")

TI	AB	AB	AB	N/A	N/A
Duplicates=113	“Black carer” OR	American or Latinx AND			
23.11.2022				Black parents and educational psychologists	
Google Scholar					
Yield=2					
Duplicates=2					

Note. TI = title; AB = abstract. An * broadens a search by finding all words beginning with the letters placed in front of it. The parentheses (xxx) prioritise which information is read/interpreted first. Inverted commas “xxx” signify the end of a search phrase; AND combines terms; results contain all terms searched for; OR combines similar search terms; results contain at least one of the terms searched for.

Table 2.2*Search Terms for Thesaurus Reviews*

	TI	AB	DE	N/A
30.09.2022 Yield=1431 Reviewed=295 Duplicates=1	("educational psycholog*") AND		DE "Educational Psychology" OR DE "School Psychology" OR DE "Educational Psychologists" OR DE School Psychologists") AND	black child* OR ("black student" OR "black youth*" OR *black young people" OR "black pupils")
29.10.2022 Yield=5 Reviewed=3 Duplicates=0			DE "Educational Psychologists" AND ("black child*" OR "black pupil*" OR "black parent*")	
29.10.2022 Yield=5 Reviewed=3 Duplicates=3			DE "Educational Psychologists" AND ("black child*" OR "black pupil*" OR "black parent*" OR "black carer*")	
29.10.2022 Yield=5 Reviewed = 3 Duplicates=3			DE "Educational Psychologists" AND ("black child*" OR "black parent*")	

	TI	AB	DE	N/A
29.10.2022		“Educational		
Yield= 4		Psychologists” AND		
Review= 4		(“black child*” OR “black		
Duplicates=3		parent*”)		
29.10.2022		“Educational Psycholog*”		
Yield=324		AND (“black child*” OR		
Review=141		“black parent*”)		
Duplicates=1				

Note. TI = title; AB = abstract; DE = exact phrase. An * broadens a search by finding all words beginning with the letters placed in front of it.

The parentheses (xxx) prioritise which information is read/interpreted first. Inverted commas “xxx” signify the end of a search phrase; AND combines terms; results contain all terms searched for; OR combines similar search terms; results contain at least one of the terms searched for.

Table 2.3

Summary of Literature Identified for Research Proposal in November 2022

Study and Location	Focus	Research Design
Gamble (2021) Parents of Black children and their perspectives on school psychology and mental health services in schools. USA	Parents and carers experiences of school psychologists (SPs), educators and school based mental health professionals (SBMHPs) in California.	Mixed methods: Qualitative questionnaire and (N=36) semi-structured interviews with respondents (90% of whom self-identified as Black).
Lawrence (2014) Black African parents' experiences of an educational psychology service. UK	Black African parents' experience of an educational psychology service (EPS) with a specific focus on understanding why more Black African children featured in her LA's special educational need special educational needs (SEN) data, than other minoritised groups.	Mixed Methods: Postal survey using the Family Support Scale (N=20) and semi-structured interviews with (N=5) mothers who volunteered via their survey responses.
Ratheram & Kelly (2021) An exploration of the influences on work with minority cultural and linguistic communities within the practice of educational psychology in the United Kingdom. UK	Exploration of the influences on LA EPs when working with communities minoritised because of their culture or language.	Systematic Literature Review

Table 2.4

Inclusion Criteria for Literature Review, including Scoping and Thesaurus Reviews, Journal, Reference and Citation Harvesting, and Contact with Authors

Focus	Inclusion Criteria	Justification
Publication Date	2012 – January 2024	Relevance to current legislation e.g., Children and Families Act (C&F Act, 2014), Special Educational Needs and Disability Code of Practice: 0-25 years (SEND CoP, 2015) and professional standards such as the British Psychological Society (BPS) Practice Guidelines (2017), BPS Code of Ethics and Conduct (2018) and Health and Care Professions Council (HCPC) Standards of Practice: Practitioner Psychologists (2023b).
Population	Black African/Black Caribbean/Black African Caribbean parents and carers	Relevance to review/research question
Focus	Black parents and carers' experiences' of working with an Educational Psychologist in the United Kingdom (UK)	Relevance to review/research question
Source	Peer-reviewed academic journal	Potential for higher quality methodology
Accessibility	English language	Researcher reads only English
Availability	Access to full text	Available for Critical Appraisal Skills Programme (CASP) assessment of quality

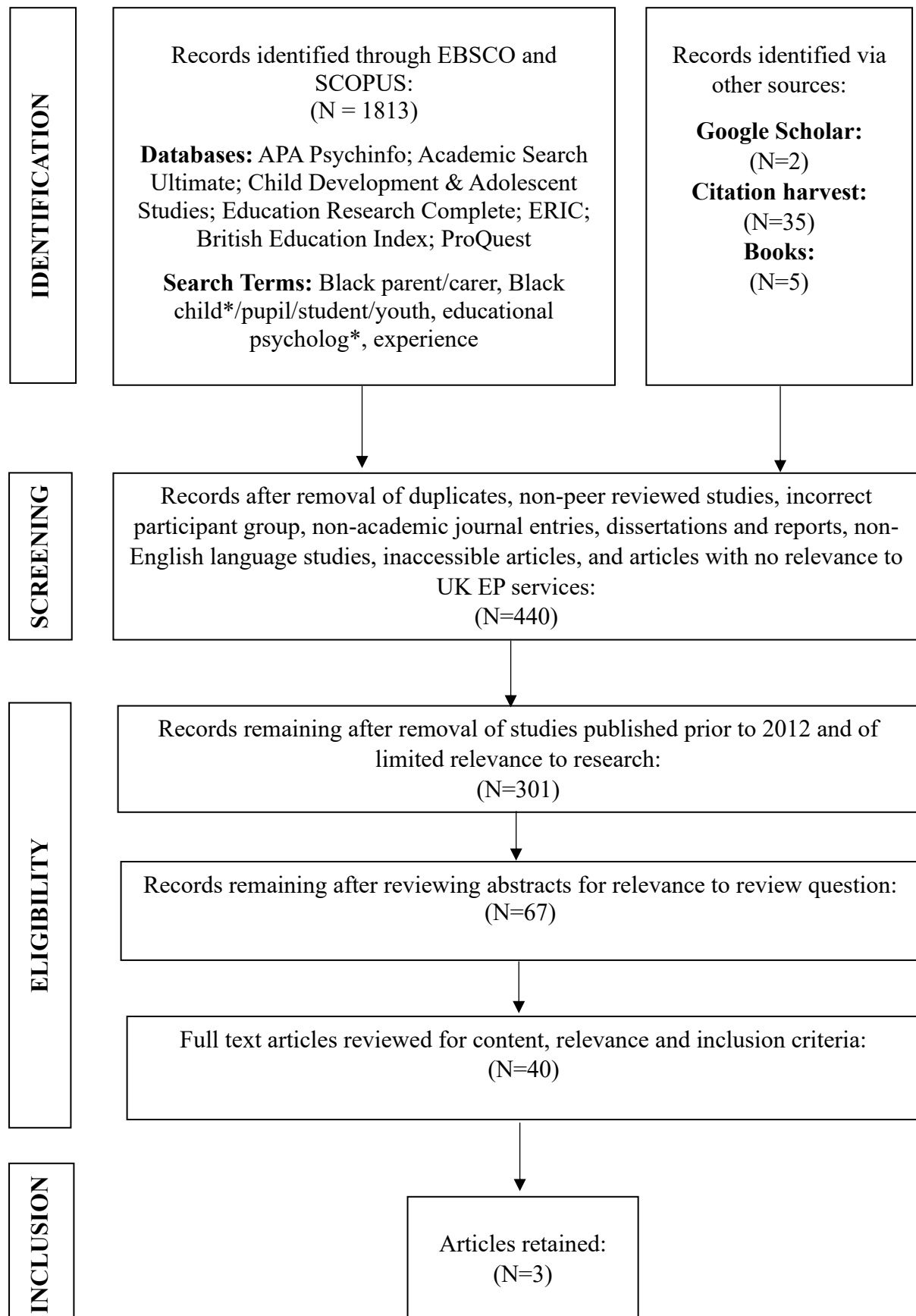
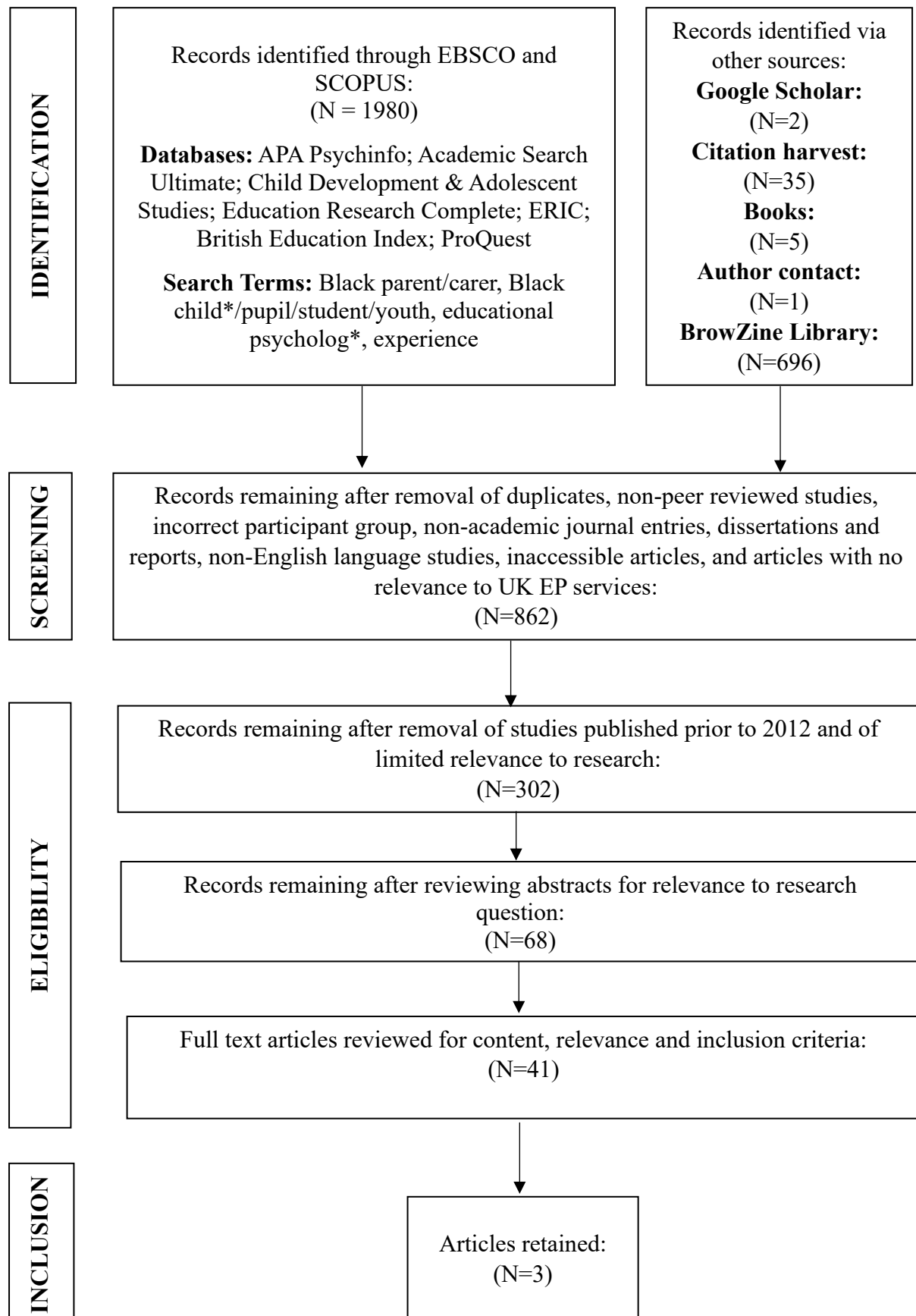
Figure 2.1*PRISMA ScR Flowchart of Scoping Review from August to November 2022*

Figure 2.2*Updated PRISMA Flowchart of Literature Review: February 2024*

A final yield of 2,719 items were located via the review tasks described above. A total of 2,417 items were excluded because they were: duplicates; not peer-reviewed; non-academic journal entries; dissertations, reports or unpublished doctoral theses which did not prioritise Black P&Cs; not available in English; of no relevance to UK EP services or published prior to 2012 – 302 items remained. Examination of the titles and abstracts led to a further 234 items being excluded – 68 items remained. Twenty-seven were subsequently rejected because it was not possible to access the full texts via Inter-Library Loan request, ResearchGate or direct author request. The abstracts had indicated these were not relevant to the review/research question and did not meet the inclusion criteria; however, the researcher had wished to review them in case of historical significance. A total of 41 full text articles were reviewed for content and relevance, of which 37 were excluded; hence four items remained. After repeated reading of the final four articles, one further article (Ratheram & Kelly, 2021) was excluded. This is a literature review within which Black P&Cs were not the primary focus. It featured just one related text which was a duplicate (Lawrence, 2014), leaving three articles of relevance to the review/research question.

Table 2.5

Articles Excluded Following Review and Reasons for Exclusion

Articles excluded after reading full text	Reason
Ratheram, E., & Kelly, C. (2021). An exploration of the influences on work with minority cultural and linguistic communities within the practice of educational psychology in the United Kingdom. 10.53841/bpsecp.2021.38.4.9	1

Note. Reason 1: Black parents and carers not given primacy i.e. not the focus of the article;
Reason 2: Content not relevant after reading abstract, screening findings and limitations;
Reason 3: Content not relevant after reading full text; Reason 4: Article published before 2012; Reason 5: Unable to access full text.

Table 2.6

Summary of full-text articles retained from the systematic search: ‘What is currently known about Black P&Cs’ experiences of working with UK EPs?’

Study and location	Focus	Research design	Findings/Reflections
<p>Ajewole (2023a)</p> <p>A critical review of Educational Psychologist engagement with the Black community: A diverse group within a local United Kingdom community context. UK</p>	<p>EPs engagement with a marginalised community of Black-African parents and carers</p>	<p>N/A. A reflective article.</p>	<ul style="list-style-type: none"> • Black parents’ faith-based beliefs were mocked. • Black parents’ voices were ignored. • LA bureaucracy limits antiracist practice • Better engagement with Black communities is needed. • Significant emotional labour was experienced as a Black professional championing equality. • The researcher experienced an internal battle about choices made in her personal life as a consequence of her experience. • The myth of an “anti-education Black culture” remains prevalent • Concern that EPs limited experience of other cultures may impact on their ability to support Black children, particularly given the often-fleeting nature of an EPs role. • Author wonders whether one needs to be Black to relate to Black tears. • Several recommendations for EPs: <ul style="list-style-type: none"> - Work <u>with</u> Black children and their families

Study and location	Focus	Research design	Findings/Reflections
			<ul style="list-style-type: none"> - Adopt a Liberation psychology approach - Develop greater awareness of systemic oppression, discrimination, and inequality that negatively affects Black groups - Engage reflexively with Social Graces and Intersectionality - Adopt active conscientisation - Meet Black communities in their community spaces - Support open dialogue regarding Black children's attainment - Know positioning theory and relate its impact to own positioning - Be prepared to stand alone when challenging other professionals' behaviour
Gamble (2021) Parents of Black children and their perspectives on school psychology and mental health services in schools. USA	Parents and carers experiences of school psychologists (SPs), educators and school based mental health professionals (SBMHPs) in California.	Mixed methods: Qualitative questionnaire and 36 semi-structured interviews with respondents (90% of whom self-identified as Black).	<ul style="list-style-type: none"> • Black children are overrepresented as recipients of special education services, despite psychometric testing of Black children being illegal in California since 1979. • Despite children of respondents being privately educated, Black respondents were just as likely to have had contact with SPs and SPMHPs as parents of children attending public schools. • Participants were unclear about what psychologists actually do. • Parents chose to see a SP (or SBMHP) as a last resort when they had concerns about their child's academic difficulties and generally reported negative experiences.

Study and location	Focus	Research design	Findings/Reflections
Lawrence (2014) Black African parents' experiences of an educational psychology service. UK	Black African parents' experience of an educational psychology service (EPS) with a specific focus on understanding why Black African children featured in her local authority's (LA's) special educational needs (SEN) data more	Mixed Methods: Postal survey using the Family Support Scale (FSS) - N=20 and semi-structured interviews (SSIs) with 5 mothers who volunteered via their survey responses.	<ul style="list-style-type: none"> • Despite recognising SPs and SBMHPs as potential advocates, parents were more likely to approach administrators and other staff, or advocate for their child themselves. • Parents of Black children do not trust SPs and other SBMHPs but are open to increased relational and partnership working. • Parents had specific ideas about how SPs could advocate on behalf of Black children • Participants were unclear about what psychologists actually do. • Explicit advanced communication linked to academic progress rather than Special Educational Needs and/or Disability (SEND) would be helpful for Black-African parent engagement. • Professionals' careless use of language and poor cultural awareness reinforced power differences. • Parents do not trust professionals and identified them as 'intruders'. • Participants and professionals had diametrically opposed views of SEND, its possible trajectory and permanence. • Parents faith-based/cultural beliefs meant that many believed cure is possible. • Black children's behavioural presentations were problematised or labelled as SEND.

Study and location	Focus	Research design	Findings/Reflections
	than other minoritised groups.		<ul style="list-style-type: none"> • Black-African mothers feared professionals knowing too much about them, being judged regarding their parenting, and being reported to Children's Social Care (CSC). • Children with SEN became a "family secret". • Black mother's experienced isolation from their community once known to have a child with SEND and often did not engage with services for fear of discovery - leading to rejection, stigma, shame, and guilt.

2.2.2 Appraisal of Studies

Assessment of methodological quality was undertaken using the Critical Appraisal Skills Programme (CASP): Qualitative Study Checklist (2018) for two of the three retained studies (Gamble 2021; Lawrence 2014). Studies with a total score of 0 – 5 are considered ‘low quality’, 6 – 8 ‘medium quality’, and 8 – 10 ‘high quality’. As shown in Table 2.7, the two studies were rated ‘high quality’, having met each of the ten CASP criteria although it should be noted that both used a mixed-methods approach, despite being reported qualitatively.

It was not appropriate to assess the methodological quality of Ajewole’s (2023a) article using the CASP given this is a reflective account of experiential learning during a Professional Practice placement. The researcher attempted unsuccessfully to locate an appropriate appraisal tool for reflective accounts. They additionally considered the possibility of a tool for appraising ‘grey literature. However, this was inappropriate given Ajewole’s account was published in a peer-reviewed journal. Nevertheless, given it was successfully assessed as Doctoral (Level 8) coursework by two separate Academic and Professional Tutors, it seemed reasonable to assume it met an acceptable level of rigour.

Table 2.7

Quality Assessment of Retained Literature (Adapted from Critical Skills Appraisal Programme: Qualitative Study Checklist (2018))

Author and publication date	Clear research aims?	Qualitative methodology appropriate?	Research design suited to research aims?	Recruitment strategy suited to research aims?	Data collection suited to research issue?	Relational links between researcher and participants adequately considered?	Ethical issues considered?	Data analysis suitably rigorous?	Findings clearly recorded?	Study Value?	Total score
Gamble (2021)	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	10 High
Lawrence (2014)	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	10 High

Note. Answer ratings: Yes = 1; cannot tell = 0.5; no = 0. CASP total: <5 = low; 6-8 = moderate; 8-10 = high

Having considered the quality of each article (see Table 2.7 and section 2.2.2), the researcher undertook a thematic synthesis, as recommended in Booth et al. (2021). This facilitated analysis of each study, providing an opportunity to “identify the diverse factors that help in understanding the focus of interest” and organising them into the most common or “aggregative” (p. 245) themes, thus locating the current study within the existing literature.

2.3 Characteristics of Studies Identified and Explored

The final three articles were reviewed regarding their findings and limitations (Table 2.7). Two of the three were mixed-methods qualitative studies (Gamble, 2021; Lawrence, 2014) featuring survey data and semi-structured interviews to gather participant views. The third article (Ajewole, 2023a) is a first-person account of the experiences of a Black UK-based TEP who engaged with Black P&Cs during her professional practice placement as the sole Black team member, serving a predominantly White population. Of the remaining two studies, one was conducted in the UK (Lawrence, 2014) whilst the remaining study was conducted in the United States of America (USA; Gamble, 2021). All three articles focused on the experiences of Black P&Cs accessing an Educational Psychology service. However, Ajewole (2023a) also represents the voice of a Black woman training to join the Educational Psychology profession. It is important to note that findings from the P&Cs viewpoints are privileged in the themes used to answer the review question: What is currently known about Black P&Cs’ experiences of working with UK EPs?

2.4 Aggregative Themes in the Retained Literature

2.4.1 Steps Taken to Arrive at Aggregative Themes

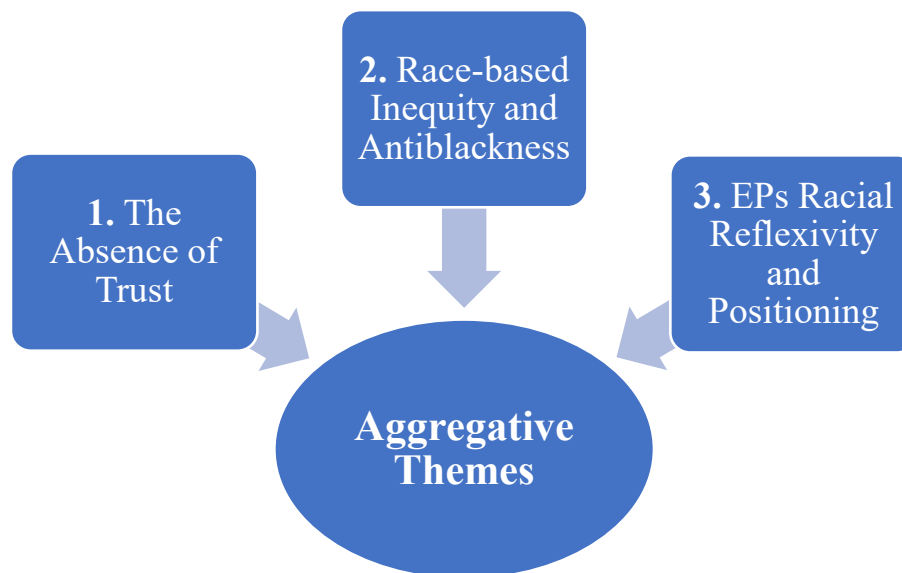
Booth et al. (2021) suggest thematic synthesis affords a consistent and inductive analysis of content within the retained studies, and consideration of their relevance and applicability to the current research. In order to identify the aggregative themes, in line with guidance in Braun and Clarke (2013) and Cruzes and Dybå (2011), the researcher:

- (a) Read each item in full.
- (b) Separately reviewed the content of each article line by line to identify ideas put forward by the author/s, allocating descriptive codes to relevant, illustrative sections of the data.
- (c) Compared and grouped similarly coded data examples from each article to capture the most prevalent ideas.
- (d) Defined themes to capture the ideas identified across the articles.

The three aggregative themes are shown in Figure 2.3.

Figure 2.3

Aggregative Themes in the Retained Literature



2.4.2 Aggregative Theme One: The Absence of Trust

2.4.2.1 Summary of Studies Exploring the Absence of Trust.

Having noted that Black-African children dominated the LA's SEN data compared with other "minority ethnic groups", Lawrence (2014) used the Family Support Scale to contact a purposive sample of 20 Black-African families'. She invited the 10 respondents to participate in semi-structured interviews and used Interpretive Phenomenological Analysis

(IPA) to gain an understanding of five Black-African mothers lived experiences of Preschool EPs and other professionals, and barriers to and facilitators of engagement.

Lawrence's participants indicated a reluctance to engage with professionals for fear of them knowing too much about their lives, judging their parenting as poor, and reporting them to social care. This was compounded by confusion about who did what, professionals' careless language, insensitivity, and poor cultural awareness which highlighted power imbalances and limited their feelings of agency and involvement in decision-making. These findings arose from a context in which participants experienced altered self-concept, community rejection, stigma, shame, guilt and conflicting faith-based values. Professionals were identified as potentially "unwelcome intruders" who would expose their "family secret" (a child with a SEND; p. 245), and who wrote children off in light of their diagnoses.

Having said this, and despite confusion about the difference an EP could make, Black-African mothers generally experienced their input as helpful, for example, in helping them to understand their child's needs. They suggested that community outreach and explicit advanced communication about what EPs can do for children, linked to academic goals rather than SEND, might garner increased responsiveness from Black-African parents' given the social capital education carries culturally. This is juxtaposed with the myth of "an anti-education Black culture" in the UK, reported by Ajewole (2023a) and in the US, usefully explored in Marchand et al. (2019).

Gamble (2021) used semi-structured interviews to explore how highly educated parents of Black children experienced SPs and SBMHPs, predominantly in California. Of the 36 parents/carers, 90% self-identified as Black; overwhelmingly reported negative experiences with and mistrust of SPs/SBMHPs and did not perceive them as appropriate advocates for their children. Where positive interactions were reported, these occurred with psychologists and SPs. Nonetheless, unlike contemporary UK practice, SEN placement

decisions rests with SPs in California, indicating synergies with Cyril Burt's original UK EP role (Hearnshaw, 1979), and parents seemed to consider them as a 'last resort'. Notably, although one-third of Gamble's (2021) participant children were being privately educated, the 90% Black parents interviewed were just as likely to have interacted with SBMHPS as those whose children attended state schools. Additionally, despite psychometric testing of Black children being unlawful since 1979, Black children are still overrepresented in SEN services. Parents in this study felt the only way to improve understanding of Black children's needs is to work in partnership with SPs/SBMHPs.

Ajewole's (2023a) observations and exploration of EPs engagement with the Black community in her placement service, led to mistrust in the ability of her White colleagues to effectively serve Black children. She uses the term "mob mentality" to describe how a group of White female education professionals, including the SENCO, criticised a Black-Caribbean mother's lifestyle choices, immediately prior to greeting her smilingly when she arrives for a joint consultation meeting. She explains how their attempts to "enforce" their agenda left her obliged to "explicitly" reposition the parent as the expert in her child's life. Ajewole (2023a) suggests an implicit feeling in the Black community of "superiority and dominance ... exerted by *educated Black folk* who ... belittle fellow Black people in professional situations" (p. 5). She shares how this understanding led her to actively facilitate the Black mother's participation in decision-making, when the White professionals attempted to exclude her.

Ajewole (2023a) further exemplifies her concerns when describing how she "tactfully challenged" (p. 5) a lack of cultural sensitivity in the behaviour of a SENCO who "chuckled", regarding a Black-African mother's proposal to take her son to Nigeria to "be healed from autism" (p. 5). She contextualises this concern within the typically "fleeting" role of the EP, and "questions ... whether one has to be Black to fully empathise with and relate to *Black tears*" (p. 4).

2.4.3 Aggregative Theme Two: Race-based Inequity and Anti-Blackness

2.4.3.1 Summary of Studies Exploring Race-based Inequity and Anti-Blackness

Lawrence (2014) attempted to understand why Black African children featured more regularly than other minoritised groups in her LA's special educational needs (SEN) data. She inferred that Black African children's behavioural presentations were being overly problematised or labelled as SEN. Curiously, given education and health professionals' expressed difficulty with engagement, it is unclear how these conclusions were reached in the absence of information from parents/carers for triangulation. This might indicate education and health professionals' inclination towards a negative conceptualisation of Black-African children's behaviour (as Lawrence suggests). Echoing this, Ajewole (2023a) highlights the pernicious reception (e.g., "No niggers") and lack of belonging (e.g., "Workers wanted, No Blacks") afforded to Black versus White Europeans immigrants, and how Black children were labelled as "educationally subnormal" by EPs (Coard, 1971/2021) and subsequently, "disruptive", "aggressive" (Cole, 2004, pp. 44–45), "violent and dangerous" (2023a, p. 2).

Hinting further at the scientifically racist context of educational psychology and its relationship with socio-political, cultural and economic agendas (Gillborn et al., 2017), Ajewole (2023a) considers the aetiology of the "myth of anti-education black culture". Antithetical in the context of Lawrence's finding that participants engaged with EPs when "support was framed around academic goals" (p. 247) rather than SEND, and the financial investment of one-third of Gamble's participants. Notably, the SEND element could be specific to Lawrence's participants. Nevertheless, establishing a pattern, Gamble (2021) found that irrespective of their child's educational setting and their own socio-economic status, Black parents were more likely than White parents to have contact with SPs/SBMHPS, suggesting a pervasive imbalance in professionals' behaviour towards Black children and families (Marchand et al., 2019). This might be understood as 'antiblackness',

which positions difficulties experienced by Black people as within them, their inability to conform to the norms of a multicultural/colourblind (or latterly ‘diverse’) society, in which everyone has similar opportunities to progress. Thus, Black people making ‘unequal’ progress have only themselves to blame, i.e., it is nothing to do with structural and systemic matters (Dumas & ross, 2016).

2.4.4 Aggregative Theme Three: EPs Racial-Reflexivity and Positioning

2.4.4.1 Summary of Studies Exploring EPs Racial-Reflexivity and Positioning.

Reflexive positioning can be understood as an individual’s active consideration of their identity and its impact, in a particular context (Harré, 2012; Harré et al., 2009; Harré & Van Langenhove, 2003). This feels reminiscent of Ajewole’s (2023a) reflections on her placement experiences as a TEP, her expressed desire for EPs to understand the co-constructing power of discourse in relation to their positioning, and Lawrence’s (2014) observation of how professionals’ careless language choices reinforced the perception of their power over service-users.

Ajewole (2023a) beseeches colleagues to engage reflexively with social graces and intersectionality (Burnham, 2018; Crenshaw, 1989), to search for and engage with “the humanity” in Black people (p. 7), practice liberation psychology through active conscientisation (Freire, 1968/2017) and use their privilege to shape policy. Building upon Ratheram and Kelly’s (2021) assertion that an EP’s individual ontological and epistemological positioning, and experience of otherness are germane to their level of intercultural competence, Ajewole suggests EPs “should remain cognisant ... of the often hidden context of oppression, discrimination and inequality embedded within the micro- and meso-systems that negatively impact Black groups” (p. 6). She additionally posits an ethical requirement for EPs to exemplify “cultural competence” and “stand in isolation” (p. 7) when necessary, to challenge gaps in other professionals’ antiracist practice. This suggests a need

for significant change in individual positioning given Ratheram and Kelly's (2021) finding that EPs felt supported to prioritise work with minoritised groups depending on whether their local authority (LA) prioritised it.

Like Ajewole (2023a), Gamble (2021) expresses concern regarding the “cultural dissonance” (p. 30) underpinning a national disparity in the number of Black children placed in special educational provision by predominantly White psychologists. He wonders at the accuracy with which Black children's needs can be understood in the absence of partnership working with their parents. He notes also that counsellors and SPs are the initial/primary mental health service providers for many Black parents given the overrepresentation of Black pupils in special education services, and a lack of choice resulting from limited insurance coverage. Paired with six participants' recommendation that providers get to know the child before making judgements, and the absence of evidence-based assessment, it is possible to infer ongoing negative presuppositions about Black children by professionals. This resonates with the over-representation of Black people in the UK psychiatric system despite them being the least likely group to seek support (McKenzie-Mavinga, 2009) and shares synergies with the expedience-led declaration of Black children as “culturally deprived” and “emotionally disturbed” with no supporting evidence, or cause (Coard, 1971/2021; ILEA, 1968).

Lawrence's (2014) participants reported generally positive experiences of working with EPs, but lacked understanding of the EP role and sometimes felt unable to voice their thoughts and join in with decision-making. Nevertheless, they expressed most difficulty with the lack of interpersonal regard demonstrated by medical professionals involved in their children's diagnostic processes. Further emphasising the need for intercultural knowledge, the Black-African mothers compared the perceived acceptance of difference and lack of stigma within White communities with the disparagement within their own, where “disability” (p. 245) is often viewed as indicative of parental wrongdoing or a curse. Lawrence suggests the

conflict between many Black-African families' beliefs, the Black-African mothers' internal struggle between meeting their child's needs and community ostracization, and inappropriately delivered professional advice, also limits their likelihood of accessing services. Concurring, Ajewole (2023a) expresses a need for EPs to cross examine "the socially constructed and continually reinforced power of White identifications and interests" (p. 6), and buoys Ratheram & Kelly's (2021) view that EPs require an awareness of service users' "cultural frames of reference" (p. 17).

2.5 Limitations of Studies Identified and Explored

A key limitation of the identified studies is the notable absence of participatory research approaches posited by Mertens (2021) as an opportunity to amplify marginalised voices and provoke change. This reinforced the researcher's desire to facilitate a participatory study

2.5.1 *Lawrence (2014)*

Despite its longitudinal range and mixed methodology, Lawrence's (2014) research, whilst appropriately focused and providing useful information in response to her research question, is limited for the same reason. A focus on Black-African children and their families renders the findings too specific for high utility given the diversity of the UK's Black communities. Having said this, Lawrence's participants' lack of trust in professionals is mirrored by Gamble's (2021) Black P&Cs in the US and echoed in Ajewole's (2023a) reflections. The absence of participant demographic information such as socio-economic status (SES), is a further limitation of Lawrence's study.

2.5.2 *Gamble (2021)*

Gamble (2021) also experienced a limited empirical literature regarding school psychology and/or mental health services for young people, despite his greater geographical reach. Notably, he suggests providing more specific information about the SPs role prior to or

at the beginning of the research process in order to support specificity given P&Cs were unclear about the role of mental health professionals in schools and thus, used several job titles interchangeably.

2.5.3 *Ajewole (2023a)*

Having unsuccessfully employed a Joanna Briggs Institute (JBI) scoping review to explore EP engagement with the Black community, Ajewole (2023a) amended her question to include ‘health care’ and ‘social care’, in addition to educational psychology, yet still located just one item of peer-reviewed literature published in the past decade (Lawrence, 2014). This wider focus had the potential to mask a significant gap in the educational psychology literature for lay readers.

2.6 Summary and Conclusions from the Literature Review

Whilst far from a novel question, particularly within Black communities, this matter has received scant interest within the context of published educational and psychological research. The scarcity of peer-reviewed research regarding Black people’s experiences of EPs and Educational Psychology services is highlighted in each of the retained articles:

- (a) “...research that explores the Black community’s engagement with educational professionals is limited. ... Current literature review findings suggest that this is an ongoing issue.” (Ajewole, 2023a, p. 3).
- (b) “The evidence base that explores Black African parents’ experiences of an EPS is limited ... Published research that has explored Black African or Caribbean communities’ engagement with education professionals is limited (Coard, 1971/2021; Rampton, 1981).” (Lawrence, 2014, pp. 238–239).
- (c) “Although the involvement of parents of Black youth has been considered important to school success, parents voices and views have had limited treatment in empirical literature related to school psychology ... services for youth.” (Gamble, 2021, p. 28).

Indeed, apart from Lawrence (2014) and Ajewole (2023a), the most recent British literature dates back 50 years (Coard, 1971/2021) and 43 years (Rampton, 1981), respectively. This further demonstrates the lack of attention to Black children's needs, hence broadening the scope to include Gamble's US study.

This is a significant literature gap given the rising numbers of Black children with unidentified and unmet SEND who are also subjected to disproportionate disciplinary processes in schools and other educational settings (Gillborn & Demack, 2018; K. Graham, 2016; Perera, 2020). As indicated by each author, without understanding Black children via Black P&Cs, it is impossible to establish their needs and how best these might be met. Whilst the scarcity of directly relevant literature is far from ideal for the purposes of doctoral research, this should not diminish the importance of the work being undertaken. The research texts located using the defined inclusion and exclusion criteria demonstrate the reality of the research pipeline relating to Black studies, a well-documented challenge. This might have been mediated by extending the time limiters beyond 50 years and including unpublished research such as doctoral theses exploring Black P&Cs' experiences' of working with EPs placed in School Mental Health Services, and Virtual Schools for CYA who are looked after by the local authority.

2.7 Chapter Summary

This chapter detailed the systematic approach taken to review the published literature regarding Black P&Cs' experiences' of working with EPs. It explained the search process and offered a critical analysis of the retained items, introducing the concept of antiblackness. Areas of synergy were identified for discussion and the rationale for this current study presented. Chapter three details how pursuit of a qualitative, participatory approach attempted to contribute to "a rich tapestry of understanding" being collectively worked on, "in different places, spaces and times" (Braun & Clarke, 2021b, p. 120).

Chapter Three: Methodology and Data Collection

3.1 Overview

Having reviewed the current literature regarding Black P&Cs' experiences of working with Educational Psychologists (EPs), this chapter presents the methodology used for the current research study. It discusses the research aims and purpose, encompassing paradigm (theoretical/conceptual framework) and how this worldview guided the research design, and offers a rationale for pursuing a qualitative, participatory approach. The remainder of this chapter outlines the research procedure. This includes an introduction to members of the PAG, information regarding the PAG's influence on the research question, aims, methods and recruitment process, and the researcher's role in facilitating these. An outline of how data was collected, and subsequently analysed using Reflexive Thematic Analysis (RTA) is provided and the chapter concludes with a review of the quality of the research.

3.2 Aims and Purpose of the Research

This project was carried at the request of the local Educational Psychology Team (EPT) where the researcher undertook a three-year professional placement. As revealed in the Literature Review, there is a paucity of previous literature regarding Black P&Cs as consumers of Education Psychology services, hence this study aimed to amplify their previously unheard voices. The EPT hoped the research would:

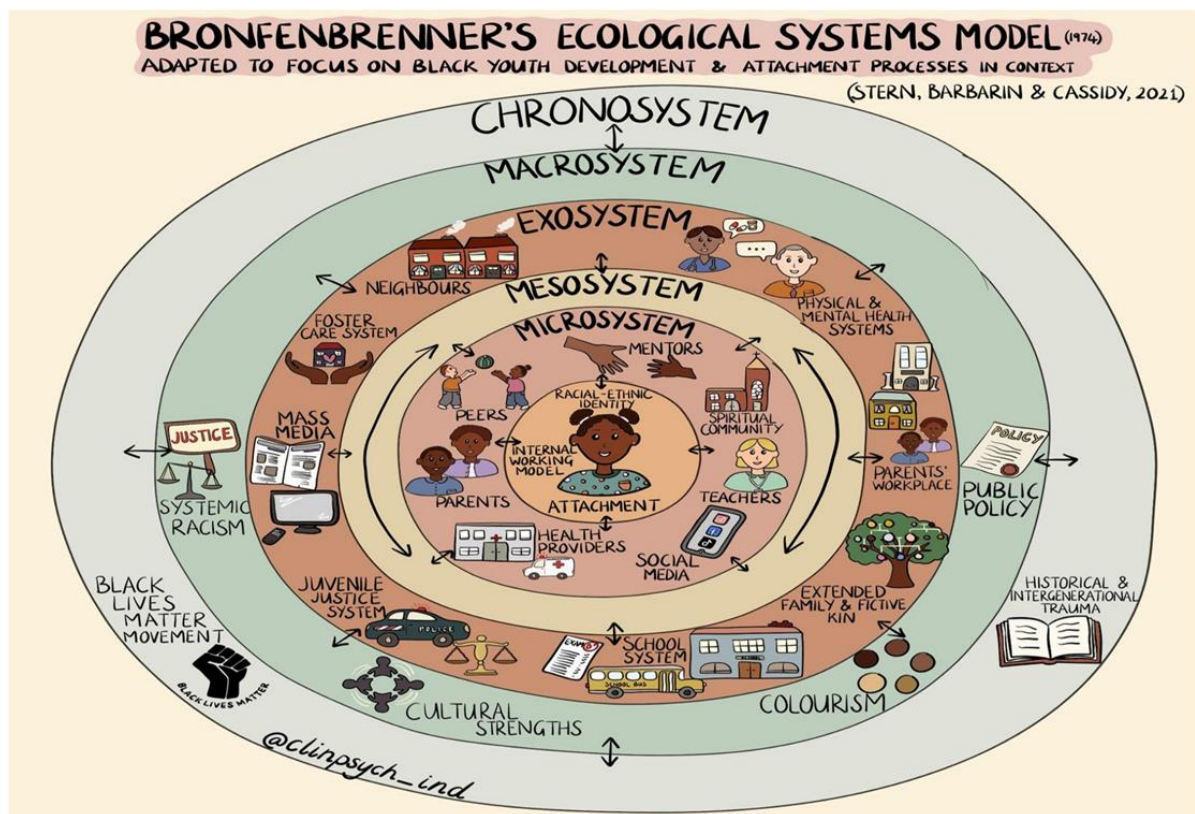
- (1) Explore Black P&Cs' understanding of the EP role, whether and how their decision-making regarding EP involvement can be better supported.
- (2) Open dialogue with Black communities as a result of them feeling increased psychological safety and trust in the team, given BGM CYA represent 76% of the borough's school-aged population.
- (3) Explore Black P&Cs views about why there are fewer RfIs with Black CYA than their White peers.

(4) Inform EP practice and service development decisions, increasing anti-racist practice, such that Black P&Cs would consent to, lead, or engage with the consultation relationship.

An Ecological Systems perspective (Bronfenbrenner, 1989) facilitates understanding of Black families, race, racism and SEND as complex and intersecting (Crenshaw, 1989) entities, influenced by time, place and history, with particular regard to their micro- and macro-systems (Figure 3.1), when responding to the confirmed research question (Figure 3.3): “How have Black parents/carers experienced working with ILLA EPs?”

Figure 3.1

Bronfenbrenner’s Ecosystem (1974, as cited in Stern et al., 2022)



3.2.1 Transformation

The imperative for anti-racist practice (The British Psychological Society (BPS), 2006, 2017, 2018) places a moral obligation on EPs to seek alternative ways to amplify the knowledge, wisdom and experience of marginalised voices. Voices traditionally relegated because their ways of recording or sharing information did not satisfy the perceived gold

standard of detachment, validity, reliability and generalisability (Braun & Clarke, 2021b).

Consequently, the philosophical assumptions for this emancipatory and exploratory study are encompassed within a transformative paradigm, posited by (Mertens, 2010, 2021) as a route to amplifying oppressed, marginalised and most often unheard voices; thus, inciting change through the ideological intentions shown in Table 3.1.

Table 3.1

Ideological Intentions for the Current Study

Exploration	Emancipation
Provide a space for ILLA's Black P&Cs to share their lived experience of working with EPs, and whether and how this impacts their willingness to engage (or engage further) with the EPT.	Privilege the voices of Black P&Cs in ILLA EPTs' service delivery model.
Fill gaps in Black P&Cs knowledge and understanding of the EPs role, contribution, service offer and methods of practice.	Confirm Black P&Cs centrality within, rights and routes of access to ILLA EPT.
Increase ILLA EPs' understanding of Black P&Cs lived experiences.	Increased and appropriate Requests for EP Involvement (RfIs) for Black CYA attending ILLA schools/settings facilitated by Black P&Cs' increased trust in and understanding of the EP service.
Increase EPs' conscious reflexivity regarding their power, privilege and positioning to support delivery of equitable and <i>actively</i> anti-racist services for ILLA's Black CYA and their families.	Facilitate EPs to initiate conversations regarding systemic and structural factors in disciplinary decision-making regarding Black CYA in ILLA schools/settings, to reduce exclusions.

3.3 Theoretical and Conceptual Framework

This framework contextualises the current study within the reviewed literature regarding Black P&Cs experiences of working with EPs, and addresses the ethical

requirement (Moore, 2005) for researchers to explicitly state their knowledge production assumptions, prior to beginning their research “adventure” (Willig, 2013, p. 4). Guba and Lincoln (1994) offer the view that a paradigm is “the basic belief system or worldview that guides the investigator, not only in choices of method but in ontologically and epistemologically fundamental ways” (p. 105).

More specifically, Saunders et al. (2015) posit a ‘research philosophy’ as the “system of beliefs and assumptions about the development of (new) knowledge” privileged by a researcher. They assert this is based on:

- a) the researcher’s assumptions “about human knowledge” (epistemology).
- b) the “realities” they encounter in their research (ontology).
- c) how, and how much, the researcher’s “own values” (axiology) subsequently “influence” their research process (p. 124).

Herein this is understood as the approach and expectations underpinning the research process, a visual representation of which can be seen in Figure 3.2.

3.3.1 Ontology

Creswell and Poth (2018) define ontology as the nature of reality. An ontological view of knowledge as objective, fixed, predictable and thus, most appropriately accessed via the perceived gold standard of distance, validity, reliability and generalisability (Braun & Clarke, 2021b), lends itself to a positivist or post-positivist ontology, predominantly aligned with quantitative methods. However, given this study sought to understand the meaning made by Black P&Cs working with EPs, those philosophical underpinnings were considered incompatible with the current aims.

Ponterotto (2010) posits a critical paradigm as offering “an apprehendable reality shaped by political, economic, and social factors; interactive and proactive researcher role that promotes emancipation and transformation...; researcher values are clearly explicated

and help shape inquiry process; ... written reports relying extensively on participant voices...” using “Qualitative approaches in which researcher’s social justice values help direct inquiry...”. (p. 582). A critical paradigm thus aligns with the researcher’s view and current research aims, which (Guba & Lincoln, 1994, p. 109) suggest are well-matched with a “dialogic/dialectical” methodology.

Additionally, Willig (2013) suggests that realist researchers view the world as a series of “structures and objects” with dependent “cause and effect relationships” (p. 12). Thus, whilst acknowledging that race is an imagined and socially-constructed grouping (Haney-López, 1994), the researcher accepts the structural and systemic disadvantages experienced by those racialised as Black as interpreted and contextualised realities, “crystallised over time” (Guba & Lincoln, 1994, p. 109). Crotty (1998) views critical exploration as the “praxis” of searching for “emancipatory knowledge” with the aim of facilitating improvement and change, asserting that “it is in this mood of critical reflection on social reality in readiness to take action for change that critical researchers come to the tasks of human inquiry.” (p.159).

If critical realism is to distinguish between the ‘real’ and the ‘observable’, and moreover, “unobservable structures cause observable events” (Bal, 2020; Collier, 1994) herein, we must recognise the ‘unobservable’ and the ‘real’ to be the underlying structures of society/mechanisms of White supremacy, underpinned by historical and current facts, data, written, and recorded evidence. From the reality of the first transatlantic slave voyage to American colonies in 1516, signalling the start of a 300-year transatlantic slave trade, to the direct links between failed emancipation (1865), convict-leasing (1846-1928), and mass incarceration (1970), (DuVernay, 2020). From written evidence of the carving up of Africa between European nations (initiated by Leopold II of Belgium in 1884), postcards of lynched Black people from the Jim Crow era, to 14-year-old Emmett Till’s murder (Burke, 2018;

Towner et al., 1955/2015). From freedom fighters, songs of awareness and resistance, ‘Blowing in the Wind’ (Bob Dylan, 1963/2012), and ‘Strange Fruit’ (Billie Holiday, 1939/2022), to video evidence of police brutality, and the workplace “micro-aggressions” (Pierce, 1970, p. 266) necessitating an Equality Act (2010), an objectively undeniable fact is the existence of racism. Its invisible institutional constructs, visible effects, and contemporary consequences often excluded from textbooks, racial inequity is nonetheless evidenced by scholars and lay people worldwide (West, 2025). Thus, with the systemic in mind as the unobservable, the ‘observable’ can be defined as the lived experience of everyday people, and in this context, those racialised as Black, hence, a critical realist ontology was adopted in this study.

3.3.2 Epistemology

Epistemology is the means by which knowledge is gained (Creswell & Poth, 2018). Guba and Lincoln (1994) suggest an appropriate epistemology for critical reality situates knowledge production within the complexity of socio-historic, economic and cultural contexts. Thus, the significance of the relationship between participant/s and researcher/s, the possible influence a researcher has on the process, and the ethical obligation to actively support change in response to barriers to participation (HCPC, 2023) require acknowledgement. Consequently, in recognition of a shared racial/ethnic-identity with the target participant group, and professional experience indicating mothers were the parent/carers most often in contact with schools/education professionals, the researcher proposed a Black Feminist Epistemology (BFE). As indicated in Chaloner (2022b), Collins (2009) opined the pillars of a BFE as:

- (1) Meaning which highlights the significance of lived experience as credible evidence of knowledge claimed; because navigating (and surviving) intersecting forms of oppression imbues inherent wisdom which cannot be gained from academic study.

- (2) Assessment of the validity of claimed knowledge through what one sees, makes sense of in shared, rhythmic dialogue, and conscious listening within one's community, privileging the current truth over abstract conceptualisations, within the context of engagement.
- (3) "Talking with the heart" (2009, p. 333) i.e., *how* knowledge is claimed is as important as *what* is claimed. Conversational compassion, care and emotion confirm knowledge claims, whilst a lack of passion infers a lack of self-belief. Empathy and individuality are prized as strengths, emotion and intellect as two sides of the same coin rather than desirably discrete characteristics. Black women's inner voices are understood by everyone in their community.
- (4) Those claiming to possess knowledge must also demonstrate personal ownership through a moral, meaningful and 'felt' connection to what they claim to know.

However, when presented to the PAG (See Appendix I(ii)), some members expressed concern that adopting a BFE might be perceived within the community as reducing the value of Black men's voices and role as fathers, and thus, limit their engagement. The researcher typically aligns with a constructionist view (Burr, 1995; Gergen, 2015) that knowledge is created through conversational sense-making of lived experiences, whilst recognising that disparate constructions of similar experiences depend on matters such as class, culture and time. However, a social constructionist epistemology felt incomplete.

Despite its focus on matters of "language, communication, interrelationships and community" (Crotty, 1998, p. 8), symbolic interactionism was similarly discounted, given it assumes sufficient theory of mind to put oneself in another's shoes, and act accordingly. This infers taking action after one has thought about it. However, despite a scant literature, it is possible to infer that Black P&Cs' experiences of working with EPs have been influenced by a lack of conscious (and critical) thought. Having considered subjectivism, this too was

rejected. Meaning is subjective, imbibed, imbued and attributable to environmental factors such as language. The language used in one's family regarding 'others' may confer degrees of bias, and in reality, many of those beliefs only become apparent in response to an interaction (Daniel, 2018; Shotter, 1993).

Returning to Black scholarship, the researcher explored Critical Race Theory (Crenshaw et al., 1996; Delgado & Stefancic, 2001/2017; Ladson-Billings & Tate IV, 1995), the tenets of which can be understood as:

- (a) accepting that racism exists and is "ordinary" (Taylor, 2023, p. 3)
- (b) "accepting the White establishment only allows Black progress when it also promotes their own" (Bell, 1980)
- (c) "the importance of understanding the historic effects of European colonialism"
- (d) "*privileging the lived experiences of oppressed peoples (narrative) over the "objective"* (Taylor, 2023, p. 3) opinions of those with no lived experience of being Black (Lawrence et al., 1993).

Whilst considered controversial in some contemporary discourse, Critical Race Theory (CRT) privileges racism as central in the lives of Black people. Accordingly, whilst discomfited by its stance that White people are inherently racist, which belies the researcher's lived experience, bound by the reviewed literature, the joint epistemologies of Social Constructionism and CRT were adopted in acknowledgment that racism is ubiquitous, and deleterious irrespective of whether an action is intended or 'unconscious'.

3.3.3 Axiology

Creswell and Poth (2018) define axiology as the researcher's value position, or motivation. As an "intersectional other" (Turner, 2021, p. 47), with the gifted privilege of doctoral education and an opportunity to contribute new knowledge within the profession, the researcher was pleased to support the EPT's desire to understand how to better serve their

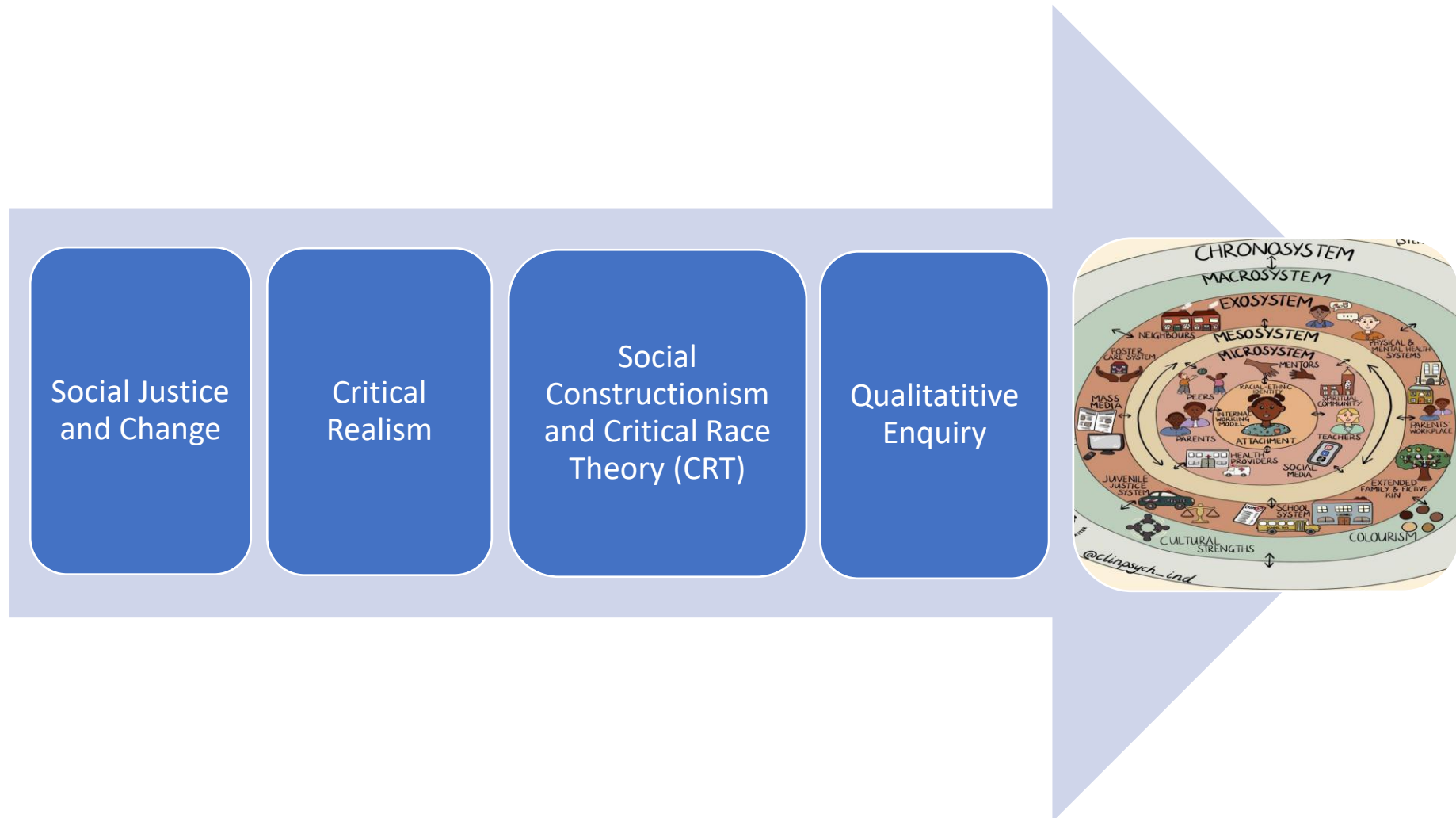
Black communities. This exemplified the researcher's wish for ideological currency within their psychological contract with the placement EPT (Thompson & Bunderson, 2003), by privileging the needs of others racialised as Black, whose voices had been largely unheard for decades. Moreover, the unique period in history highlighted by the Black Lives Matter movement (Garza, 2014) conferred an imperative for:

- (a) the pursuit of social justice and change (Mertens, 2010, 2021)
- (b) balancing the power in relationships between service users and service providers
- (c) supporting increased professional understanding of a racialised and marginalised local community
- (d) facilitating increased cultural competence, equity and *active* antiracism (Tatum, 1997/2021) within the systems of ILLA's CYA.

Consequently, the research design was underpinned by a commitment to community participation in the spirit of research *with* rather than *about* participants (Wallace & Giles, 2019) and a desire to decolonise Educational Psychology practice and research (Thomas et al. (2020).

Figure 3.2

Visual Representation of the Theoretical and Conceptual Framework



3.4 Research Design

3.4.1 *The Rationale for Choosing ‘Big Q’ Qualitative Research*

This study sought to explore and understand the meaning made by Black P&Cs who had worked with EPs. Ponterotto (2010) suggests that qualitative methods are most appropriate for the purpose of discovery. Additionally, this aligned with the philosophical positioning and research intentions of exploring and recognising “the characteristics and consequences of barriers to inclusion” in order to “actively challenge” them (HCPC, 2023, p. 9). ‘Big Q’ qualitative enquiry, defined as “qualitative techniques within a qualitative paradigm” (Braun & Clarke, 2021a, p. 329), offered an “open-ended, inductive research methodology ... concerned with ... exploration of meanings...” and thus, facilitated insight into how Black P&Cs’ “experience their world” (Willig, 2013, p. 9).

3.4.2 *Why Reflexive Thematic Analysis?*

Guba and Lincoln (1994) advised the use of discussion for critical analysis. Consequently, this study featured individual semi-structured interviews to explore “the quality and texture” of Black P&Cs’ context-specific experiences of, and meaning attributed to, working with EPs (Willig, 2013, p. 8). Braun and Clarke (2006) suggest that Reflexive Thematic Analysis (RTA) offers opportunities to explore participant contributions both inductively and deductively, by “identifying, analysing and reporting patterns (themes) within data”, and describing it “in (rich) detail” (p. 79). Clarke (2017) speaks eloquently about how this “immersion and depth of engagement” (2017, Location 37.05) privileges the interpretation of participant stories through an “organic and iterative” process (2017, Location 38.02). This has an “explicit social justice orientation” (2017, Location 39.59) and offers theoretical flexibility “whilst obliging researchers to actively engage in decision-making regarding their epistemological leanings” (Braun & Clarke, 2021a). An approach particularly relevant given the research aims, paradigmatic intentions, the tenets and strengths

of its Social Constructionist and Critical Race epistemologies, Ecological perspective, and highly specific socio-historic context (Freire, 1968/2017).

3.4.3 The Rationale for a Participatory Approach

Significant thought was given to the most credible way to do this in keeping with the axiological emphasis on social justice, change and community involvement (Mertens, 2010, 2015; Ponterotto, 2010; Wallace & Giles, 2019). This was also linked to Ponterotto's view that participatory research reduces the possibility of further marginalising the research population. Following discussion with the highly-experienced EPT commissioner, a decision was made to create a separately constituted group drawn from members of ILLA's Black community to partner with the researcher, and drive decision-making. Herein, they are identified collectively as a Participant Advisory Group (PAG). Eligibility to join the PAG was based upon:

- Being an ILLA resident
- Membership of a local community group
- Self-identifying as Black

Representations of the proposed and actual Models of Participation are shown in Figures 3.4 and 3.5, respectively.

3.5 Research Procedures

3.5.1 Recruitment of PAG Members

Following ethical approval, the EPT commissioner suggested several community groups who might support the project. The researcher was also introduced to a local activist leading a community pressure group within the education sphere. Following this introduction a meeting was held to present the research project to community members and request support from up to twelve 'local experts' to work on the research activity. Everyone who expressed an interest was contacted, then sent a PAG Participant Information Sheet (PIS) and consent form. Some PAG members expressed concern that the level of detail within the

research information pack was onerous, thus immediately establishing a barrier to participation. In response and prior to beginning work on the research project the researcher agreed to discuss this at an introductory meeting, to facilitate informed consent. Copies of the PAG PIS and PAG Consent Form are shown in Appendices D and E, respectively. No reward was offered for PAG involvement. However, should the research be published, they agreed to be named as co-researchers, subject to confirming agreement to being identified. PAG members socio-demographic data is summarised in Table 3.2.

Table 3.2

Demographic Data for PAG Members

Name	Age	Gender	Ethnic identity	Years in UK	Education	Occupation
Anthony	30	Man	BA	Birth	Master's degree	Education Professional
Crystal	49	Woman	BC	Birth	Bachelor's degree	Community Advocate
Jannett	57	Woman	BC	Birth	Master's degree	Inclusive Leadership Consultant (Race equity and Neurodiversity)
Juney	N/K	Woman	BC	Birth	Master's degree	Mental Health Professional
Susan	57	Woman	BC	Birth	Bachelor's degree	Public Speaker and Parent Advocate

Note. Ethnic Identity: BA = Black African; BC = Black Caribbean; BO (M: BC+W) = Black Other (Mixed: BC + White).

3.5.2 Role of the PAG

Facilitated by the researcher, PAG members attended fixed, weekly then at least fortnightly meetings and:

- (i) Chose the research question.

- (ii) Reviewed and revised the proposed methodology.
- (iii) Co-constructed the interview schedule.
- (iv) Coded the anonymized data, identified and named the themes, and selected the representative extracts, following training from the researcher.
- (v) Contributed to the dissemination strategy (and agreed to participate in dissemination activities should they wish to be identified as PAG members).
- (vi) Sense-checked the researcher's interpretation of the thematic map.

Additionally, PAG members chose to:

- (a) Redesign the research advertisement. See Appendices F(i) and F(ii).
- (b) Distribute the advertisement electronically and via their personal and professional networks, to cultural and community meeting places, including restaurants, cafés, churches, mosques, other places of worship, community centres, hairdressers, barber shops and nail salons across the borough, and at community events.

Although it was anticipated that meeting frequency and location (remote versus face-to-face) would change, subject to the nature of work being undertaken; for example, whilst co-constructing the research question/s and interview schedule; this was not the case. The PAG attended fixed, weekly meetings and then at least fortnightly meetings with the researcher throughout the life of the project. A reminder of the PAG role, and recap on progress was provided at the start of every meeting. Samples of meeting slides are shown in Appendix I(i), (ii) and (iii). Eligible PAG members could also choose to consent to participate as interviewees or focus group members, but this did not occur. Given PAG members' professional commitments, it was agreed the researcher would conduct all focus groups and semi-structured interviews. This additionally maintained interview fidelity, whilst safeguarding the well-being of PAG members and interview participants.

3.5.3 Challenges Associated With Participatory Approaches

3.5.3.1 Recruitment, Retention and Reward. Despite the intention to encourage broader, more representative groups and involvement of the community being researched, participants who experience social exclusion or are made ‘vulnerable’ by circumstances such as intersectional and marginalised identities may still feel less able to get involved. Hence, research methods must be adaptable and limit barriers such as SEND, whilst ensuring participation never increases a participant’s vulnerability (BPS, 2018). In this study, given the lack of financial compensation available, particularly to PAG members, it felt important to ensure involvement provided alternative, identifiable benefits for all concerned, e.g., developing a new skill, increased feelings of confidence and competence, seeing change based on the findings, feeling heard and held, albeit momentarily (See Figure 3.6 Researcher Reflexivity and PAG members’ reflections in Appendix M).

3.5.3.2 Adding value. Aldridge (2014) asserts that “where the intention is for research to be transformative ... researchers must also negotiate ways of remaining faithful to” participant experiences and find “strategies for making sure the messages from research can help to change lives.” (p. 126). In this study, striking this balance was challenging at times, particularly with respect to Black P&Cs authentic voices being heard, whilst limiting any wider adverse effects of taking part, and honouring the ideological intention of giving Black P&Cs a safe space to share their truths. It should be noted that 90% of the P&Cs chose not to use a pseudonym.

3.5.3.3 Time. Each PAG member had a full-time range of competing priorities and responsibilities, both personally and professionally. Consequently, it was agreed not to have a quorate for decision-making given this could result in the research being abandoned because of progress being halted. All meetings were recorded for review upon request by PAG members. This really only became a difficulty during the analytical process because

recruitment took place over such an extended period and transcripts were lengthy.

Consequently, PAG members could not allocate sufficient additional time for familiarisation and coding (See Table 3.5). This resulted in PAG members analysing three transcripts each rather than the ten each they had hoped for. Nevertheless, the six versions of individual analytic coding evinced notable similarities. An example of a PAG coded transcript is shown in Appendix K.

3.5.3.4 Who is in Charge? Aldridge (2014) argues for “using participatory approaches ... as catalysts for negotiating new meanings and directions in organisations that are undergoing change, ... as well as to ... disrupt prevailing power dynamics and relationships” (p. 125). This calls for a ‘bottom-up’ rather than a ‘top-down’ approach, active relationship-building to increase trust and collaboration with community members who are also customers and potential customers, and whose relationships are likely to be more informal than University Ethical Approval permits. This potential for blurred ethical boundaries required careful navigation (Mertens, 2021). An additional challenge was the will (and ability) to relinquish control of the process and narrative, whilst retaining ultimate responsibility for ensuring participant voices and messages were privileged above all else. Some specific reflections regarding this are included in Chapter Five.

3.5.4 Agreeing the Research Question/s

Reviewing the ethically approved indicative research questions (below) prompted significant discussion amongst PAG members.

1. How have Black parents/carers experienced working with ILLA EPs? (Thoughts and feelings.)
2. How well do Black parents/carers feel the specific needs of their CYP were:
 - (a) Accounted for in the work undertaken by the EP?
 - (b) Reflected in the EP’s written record?

(c) Understood and responded to by their CYP's school/education setting?

3. What do Black parents/carers think are the reasons schools/education settings make fewer RfIs with Black CYP?

The PAG eventually decided to focus on a single research question, “*How have Black parents’/carers’ experienced working with ILLA EPs?*” They felt answers to the other areas of knowledge would naturally be captured with a well-designed interview schedule.

Figure 3.3

Confirmed Research Question



3.5.5 Agreeing the Method of Data Collection (FGs or SSIs?)

PAG members felt strongly that Black people generally do not wish to ‘share their business’, and the topic of SEND with its ensuing stigma and shame lent itself to increased reluctance. Accordingly, in keeping with Ponterotto’s (2010) view that data collection methods need to be both suited to “the research question” and “most consistent with the worldview” (p. 588) of the required participants, they decided to offer participants the choice of joining a focus group (FG) or having an individual semi-structured interview (SSI). Interestingly, and in keeping with the PAGs’ initial view, just one person expressed a

preference for joining a focus group. The other nine participants preferred an individual interview. The agreed interview schedule is shown at Appendix J.

3.5.6 Confirming the Participant Inclusion Criteria

The inclusion criteria were agreed as:

1. Parents/carers of CYA aged 0-25 years
2. Parents/carers of CYA registered with a general practitioner (GP) within the borough boundary OR enrolled in a school/education setting, within the borough boundary.
3. Involvement with the EPT should have occurred within the previous 5 years.

3.5.7 Participant Recruitment

Given the research context, recruitment was undertaken with advice from the PAG. The target number of participants was twelve (Guest et al., 2006) to allow for ‘no-shows’; Braun and Clarke (2013) suggest between six and ten interviews is ideal for a small project. Organic recruitment was prioritised initially. However, in light of repeated ‘no-shows’, the researcher used purposive sampling (Etikan et al., 2016) to telephone randomly identified past EPT service-users and invited them to participate. The researcher was provided with a printout of CYA’s name, race/ethnic identity and year of EP contact, by an administrator. This additionally led to snowball sampling opportunities (Noy, 2008).

3.5.8 Participants

This study was concerned with capturing Black P&Cs’ lived and context-specific experiences of working with EPs in an inner-London, local authority (ILLA) and the meaning made from that (Willig, 2013). Consequently, target participants were Black P&Cs of CYA aged 0-25 years enrolled in an ILLA school/education setting and/or registered with an ILLA General Practitioner (GP). Twenty-four Black P&Cs of ILLA children were recruited: 22 cisgender women (91.7%) and two cisgender men.

Thirteen Black P&Cs aged 35 to 54 years attended an interview. Data from three interviews were excluded because the participants' children had not worked with an EP previously or within the past five years (See Table 3.4). Of the 10 Black P&Cs whose data were analysed, nine (90%) were cisgender women, five (60%) were education professionals, six (60%) declared education of an undergraduate degree or above, and eight (80%) were born in the UK. The remaining two volunteers had lived in the UK for 20-30 years. Two volunteers had children with no diagnosis of SEND who had worked with an EP. Socio-demographic data for the 10 participant's whose data were analysed is summarised in Table 3.3.

No rewards were offered for participation. White P&Cs, and P&Cs whose CYA identified as Black were not included in the participant group given they were unlikely to share the lived experience of P&Cs' racialised as Black. All thirteen Black P&Cs interviewed consented to their details being retained for participation in a 'critical friendship' group to support the EPT with service development for Black CYA and their families.

Table 3.3

Demographic Data for Parents/Carers Whose Data were Included Following Interview

Participant Number	Gender	Ethnic Identity	Years in UK	Occupation	Critical Friend	Source
BPC1	Woman	BC	Birth	Full-time parent	Yes	CE-O
BPC2	Woman	BA	Birth	Professional	Yes	PLG
BPC3	Woman	BC	Birth	Professional	Yes	PUR-T
BPC4	Woman	BC	30+	Professional	Yes	PUR-T
BPC5	Woman	BO (M: BC+W)	Birth	Professional	Yes	SNB
BPC6	Woman	BC	Birth	Professional	Yes	PUR-T
BPC7	Woman	BO (M: BC+W)	20-30	Professional	Yes	CE
BPC8	Woman	BC	Birth	Professional	Yes	PUR-T
BPC9	Man	BO (BBA)	Birth	Professional	Yes	SNB
BPC10	Woman	BO (M: BC+W)	Birth	Full-time parent	Yes	PUR-T

Note. Ethnic Identity: BA = Black African; BC = Black Caribbean; BO (M: BC+W) = Black Other (Mixed: BC + White); BO (BBA) = Black Other (Black-British-African). Source: CE = Community Event; CE-O = Community Event Online; PLG = Playground; PUR-F = Purposive Sampling (Face-To-Face); PUR-T = Purposive Sampling (Telephone); SNB = Snowball Sampling.

Table 3.4

Demographic Data for Parents/Carers whose Data was Excluded Following Interview

Participant Number	Gender	Ethnic Identity	Years In UK	Occupation	Critical Friend	Source
N/A	Woman	BC	Birth	Unemployed	Yes	CE-O
N/A	Woman	BC	Birth	Professional	Yes	PUR-F
N/A	Woman	BC	Birth	Professional	Yes	SNB

Note. Status: I-DNMIC = Interviewed, does not meet inclusion criteria. Ethnic Identity: BA = Black African; BC = Black Caribbean; BO (M: BC+W) = Black Other (Mixed: BC + White); BO (BBA) = Black Other (Black-British-African). Source: CE = Community Event; CE-O = Community Event Online; PLG = Playground; PUR-F = Purposive Sampling (Face-To-Face); PUR-T = Purposive Sampling (Telephone); SNB = Snowball Sampling.

3.5.9 Data Collection

This study was undertaken with regard for the BPS and HCPC codes (2018; 2021; 2016), in addition to the University of East London's (UEL's) Code of Practice for Research Ethics (2020). Approval was granted by the UEL's School of Psychology Research Ethics Sub-Committee on 02.05.2023. During recruitment, participants were provided with the research intentions, procedure, information regarding anonymous and confidential participation and their right to withdraw. This was done via Microsoft Forms, by telephone, and via their preferred email address, affording informed consent.

At the request of the PAG, electronic consent together with participants' socio-demographic data including gender, age, ethnic identity, length of UK residence, and age of CYA for whom parental responsibility was held, was collected using Microsoft Forms. This was to support P&Cs already busy caring for children with additional needs because the PAG felt the level of paperwork involved in participation was burdensome and might be off-putting for minoritised group members with little support. Whilst data could not be gathered anonymously, participant numbers were used as the sole source of identification within data records, and participants could elect to use a pseudonym. Participants' personal and contact details were stored separately, in a password protected file, within a password and face-recognition enabled PC, used solely by the researcher.

3.5.9.1 Semi-structured Interviews. Data were collected using individual video-recorded, semi-structured interviews (SSIs), hosted by the researcher via Microsoft Teams, provided by UEL. Recordings were stored securely, in line with the UK General Data Protection Regulations (UK-GDPR), tailored by the Data Protection Act (DPA) 2018, and destroyed after transcription by the researcher. Interviews took place between October 2023 and March 2024 and were scheduled at two-hourly intervals, between 8am and 9.30pm, affording adequate time and-space for participant debriefing, and researcher-reflexivity. Prior

to beginning each interview, participants were reacquainted with details of the study, re-consented, and reminded of their right to withdraw. Participants were each offered an opportunity to share additional information they wanted the EPT to know, before leaving the online meeting room.

All participants were asked the same core, open questions, and prompted, as necessary, to support collection of rich data regarding their experience of working with EPs. Given the potential for provocation of strong feelings, the researcher was additionally mindful of maintaining fidelity to the ethically-approved interview schedule. Furthermore, in accordance with the arrangements regarding duty of care, the researcher remained online for 15 minutes after the end of each interview, in case the interviewee experienced distress, had further questions or comments and needed to return. Each participant was then emailed a thank you note and provided with debriefing information offering sources of support which acknowledged differing lived experience and identities.

3.5.9.2 Transcription. To facilitate analysis (code and theme generation) by the PAG, each interview was transcribed verbatim and anonymized by the researcher. Identifying information was replaced with generic terms such as ‘location’ and ‘boy’ (Braun & Clarke, 2013). Recordings were deleted following transcription.

3.6 The Analytic Process

Each PAG member individually analysed and coded three participant transcripts using an adaptation of Braun and Clarke’s (2013) 6-step Reflexive Thematic Analysis (RTA) procedure (See Table 3.5). Prior to the start of data analysis, PAG members wishing to undertake data analysis were provided with training. This was in addition to weekly support from the researcher throughout the analytic process, whilst mindful of emphasising the importance of their influence. Table 3.5 details the bespoke process.

Table 3.5


Adaptation of Six Step Reflexive Thematic Analysis (Braun and Clarke, 2013)



Phase	Process
Step 1: Data Immersion	Members of the PAG read each transcript individually, in full, three times, without coding, to facilitate data familiarisation and immersion.
Step 2: Inductive Coding	Members of the PAG re-read each transcript line-by-line to generate inductive codes relevant to the research question/s. The researcher offered fixed times during which she remained online via Microsoft Teams, to support PAG members through the coding process, where required.
Step 2a: Coding Conversations	PAG members undertook collaborative coding conversations, facilitated by the researcher, to enrich their individual codes and deepen their understanding of the data.
Step 3: Code Clustering (Creating Candidate Themes)	PAG members met in person and were supported by the researcher to examine their inductive codes for latent patterns and group them to facilitate identification of initial themes.
Step 4: Generating Initial Themes	PAG members agreed indicative theme names.
Step 5: Choosing Extracts	PAG members each identified representative extracts for each theme, per transcript.
Step 6: Confirming Theme Names, Extracts and Thematic Maps	The PAG met online one week later to vote on the final selection of extracts, confirm theme names, and create a Thematic Map. This allowed some reflective space, which Braun and Clarke suggest enhances thematic quality (2021b).
Step 7: Preparing the first Draft Report	The researcher prepared and shared a first draft of thematic interpretations and extracts with PAG members for feedback. (Methodology and Findings chapters)



Step 8: Preparing the final Draft Report	Thematic interpretations amended as necessary. Final draft of the thesis shared electronically with PAG members, for review.
Step 9: PAG Confirmation Of Final Draft Report	PAG members met with the researcher to provide feedback.
Step 10: Submission of Final Report	Final amendments based on PAG members feedback prior to the thesis being submitted for marking.





Figure 3.4*Anticipated Model of Participation (20 hours)***Figure 3.5***Actual Model of Participation – (70 hours, excluding WhatsApp and email)*







INTRODUCTION TO PROJECT PROPOSAL, PLAN AND PAG MEMBER ROLE	
Contact time	1 hour
↓	
PAG MEMBER ROLE AND COMMITMENT	
Contact time	1½ hours
↓	






INFORMED CONSENT FOR PAG MEMBERS/RESEARCH AIMS AND METHODS/ONTOLOGY, EPISTEMOLOGY & AXIOLOGY/FOCUS GROUPS (FGS) OR SEMI-STRUCTURED INTERVIEWS (SSIS)	
Contact time	2¼ hours
<p>Researcher Reflection: 14.08.2023</p> <p>Really interesting/important discussion with PAG about project aims, theoretical framework, particularly BFE and what transformative really means? Also discussed psychological safety; collectivism of FGs versus privacy of SSIs, and potential for amplification to be both cathartic and traumatic? This left me really focused on supporting participants revisiting challenging experiences and whether I had planned enough. I will revisit with PAG, DoS and EPT lead. Later, I found myself in an awkward position when asked whether the service had acknowledged itself to be 'institutionally racist'. For the first time, I felt conflicted between my position as a researcher and my position as a TEP, an insider within the service being researched. Whilst I believed the answer was yes, I was also aware that most colleagues might not use that expression and indeed had not, despite their work on becoming more culturally competent. I was definitely left discomfited; wanting to make a clear statement but feeling I could not speak on behalf of the service given I'm not an employee. This is reminiscent of Aldridge's (2015) view. I will discuss with DoS and the EPT lead; I need to be able to be my authentic self as a researcher...</p>	
RESEARCH AIMS AND METHODS/ONTOLOGY, EPISTEMOLOGY & AXIOLOGY/FGS OR SSIS/RESEARCH QUESTION/S?	
Contact time	2¼ hours
<p>Researcher Reflection: 21.08.2023</p> <p>PAG had lots of questions about the definition of Black to be used, ensuring everyone possible could participate whilst maintaining ethical practice. They also hinted at how my identity might impact connecting with the community...</p> <p>Really good discussions about antiblackness, EPs at strategic meeting tables, the importance of representation and Black people's 'knowing'. I am a bit gutted because some PAG members would have liked to complete research diaries which would have been brilliant to analyse but this would mean a significant change to ethics/original study design. This is a definite limitation; I had not expected PAG colleagues to be able to give more than a minimal amount of time.</p>	
	

REVISITING THE RESEARCH QUESTION/REVISITING THE RESEARCH METHODS/RESEARCH ADVERTISEMENT: CONTENT AND DESIGN/FIRST LOOK AT PROPOSED QUESTIONS FOR FGS AND SSIS/KEEPING IN TOUCH	
Contact time	1 hour
Contact time	1 hour
	
RECAP OF WORK COMPLETED ON 14.08.2023 AND 21.08.2023/ADVERT CONTENT AND DESIGN/PAG ROLE IN ADVERTISING AND RECRUITMENT/FURTHER LOOK AT FG AND SSI QUESTIONS.	
Contact time	2 hours
	
RECAP/MATTERS ARISING FROM WORK COMPLETED TO DATE/PAG VIEWS RE PARTICIPANT INFORMATION AND INFORMED CONSENT/RECRUITMENT PLANNING/DATA ANALYSIS TRAINING – GROUP LEARNING/FURTHER LOOK AT PROPOSED FG AND SSI QUESTIONS/SUPPORTING AROUSAL/TRIGGERING/RESEARCH QUESTION/S/PAG DEBRIEFING	
Contact time	1½ hours
<p>Researcher Reflection: 11.09.2023</p> <p>A bit flat today. Advert and PIS delayed again. PAG members have concerns regarding supposed ‘participatory’ research which is forcing the community into research pigeonholes that do not mediate access and participation. I agree but feel powerless. Feedback includes: "Lofty/intimidating academic speak" in tension with accessibility - university ethics taking precedent over community needs etc”. I agreed to attempt to try to add some video/alternative format. PAG keen to offer space to complete forms with support, but I am worried about the ‘coercion’ risk. I will look at offering service number so people can choose to call with questions etc. Community must be protected at all costs. PAG members shared their own experiences of witnessing/experiencing inequity and disparity and additional community barriers regarding SEND e.g., accepting CYA is ‘less than perfect’ is an intergenerational challenge, as is the significance of faith over science – unsurprisingly. I can tell PAG members are worried about my ‘fit’ with the local community... I have tried to reassure them, but ultimately, they will have to trust my ability to create connections and psychological safety. Quite a painful reminder of the reception I received when I first moved to London...</p>	

Contact time	1 hour
	
RECRUITMENT UPDATE/OTHER PURPOSIVE RECRUITMENT ROUTES/TRAINING NEEDS FOR REFLEXIVE THEMATIC ANALYSIS OF DATA	
Contact time	1½ hours
<p>Researcher Reflection: 25.09.2023</p> <p>The advert has been in circulation for 2 weeks. PAG members are fantastic! They have distributed them all over ILLA, including alternative provision settings/boxing clubs/community centres/church newsletter/train stations/libraries/barber shops/GP surgeries/supermarket/small food stores/train station/LinkedIn/doorstepping local schools/all nurseries.</p> <p>Also publicising on specially created Facebook page and at Community Health events. Still trying to find a way to contact the 1300-plus service-users on the EPT system confidentially/remotely/cheaply. Only phone numbers routinely harvested, so no e-mail addresses without checking each RfI! Need to invest in Outlook extension or scholar pack type text system and/or request consent to harvest email addresses automatically - this is a definite limitation). Organic recruitment still feels right but no sign-ups yet...</p>	
	
RECRUITMENT UPDATE/OTHER PURPOSIVE RECRUITMENT ROUTES/TRAINING NEEDS FOR REFLEXIVE THEMATIC ANALYSIS OF DATA/INFORMATION GIVE: BLACK MEN'S PROSTRATE EVENT	
Contact time	1¼ hours
<p>Researcher Reflection: 09.10.2023</p> <p>Oh, my Lord! Not a single response to the advert and ILLA central has refused to send out borough-wide text message/tweet...</p> <p>Advert is circulating all over London and outside of London! PAG members are shocked by paucity of response to advert, despite the reach achieved. Really positive response from LinkedIn, but limited pool given ILLA P&Cs only.</p> <p>Many P&Cs asking whether they will be paid to participate. Another limitation – I had not anticipated this being an issue. The sign-up process is also definitely off-putting for marginalised groups. Each PAG member is trying to sign up one organic lead.</p> <p>Facebook community groups are 'airing' the advert...</p>	

PAG members helped me with preparation for Coffee Sunday; harnessing community interest /investment given recent fatal incidents involving CYA in neighbouring boroughs.	
<p>Researcher Reflection: 15.10.2023</p> <p>Coffee Sunday was interesting. EPT lead and PAG represented which felt really positive. Generally, well received. Still challenged by audience member who felt it was OK for me because of my education etc. I am not sure how I feel about having to justify my commitment and explain my own circuitous journey to borrowed professional privilege. However, it was not unexpected given the history and context, and I think I did okay. Amazingly, we have a participant!</p>	
	
INFORMATION GIVE: COFFEE SUNDAY - 15.10.2023/DOORSTEPPING AT SCHOOLS/SCHOOL ADMIN TEAMS VERSUS SCHOOL BUSINESS MANAGERS VERSUS SENDCOS	
Contact time	1 hour
	
RECRUITMENT UPDATE/KEEPING IN TOUCH	
Contact time	1 hour
	
INFORMATION GIVE: PROGRESS WITH INTERVIEWS/RECRUITMENT UPDATE/KEEPING IN TOUCH	
Contact time	1 hour
<p>Researcher Reflection: 30.10.2023</p> <p>Three interviews completed 1x 25.10.2023 and 2x 26.10.2023! Two did not actually meet the criteria. Place where CYA whose parents had not been able to get access to an EP. One was particularly distressing – a 21-year-old who had never seen an EP, apparently blocked by school. PAG discussed reasons for participants attempting to access the EP team via the research project and what this might mean in terms of the current service offer. Agreed to discuss use of the two interviews with DoS. Do I need to consider widening participant criteria and ethics amendment? I'm uncertain whether it's the right thing to do but have committed to being guided by the PAG given they are the local experts.</p>	
	
RECRUITMENT UPDATE/KEEPING IN TOUCH	
Contact time	1 hour

Contact time	1 hour
	
RECRUITMENT UPDATE/PREP FOR RECRUITMENT AT MENTAL HEALTH AND WELLBEING: OUR BLACK CHILDREN AND PARENTS – 25/11/2023/TRAINING NEEDS FOR REFLEXIVE THEMATIC ANALYSIS OF DATA	
Contact time	1 hour
	
MATTERS ARISING FROM WORK TO DATE/RECRUITMENT UPDATE/INFORMATION GIVE: FAMILY HUB LAUNCH – 11/12/2023	
Contact time	1¾ hours
	
RECRUITMENT UPDATE/KEEPING IN TOUCH	
Contact time	1 hour
Contact time	1 hour
Contact time	1½ hours
Contact time	1 hour
Contact time	1 hour
Contact time	1 hour
Contact time	1¾ hours
	
RECRUITMENT UPDATE/KEEPING IN TOUCH	
Contact time	1 hour
Contact time	1 hour
Contact time	1 hour
Contact time	1 hour
	
DOING REFLEXIVE THEMATIC ANALYSIS: STAGE 1 – DATA FAMILIARISATION, STAGE 2 – CODING	
Contact time	1¾ hours
Contact time	1½ hours
	

MATTERS ARISING FROM WORK COMPLETED TO DATE/DOING REFLEXIVE THEMATIC ANALYSIS: STAGE 1 – DATA FAMILIARISATION, STAGE 2 – CODING	
Contact time	1¼ hours
	
CODING	
Contact time	1 hour
PAG Members: Individual Coding	10 hours
	
CODING QUESTIONS AND CATCH UP	
Contact time	1¼ hours
Contact time	1 hour
	
THEMES AND QUOTES DAY	
Contact time	10½ hours
<p>Researcher Reflection: 30.04.2024</p> <p>Wow! I'm emotionally and physically exhausted, and just so grateful. I underestimated how similarly individual PAG members' coding and meaning- making from the data would be, which was possibly a bit naïve. At the start of the research journey, I could not have anticipated just how much passion and commitment, in addition to lived expertise the PAG members would bring to the table.</p>	
	
THEMES AND QUOTES REFLECTIONS	
Contact time	1½ hours
	
SENSE CHECKING/DISSEMINATION	
Contact time	1½ hours
PAG: Individual Reading and Feedback	3½ hours

3.7 Assessing the Methodological Quality of the Current Research Study

Guba and Lincoln (1994) proposed three considerations for assessing methodological quality: (i) whether the research achieved its overall critical aim; (ii) whether the research

followed the quality criteria recommended for its data collection methods and (iii) to what extent the research stimulated action and change. Asserting that research is a political act, and transformative research in particular seeks to confront oppression, Mertens (2015, 2021) offered ideas for enhancing the quality of qualitative research. These include (a) researcher's as active 'agents of change', designing studies privileging transformation and thus, increased social justice, (b) employing inherently ethical and culturally-responsive practises which contest power differences, and (c) forming coalitions to sustain the changes made. She offered the view that measurement of (i) credibility, (ii) transferability, (iii) dependability, (iv) confirmability, and (v) transformation should take place. Yardley's (2017) 'sensitivity to context' was also considered.

This study achieved its aim of amplifying the voices of Black P&Cs. It provided a safe space for them to speak about their supposed reluctance to work with ILLA EPs and whether their experience of working with EPs was a contributory factor in the disparate number of RfIs with Black CYA, and thus, how to improve the service they receive. The research followed the quality criteria recommended by the BPS and the University of East London's research ethics policy. Data collection and analysis were closely aligned with Braun and Clarke's (2013) suggested method and will stimulate action to transform existing ways of working, particularly in support of *actively* (Tatum, 1997/2021) anti-racist practice. Nevertheless, some of the change required will involve services outside of the EPT and will therefore need to be measured "over time" (Mertens, 2015 p. 147).

3.7.1 Credibility

In qualitative studies, the researcher is accepted as a significant feature throughout the process, thus qualitative research cannot be judged using typically positivist 'gold standards', such as objectivity, validity and reliability. In Mertens (2015) view, qualitative credibility is established via "deep and close involvement of researchers in the community of interest

...(.)”, claims made based on “sufficient data to support them”, and visible “analysis and interpretation” (p. 267). These are reminiscent of Collins’ (2009) BFE. Mertens also suggests stakeholder checks, joint research, critical reflexivity and positionality. Notably, however, Aldridge (2014) cautioned that credibility can be questioned when too much flexibility is given to meet individual participant needs. In this study, just one adaptation was made (for a participant to be interviewed with their camera off). A rigorous research process was undertaken within which PAG members were key decision-makers, undertook data analysis (see 3.6), and member-checked Chapters Three (Methodology) and Four (Findings and Analysis). Herein, credibility was also established via the researcher’s positionality (see 1.6), reflexivity and accountability to the PAG. Reflexive extracts have been included for inspection in Chapters Three, Four and Five. Furthermore, PAG members consented to recording all contact, affording opportunities for review had the need arisen.

As previously discussed, and in keeping with Mertens’ (2015) and Collins’ (2009) view, the researcher identifies as a Black P/C, living in ILLA, and is thus involved in the community of interest. Consequently, deep and close involvement was established on the basis of lived experience as a member of the same racialized grouping. Nevertheless, distance was made possible because the researcher’s CYA is no longer within the relevant age group to attend an ILLA school/setting, hence, the researcher’s social circle is not part of the same community of local P&Cs. Additionally, despite serving CYA and their families as part of her Professional Placement, the researcher decided those families with whom she had direct contact would not be invited to participate. They could thus only self-select organically by responding to advertisements during the recruitment process, which did not occur.

3.7.2 Transferability

Transferability in qualitative studies is reminiscent of external validity in quantitative research which relates to whether or not findings can be generalised to the population (Guba

& Lincoln, 1994). Mertens (2015) suggests transferability means consumers of qualitative research can compare and contrast findings with their individual situations, hence researchers should provide sufficient detail or “thick description” (Geertz, 1973 as cited in Mertens, 2015, p. 271) to enable this. Herein, transferability is achieved by offering contextual information such as time and place, and detailed demographic data. Whilst a minimum number of participants was not required, Braun and Clark (2013) suggest six to 15 interviewees are ideal for a Professional Doctorate project. Consequently, it felt important to secure interviews with as many community members as possible, despite this extending the anticipated recruitment process and study timescale quite significantly.

3.7.3 Dependability

Although akin to reliability, change is an acknowledged possibility in qualitative research given the need to adapt data collection methods to meet participants individual needs, which is particularly important when working with under-researched and traditionally-silenced communities. Mertens’ (2014) view is that change is acceptable provided it is recorded and the records made available for inspection. In this study, no changes were necessary. Notably, however, whilst the original focus was on Black P&Cs’ experiences of working with EPs, a salient message during analysis was the difficulty they experienced accessing EP referrals from schools/settings, the foundation for which was perceived to be consequent upon structural and systemic racism, as illustrated in Appendix L, and discussed in Chapters Four and Five.

3.7.4 Confirmability

Whilst confirmability parallels objectivity in quantitative research, hence, prizing researcher objectivity, contrastingly, in qualitative studies, the researcher is not objective and indeed, scholars opine the acknowledgment of researcher influence as essential. Nevertheless, Mertens (2015) suggests confirmability is established by enabling the audit of data, and

ensuring its explicit interpretation, as evidenced in Chapters Four and Five with anonymised extracts, PAG members and researcher analysis. Unfortunately, in this study, an inordinate recruitment period resulted in an absence of time for interviewees to review their transcripts. Fortunately, transcription was facilitated via Microsoft Teams transcription facility and corrected line by line to ensure accuracy. Additionally, the interpretive strengths evident despite individual coding and familiarisation are testament to the sought-after inter-rater-reliability of quantitative paradigms. Additionally, the researcher supervisors critical challenge further affirmed the conclusions shared.

3.7.5 Transformative

Transformation is concerned with “providing a platform for ...” increased “social, economic, and environmental justice” (Mertens, 2021, p. 1) facilitation by lessons learned and research with/led by the community it concerns. In practice, Aldridge (2015) asserted that participants “should be engaged actively in” the research process “(if ... they want, ... are willing and able ...)”, including analysis and interpretation, suggesting this “allows academic researchers to address and overcome issues of representation and to promote transformative outcomes by recognising the need, not just to equalise research roles and responsibilities, but to transpose them.” Like Mertens, she opined transformation to include the research outcomes, research efficacy, and creation of “transformative research relationships” (p. 122). Lincoln (2009) suggests some of the criteria responded to in Table 3.6.

Table 3.6*Examples of Lincoln's (2009) Transformative Criteria for Authenticity in this Study*

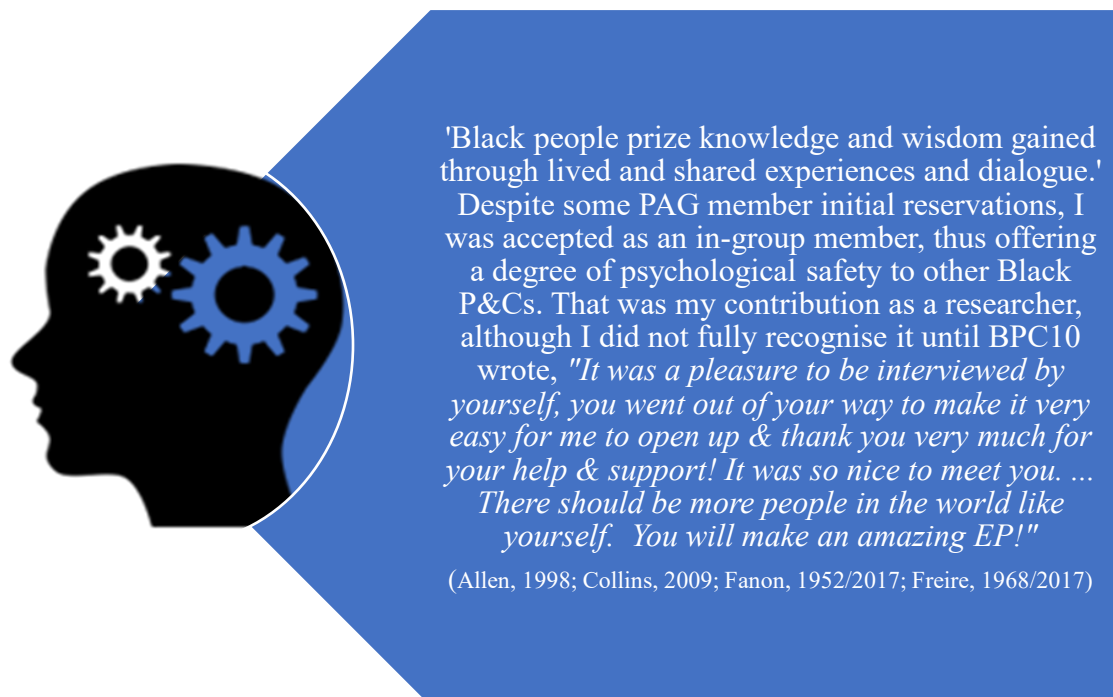
Criterion	Evaluation
Ontological authenticity	Both interviewees and PAG members became more aware of the service, its parameters and how to access it. The study's unique contribution is discussed in section 1.7.
Community	In this study, the relationships can appropriately be described as transformative. The researcher and PAG developed a trusting, supportive partnership. Researcher and interviewee relationships were built on respect, interest, trust, and compassion. Both groups are keen to continue the work arising from the study in terms of dissemination and service development. Additionally, the researcher attended weekly community-led events "to know the community well enough to link the research results to positive", relevant community action (Mertens, 2015, p. 273).
Attention to voice	Seeking out the silent and marginalised (hooks, 1990).
Positionality/standpoint epistemology/ critical reflexivity	A selection of reflexive extracts is available in Chapters Three, Four and Five.
Reciprocity/sharing the perquisites of privilege	PAG members reflections are available in Appendix M.
Catalytic authenticity	The level of action resulting from this research will require future confirmation.
Praxis/social change	All 13 interviewees and five PAG members have committed to becoming 'critical friends' to support the EPTs service development work.

3.7.6 Sensitivity to Context

Yardley (2017) posited contextual sensitivity as key to high quality research. In this study, the participants, PAG members', and researchers shared a racialised grouping, similarities in lived experiences and membership of the local community, which facilitated exceptional contextual compassion, as evidenced in Chapter One. The research design and model of participation were chosen to facilitate a shift in power by ensuring final decision-making sat with PAG members at every opportunity.

Figure 3.6

Researcher Reflexivity



3.8 Chapter Summary

This chapter detailed the conceptual framework, ontology, epistemology, and axiology within which the research was situated. Some methodological considerations were presented in relation to the literature reviewed. Subsequently, the research process, including recruitment and training of the PAG and their role in driving the research, recruitment of

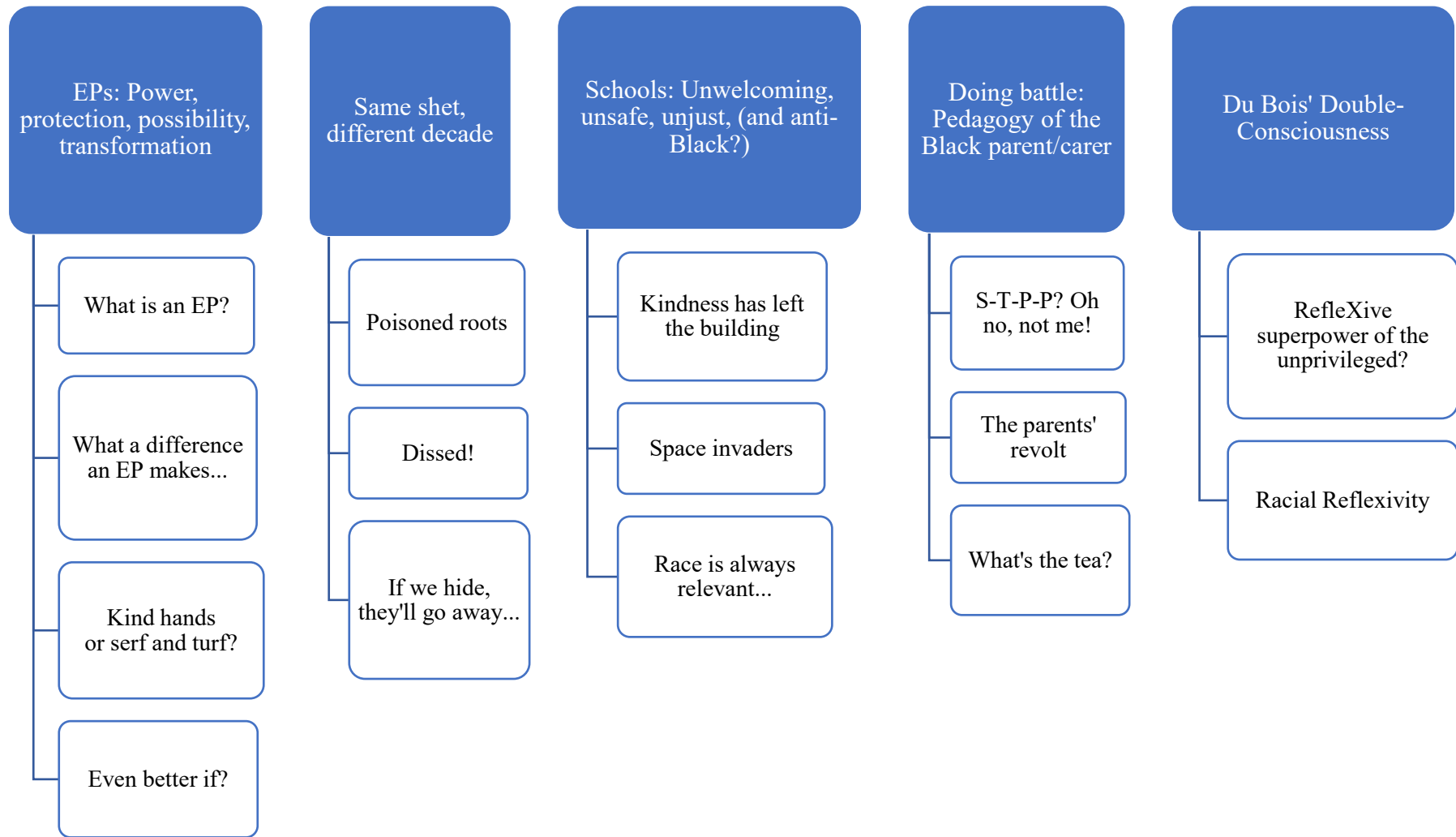
interviewees and some reflections regarding ethical consideration were offered. An explanation of data capture and analysis was also provided. The chapter concludes with an analysis of the research quality, and a reflexive extract. Chapter Four details the research findings and analysis.

Chapter Four: Findings and Analysis

4.1 Overview

This chapter represents the PAG members' and researcher's interpretation of Black P&Cs' experiences of working with EPs in ILLA, after analysing qualitative data from 10 semi-structured interviews. A summary of themes is presented with a thematic map (Figure 4.1) illustrating each subordinate theme (subtheme) identified using an adaptation of Braun and Clarke's (2013, 2021a, 2021b) RTA in response to the research question, '*How have Black parents'/carers' experienced working with ILLA EPs?*'.

The chapter continues with an interpretation of the meaning made within each theme, from a hermeneutic position of 'empathy' (Willig, 2013; Willig & Stainton Rogers, 2017), which assumes P&Cs' language provided access to their worlds. The themes are evidenced with extracts from interview transcripts and links made to any interdependent concepts during data analysis. The epistemological position realised in the research following analysis lends itself to Standpoint theory (B. J. Allen, 1998; Harding, 1991), which acknowledges expertise gained via marginalised identities and their experiential impact. Consequently, interpretation of the findings is steered towards giving voice to the interviewees' rather than to interrogate, criticise or conceptualise their accounts, to avoid drowning them in what Finlay (2002) describes as "the swamp of interminable deconstructions" (p. 209). This felt particularly important given the researcher does not share the interviewees lived experiences of the local education and associated systems, despite a shared racial identity. Additionally, in keeping with Ponterotto's (2010) view that "written reports relying extensively on participant voices..." in "qualitative approaches" (p. 582) can enhance the social justice impact, interviewee (and PAG) voices were privileged with detailed extracts aimed at offering readers a comprehensive picture of their socio-cultural and political contexts. An analytic summary is offered in conclusion.

Figure 4.1*Thematic Map*

4.2 Summary of Themes

Themes are “patterns of meaning, underpinned by a central organizing concept – a shared core idea” (Clarke and Braun 2017, p. 297), capturing “something important about the data in relation to the research question” (Braun & Clarke, 2013, p. 82). Having undertaken an extensive analytic process, five themes and 15 allied subthemes were identified across the dataset in response to the research question. Most Black P&Cs in this study experienced working with ILLA EPs as transformative for their CYA. Contrastingly, those same P&Cs overwhelmingly experienced the process of getting a ‘Request for Involvement’ with an EP (a referral) from their CYA’s school/setting as a battle for their children’s lives. Black P&Cs expressed the view that the British education system is racist and continues to be a hostile environment for their CYA (Coard, 1971/2021), evidenced in unmistakably insidious, instinctive, and inequitable actions of many ILLA school adults. This perception of systematic racism is supported by numerous psycho-social scholars who posit the prevalence of education-specific inequity, exemplified by disciplinary disproportionality and adultification of Black students, fuelling the STPP (Q. Allen & White-Smith, 2014; Annamma et al., 2019; Apontua & Stevens, 2023; BPS, 2006; BPS (DECP), 2023; A. L. Brown, 2018; Bryan et al., 2015; Cline, 1999; Cooke & Halberstadt, 2021; Davis & Marsh, 2020; Francis, 2022; Gillborn, 1995/2000; Gillborn et al., 2012; Gillborn, 2024; Gillborn & Demack, 2018; Gilliam et al., 2016; K. Graham, 2016; Joseph-Salisbury, 2020; Joseph-Salisbury & Connelly, 2018; Kunesh & Noltemeyer, 2019).

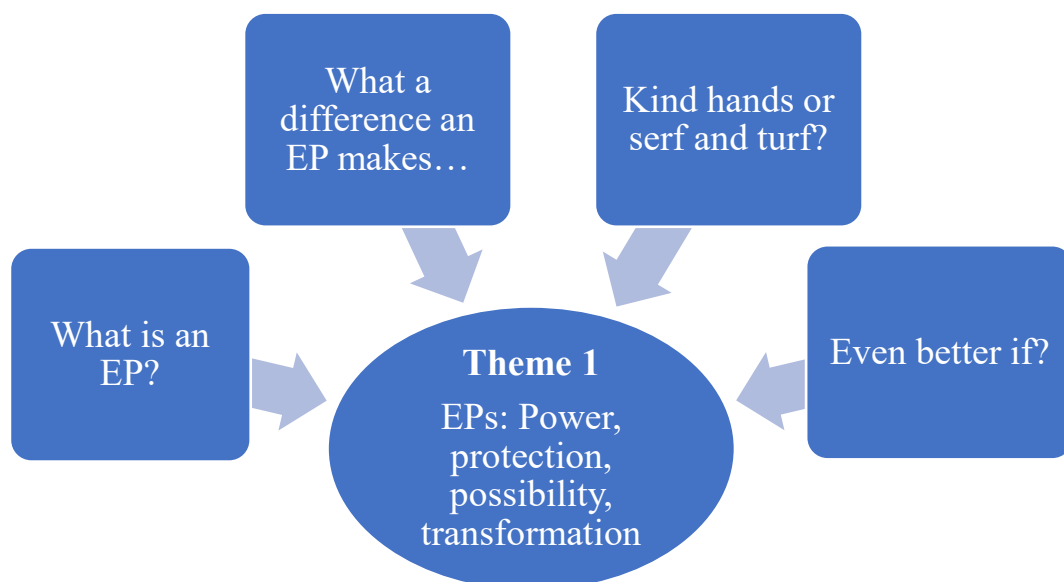
4.3 Theme 1: EPs: Power, Protection, Possibility, Transformation

Theme one reflects Black P&Cs knowledge about Educational Psychologists (EPs), their understanding of the role, and how they experienced EPs once they gained access to them. It explores the supposed power in EP advocacy, often perceived as transformative by Black P&Cs, and reportedly experienced as their CYA (a) having their voices heard; (b)

having their humanity acknowledged; (c) receiving the privilege and protection of childhood; and (d) gaining begrudging acceptance of their needs. Herein we also reflect how EPs are positioned (Harré et al., 2009) by Black P&Cs, and the inherent challenges to ethical practice given the perception that SEND funding belongs to schools/settings, and thus, EPs work *for* them. These topics are explored further within the subthemes (1) What is an EP? (2) What a Difference an EP Makes...; (3) Kind Hands or Serf and Turf? and (4) Even Better if? (Figure 4.2).

Figure 4.2

Subordinate Themes for Theme One



4.3.1 What is an EP?

Some Black P&Cs were unaware the EP profession existed and the possibility of requesting EP support for their CYA. Most were unclear about what EPs actually do, why and how they do it. Several P&Cs were unclear about how EPs differed from their CAMHS colleagues.

BPC10: I didn't even know that this was possible. I didn't even know that there was such an assessment out there to even fight for it ... Instead, CHILD's just been labelled as a bad child. (p. 57)

BPC9: I didn't know what they really did ... prior to working in education or even ... before I climbed up the ranks. I had no idea what they did at all. (p. 6)

BPC5: It wasn't ... a CAMHS thing. ...she told me to get in contact with the Education Psychology. (p. 2)

Even P&Cs who were knowledgeable about the EP's role, and the impact on their CYA's experience of school, lacked clarity about how to access the service and what they could reasonably expect from an EP. This often included the purpose of the EP being invited to become involved with their CYA, the breadth of opportunities an EP's involvement offered, and for how long.

BPC1: Delve into and understand how my CHILD understands and is educated, in order for them to flourish, basically, despite THEIR additional needs. ... That is my interpretation. ... I wish it was a lot more transparent, as in, the minute I got told yes, we've agreed an assessment, I would have had confirmation stating it has been agreed, ... so I have a paper trail and confirmation from the EP team - Yes, a request has been put in for CHILD, and I got told directly rather than it go round the houses of the caseworker who doesn't know. It was very wishy-washy, ... even to get the contact details I had to literally go around the houses and speak to friends and other advocates. Nothing is clear, you know, all I kept getting told was they're short of staff. ... in the early days, when CHILD first started struggling, ... there was like an EP phone service... I found the gentleman ... extremely helpful...(.) He was quite baffled as to why ... I wasn't getting help elsewhere for my CHILD ... he gave me loads of information. He told me to buy a book, and we worked on the book. ... He couldn't actually tell me anything more than that. ... I am gonna blow my own trumpet now, but for somebody who is fully aware of my child's needs, fully aware of how the LA works, ... I found it extremely hard. And if I found it extremely hard, the

parent whose CHILD's just been diagnosed, who is embarrassed that their child's needs are the way they are, who doesn't wanna ask the school for help, let alone anyone else, ... if they see me struggling, they're not gonna look for the help. They're not gonna go for the help. They're not gonna want to do it. (p. 15)

BPC7: I don't have much to say about the EP because they were OK, to be honest. You know, they just did their assessment, and I think it was alright, but I can imagine why people wouldn't necessarily go down that road again if they heard my story, because I told to a friend, actually, just recently, 'stay well away from anything that gets you involved with CAMHS, you know'. I'm not gonna, umm, lie about it. And this ... was going on ... for about three years. (p. 8)

Several Black P&Cs expressed dissatisfaction with meeting the EP only once and a lack of clarity about next steps, e.g., follow-up work. This translated into disappointment about unmet expectations when compared with what they had hoped for.

BPC6: I hoped that any assessment done by the EP... would have helped to get CHILD support ... long term, not just kind of short-term support to support the school. Something that's fundamentally going to support CHILD as s/he progresses even into higher education ... it was helpful for that period, but ... I can't see how that assessment is helping CHILD now in Y10 ... I would like to have seen ... something that could be measured. It's difficult really, but I would have liked ... CHILD being able to talk about the strategies that the EP has given THEM, even now, even though THEY'VE moved to another school. ... I think if it was a significant experience for CHILD, it would be something that THEY would remember and something that THEY would continue to use. (pp. 23-24)

BPC2: So, ... in my experience, ... parents ... of colour, ... don't know what's available in the borough. They don't know what help they can get. They don't know

what agencies and organizations and even benefits...(.) ...because I have worked with special needs children for a long time... I thought, well if these kind of things are available outside London, being that London is... diverse, there should be a lot of things available. So, I went hunting and I found quite a lot of things, but it's not advertised. Once you have received a diagnosis for your child, there is no one who then picks up the phone ... to see how you're dealing with this, ... tell you what's available. (p. 7)

4.3.2 What a Difference an EP Makes...

Despite the foregoing confusion, this subtheme exemplifies the EPs unique contribution through consultation, capturing various ways Black P&Cs in this study felt EPs contributed positively to school life for their CYA, and mediated their own engagement with school adults. This included increased feelings of self-efficacy (Bandura, 1997) and expertise (SEND CoP, 2015), agency and autonomy regarding their CYA's needs. Nevertheless, this was juxtaposed with a tinge of vulnerability about parenting a child with SEND alone, and being Black, whilst highlighting a comfort in feeling understood by someone sharing key intersecting identities (Crenshaw, 1989).

BPC2: They really listened to everything I had to say... nobody spoke over me.

Nobody was trying to force their opinions on me. ... you can tell from their follow up questions that they were listening to what I previously said. ... The SENCO ... even said afterwards that things made a lot more sense to her... when they read the report that came, they quickly jumped into action mode and started putting things in place for CHILD. It was too little, too late, ... because actually that meeting also did a lot for me. ... She [EP] was the one who actually put the thought in my mind of ... you are the expert on your child, coz a lot of times I felt like they [school] were trying to bully me into doing what they wanted. (p. 7)

BPC8: Myself, and I'm sure lots of other Black parents when you walk into the room and you see a White lady there, ... you just feel like they're not gonna get it, and they don't...(.) So, yeah, I think she got it, and I think ... this might be me, but I think we had an unspoken understanding of what my worry was. ... The school's just trying to get rid of my CHILD, like, permanently exclude THEM and just send THEM to Timbuktu and forget about THEM. And I think she understood. I think she could see from the behaviour records ... what they were trying to do, and she was very much like, no, there's a need here and you guys are not meeting that need, and the school have taken a little bit more responsibility since that last EP assessment. (pp. 22-23)

The EP's attuned, well-judged parent communication (Kennedy et al., 2015) and unwillingness to accept school could do nothing, championed inclusion and facilitated change. This stemmed a tide of weekly fixed-term exclusions and daily calls home, albeit four years after that mother first requested the school's help. Importantly, parents perceived the EP's cultural and local understanding as instrumental in achieving a good outcome, emphasising the importance of developing a broad range of cultural 'competences' and knowledge beyond one's own lived experiences, as a minimum standard of EP practice (HCPC, 2023).

BPC8: I think the school were just sick of CHILD ... so a lady came. She was a Black lady, and I was a bit more hopeful, I'll be very honest, and she was really good. ...the best. Maybe it was her that told me to go to the GP... she was like, you need to get onto this. ...This CHILD has needs, and s/he's not gonna be taken seriously until s/he gets THEIR diagnosis. They're just gonna see THEM as... the naughty Black kid, to be honest, ...I can see there's needs, anyone can...(.) The school was like, no, we can't do anything, we can't do anything. No, CHILD's too naughty, CHILD's too naughty; but she was just like ...(.) She just seemed more ... like she understood the

full picture rather than what she had just seen on the days that she assessed CHILD. She kinda checked CHILD's history... spoke to the SEN team ... spoke to me in depth ... and ... I told her about how CHILD is outside of school... At home, you would never know how CHILD is at school... I think she took on what I was saying... it was her that said have you considered THEY might be autistic, and... all of this stuff started to make sense. ... She said, obviously I can't diagnose THEM, but... it's worth having a look at. (p. 13)

BPC9: It wasn't so clinical. ...it wasn't so much, 'Hi, I'm this person ... and today we're going to be talking about this and how you feel.' ...before she came in, she spoke to me and she said, 'Ohh, what's THEIR likes? What's THEIR dislikes?' And I said, 'This CHILD you'll always find THEM ... standing outside of Morley's eating chicken and chips.' ... So, when she came in, she said, 'Ohh, I heard that I was supposed to bring some chicken and chips for you, but I'm not gonna be doing that today!', and CHILD just started laughing, ... it completely broke the ice. CHILD trusted her and was even able to share things ... THEY struggled to share with even THEIR own parents and teachers...(.) CHILD was able to ... speak about how s/he feels and the fog in THEIR brain and all the rest of it ... CHILD felt that s/he had somebody fighting for THEM ... that was the difference. ... The CHILD settled down ... THEIR predicted grades ... were like 3s, ... they thought CHILD's gonna be excluded. When the EP came in ... CHILD became ... the hardest working student in the school...(.) Literally, everything changed for THEM...(.) THEY still had the issue..., but CHILD said if they're gonna try with me, I will try in school. ... What was nice, the EP then phoned again a couple of years down the line just to say hello to THEM, see how THEY was getting on. Yeah, the CHILD passed, and THEY got all 9s (A*s). (p. 5)

Eighty percent of Black P&Cs in this study experienced a sense of protection through EP involvement, enhanced by cultural and local understanding, curiosity and fluid positioning. Importantly, EP intervention increased school adults' ability to look beyond Black CYA's presenting behaviours, represented in reduced freedom to apply punitive methods of authority, power, and control over Black CYA with additional needs - a competence previously posited as an area for development among White staff (Cooke & Halberstadt, 2021; Halberstadt et al., 2018).

BPC5: I'm waiting for CAMHS to give my CHILD a proper diagnosis, yeah(.) ... so, at the moment I'm relying on your [EP] report to help me right about now. That's my Bible in the school, right now. If I didn't have that, what else would I have? My CHILD would be chucked out in the streets. (p. 17)

BPC6: No. I don't feel that the EP service has helped us to get to the point where CHILD is now. ...what it did ... was make the teachers understand that there is more going on with this child's behaviour than just labelling THEM as a child that doesn't know how to behave. (p. 23)

BPC2: And even from the report ... I can see that they took everything I said into consideration. ... I just wish that there was a continuance with that. (p. 7)

The impact of refined interpersonal skills are evident in BPC2's wish for further, direct access to the EP service, and whilst this might indicate EPs needing to be more explicit about their limits of engagement, it also hints at a desire for the ongoing psychological safety and validation of relational engagement (Clark, 2020; Wanless, 2016). Similarly, Black P&Cs seemed to welcome the psychology shared by EPs and were keen on an alternative route to psychologically-informed advice which supported understanding of their CYA's needs, without 'referrals' from schools/settings. This is interesting given Rowley's (2022) EP participants suggested relational and systemic approaches were essential only 65% and 55%

of the time, respectively. Notably, 62-69% of participating EPs worked in LAs outside of London, with fewer BGM residents. Contrastingly, in this study, ILLA's Black P&Cs were clear that both are key to them feeling well-served; a sentiment echoed by scholars such as Collins (2009), who support the view that Black people value relational engagement and knowledge gained from lived experience.

BPC8: She kind of just took her time. That's it, really. ...opened my eyes...and also helped me understand my kid a bit more...not just in a school sense, but...as a parent. (p. 13)

BPC4: I think working with the EP actually helped me understand my child's needs...I think especially...the African and Jamaican culture...would benefit from working with an EP, to have understanding of the need and not the diagnosis. ...They hear the diagnosis and just go; that's not my kid! No, actually, understand the need, coz... they may have the same diagnosis, but the need isn't the same. See, when you understand the kid's needs, ... you know how to support. (p. 44)

This subtheme illustrated Black P&Cs' experiences of EPs as advocates and agents of change, highlighting their unique contributions, and the efficacy of consultation as an intervention. Also prevalent were the feelings of safety and protection engendered by Black EPs, whose presence was experienced as an additional layer of attunement (Kennedy et al., 2015), emphasising the power of representation and shared intersectional experience. This is pertinent, given just one Black P&C explicitly expressed a preference for working with a Black EP, suggesting that for Black P&Cs, 'who' delivers the service may be much less significant than 'how' they deliver it, as indicated in 4.3.3.

4.3.3 *Kind Hands or Serf and Turf?*

‘Kind hands’ is often heard in early years (EY) and primary settings to remind children to use their hands for prosocial¹ acts. Herein, we juxtapose this expectation, set by school/setting adults, with the behaviours Black P&Cs feel those adults’ model. ‘Serf and turf’ illustrates Black P&Cs feelings of continued stricture, typified by the lack of childhood freedoms, privileges, and protection afforded their CYA in schools/settings. It highlights their CYAs direct route to being ‘turfed’ out, via presumptions of guilt, and disproportionately punitive sanctions in response to perceived breaches of socially-determined norms.

BPC9: So, CHILD’s seen three EPs, and that’s three sets of recommendations being put forward to a school, yet CHILD’s now gonna be in Y10, and ... on the route to being kicked out... because they just deal with CHILD on behaviour. (p. 13)

In mediaeval England a ‘serf’ was a person in servitude, whose ownership could be transferred only as part of the land upon which they worked (Oxford English Dictionary, 2023). Reminiscent of serfs who were deemed ‘let go’ if they remained off the land, unclaimed for a fixed timescale, excluded Black CYA are less likely to be reclaimed and reintegrated by their previous mainstream settings than White peers (Boyd, 2019; Timpson, 2019).

BPC6: I think it was very much an exercise to demonstrate ... we’ve done all these things, CHILD’s still displaying these type of behaviours. Well, we can’t manage THEM. I think it was done as an exercise just to help the school to say that these are the things that we’ve done to support this child. (p. 24)

As agents of the state (Bourdieu & Passeron, 1990; Coard, 1971/2021; Grenfell, 2012), EPs were previously instrumental in the subjugation of Black CYA’s academic self-concept, self-efficacy, self-determination and self-actualisation (Bandura, 1993, 2001;

¹ Prosocial: Positive and helpful, promoting social acceptance and friendship.

Bandura et al., 1996; Coard, 1971; Erten & Burden, 2014; Rampton, 1981; Ryan & Deci, 2018) by incorrectly determining them to be ESN. Consequently, some Black P&Cs still require convincing that EPs can be fully trusted to accurately represent Black CYAs needs and facilitate ‘kind hands’ from school adults. Significantly, just 30% of Rowley’s (2022) EP participants felt it was necessary for them to facilitate harmonious relationships among a CYA’s systems when considered in the context of exclusions.

BPC4: If parents aren’t aware of the need, how it affects, what support is beneficial for it, you're never gonna fully understand that Plan, or how that EP is twisting things...you're never gonna fully understand. (p. 46)

This subtheme reflects Black P&Cs perception of the EPs’ relationships with them and their CYA, versus the EPs relationships with school/setting commissioners; offering an illustration of their ongoing concern about whose ‘side’ the EP is on. Consequently, whilst several Black P&Cs shared positives about EP involvement, some still questioned the EPs’ integrity, intentions and care, in respect of Black CYA, particularly in the context of EP involvement in crisis work such as exclusions. Nonetheless, Black P&Cs seemed keen to explore options for increased relational working, as seen in 4.3.4.

4.3.4 Even Better If?

This subtheme suggested areas for improving connections between EPs and Black P&Cs, emphasising a need for specifically targeted information about the EP role, what minimal/maximum EP involvement might look like, and options for access to EP services.

BPC1: It was stuff that I well ... if I'm honest, ... that I could have put in there myself. ... It was very much mum says, school says ... in my opinion, it's very much cut and paste stuff. (p. 23)

BPC2: Once a child has received a diagnosis, I feel like the EP team should reach out to them. Or once they’ve got an EHCP, maybe 3-4 months down the line send them

an email - how's it going, how's it working, is there anything that can be changed?

Once the measures have been put in place, go in and see the child. Is what we've done with this EHCP, ... 1) being followed by the school, and 2) working for this child?

Because a lot of things didn't work for THEM or weren't being ... followed. (p. 21)

BPC6: I personally feel like when the assessments were being carried out on CHILD, I don't know if the questions that CHILD was asked potentially could have also been asked to me. Or maybe changed slightly to find out kind of what I feel... I just don't feel as if I worked with the EP. It was more of this is the service that we're kind of offering, and ... this is what we can do to help you and I just kind of was told this is what's gonna be done. This is the outcome. It wasn't working with the EP. I didn't feel it was that. It felt very much like an external agency, and the school just using them to tick a box, essentially. I do believe that CHILD's Head of Year, she loved CHILD, and had a great relationship with THEM, so she pushed for that. ...I think there were like two or three SENCOs or maybe Assistant SENCOs, I'm not sure of their full titles, but I barely knew them, ... even though CHILD ... was on the SEN register. (p. 11)

The continuing need to improve relationships between EPs and Black P&Cs is evidenced in the ongoing work by the BPS and HCPC to strengthen EP practice in responding to the needs of BGM communities, and actively challenge evidence of inequity (BPS, 2017; BPS (DECP), 2023; HCPC, 2023).

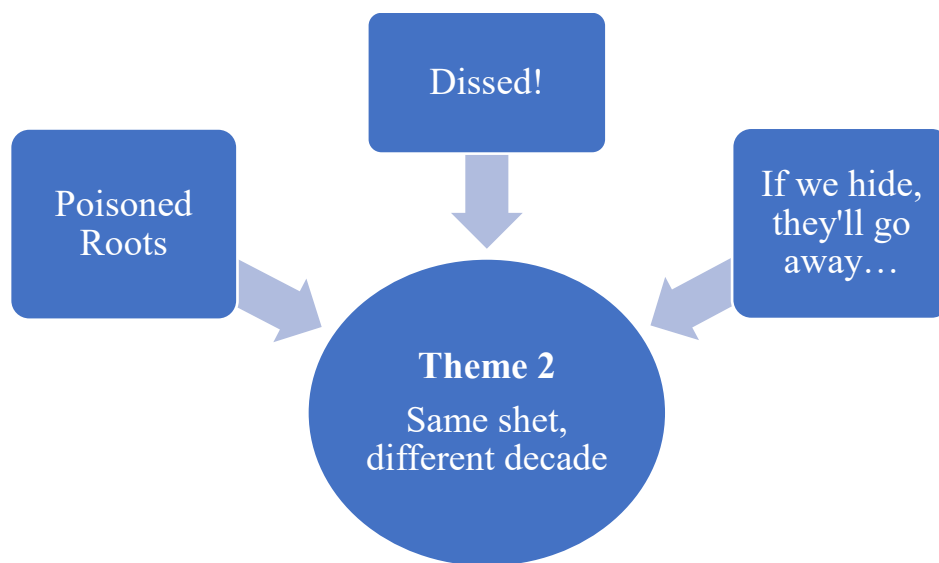
4.4 Theme 2: Same Shet, Different Decade

Black P&Cs suggested little has changed in their lived experiences, and that current structures and systems continue to undergird racism with deliberate intent. Despite previous (Conservative) government assertions that institutional racism no longer exists in the UK (CRED, 2021), interviewees in this study detailed numerous acts of systemic violence (Epp

& Watkinson, 1997). Also considered is the congenital nature of ‘White privilege’ (McIntosh, 1988/1990) and the state of ‘Wokeness’ (Phillips, 2016). These topics are explored further within the sub-themes (1) Poisoned Roots; (2) Dissed! and (3) If we hide, they’ll go away.

Figure 4.3

Subordinate Themes for Theme Two



4.4.1 Poisoned Roots

The BBC’s serialisation of Alex Haley’s *Roots* (Chomsky et al., 1977) was a seminal moment of awareness (wokeness) in the UK, regarding the brutality visited on Black people in the 18th century, by the British, in pursuit of wealth and social elevation. Two decades later, MacPherson (1999) named ‘institutional racism’ (IR) as underpinning the continuing contempt for Black life, exemplified in the Metropolitan Police’s failed investigation of teenaged Stephen Lawrence’s (1993) racist murder in south-London. MacPherson defined IR as:

The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture, or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination

through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantage minority ethnic people. (p. 49)

Most P&Cs in this study expressed awareness of how racism functions structurally and systemically. Consequently, what may appear isolated incidents to an onlooker are indicative of the ongoing intergenerational devaluing of Black lives (Simela et al., 2024). As children, the P&Cs in this study lived through the cultural, political and racial climate that provided the setting for the serialisation of Roots. As young adults, they witnessed Stephen Lawrence's murderers walk free. They are currently parenting victims of structural violence in schools/settings in contemporary Britain; masqueraded as behavioural interventions in preparation for citizenship, where nurture and care should prevail. Hence, 'same shet, different decade'.

BPC4: The system is racist, ... and to better us means in years to come, we as Black people will fit into ... certain domains that they don't want us in, certain social circles, certain financial circles. If we get the support, we can rise. Without the support, we stay suppressed. ... It's systematic. (p. 46)

BPC9: The consensus has always been the same, Black-Caribbean kids don't perform well in school. ... I was hearing it when I was in school and to still hear the same narrative, it doesn't make any sense to me - at all. ... The amount of CHILDREN ... highly intelligent, and had they had the help ... when they needed it, these kids would be plain sailing by now. (p. 16)

IR is encompassed within a centuries-long, capitalist system (Cole, 2004) which facilitated domination of Black people, classified as animals or "ox" (DuBois, 1903/2007, p. 19); to be herded, worked, whipped and put to stud, prior to disposal as their owners saw fit (E. E. Williams, 2022). Where Western nations relied on chattel slavery to provide the labour for sugar, tobacco, cotton, coffee and production of other high demand and wealth garnering

‘exotic’ commodities, this formed the foundations of what would become the capitalist structure allowing for Global North progression in finance, trade, infrastructure and industry, in contemporary society.

More than a century after ‘emancipation’, and almost five decades after the BBC’s watershed screening, the televised and evocative violence of George Floyd’s 2020 murder in America (predated by numerous racialised murders at the hands of UK law enforcers (Joy Gardner (1993), Roger Sylvester (1999), Sean Rigg (2008), Jimmy Mubenga (2010), David Emmanuel (2011), Mark Duggan (2011), Mzee Mohammed-Daley (2016), Sarah Reed (2016), Trevor Smith (2019), to name a few), might account for Black P&Cs’ view that little has changed systemically. Black P&Cs in this study drew parallels between the habitual relegation of their humanity and the absence of human-kindness, effort, and positive regard for their CYA within a system never intended to benefit them (Coard, 1971/2021; Rampton, 1981).

4.4.2 Dissed!

Disregarded, disrespected, dismissed, disempowered, disowned, disconnected...

This subtheme offers an interpretation of Black P&Cs’ contextual representation of the systemic violence (Galtung, 1969) of their societal positioning, and its impact on their CYA. It proposes an intergenerational natal-alienation (Patterson, 2018) resulting from the loss of belonging caused by disconnection from one’s environmental, structural, historical and socio-cultural contexts. Patterson’s theory is reminiscent of TWG’s abandonment of the familiar discomfort of their colonised Caribbean islands for the ‘motherland’, only to find themselves once again displaced and rudderless outgroup members (O’Connor, 2024; Wardle & Obermuller, 2018). With lives typified by disdain, disregard and disempowerment, rejected by their colonisers (Patel, 2021), the BCCC worked hard and remained grateful for the possibility of ‘a better life’ (compared with remaining on an island whose infrastructure

and prospects were pillaged by enslavement and colonialism). Contrastingly, second and third-generation Britons-by-birth, expressed clear unhappiness about the status-quo of disrespect and notion that decision-making about their CYA is best left to ‘more-knowledgeable’ paternalistic professionals.

BPC2: Coz CHILD’s the one who has to live THEIR life. At the moment, I have the burden of making decisions on THEIR behalf but when THEY’RE older, will THEY be grateful, or will THEY be annoyed? Because ... as a child of colour, ... when I got to a certain age, I got really annoyed and I said, ‘Why did you make these particular decisions for me? Those were not good decisions.’ ... And her answer was always, ‘That’s what *they* said was best.’ So, I want to do what I know is best. But ... obviously when I was growing up in the 80s and 90s, ... immigrant parents didn’t know what was available. They didn’t know what support or help they could get, and they thought if they spoke up, they’ll be categorized as ... aggressive. ... But ... I’m not an immigrant. I have nothing to lose, ... by speaking my truth. ... I will say what my opinion is and what I think will work. (pp. 13-14)

BPC6: I think ... a proportion of Black parents ... leave it up to the school to educate their child, but ultimately, you’ve got to be driving that as the parent, ... I think for some parents it can be quite intimidating, ... I mean, I don’t know how every Black person feels, but I was born in this country, born and bred in London. I very much feel like a Black-British-Caribbean person... I’m very confident in myself and my culture ..., so I’m not intimidated by ... White professionals... However, ... I can imagine that for a parent who hasn’t got kind of the confidence or educational background to ... defend their child ... there is a bit of intimidation there. ... I think ultimately though, ... schools are lacking in ... community cohesion and parental engagement...

There's a lot more that schools can do ... a lot of schools forget that parents are key stakeholders. (pp. 24-25)

4.4.3 If we hide, they'll go away...

BPC6 wondered whether some Black parents may be reluctant or feel unable to drive their CYA's educational journey, and the data supported clear indications of mistrust. Contrastingly, several Black P&Cs felt school adults hid from them unless offering negative feedback, consequent upon a lack of interest in engaging with Black children's needs. Others described how fear, shame and stigma led some Black parents to hide from school adults, offering an interesting mirroring, albeit fuelled by different motives. Mislabelling Black children's needs as poor behaviour, whilst labelling Black P&Cs 'hard to reach' gives school adults an excuse not to engage in difficult conversations about SEND. In tandem with some Black P&Cs shame (from needing to prioritise basic human rights as a minoritised and racialised group, over the subgenres of societal rights), an endless and complex cycle ensues. Notably, whilst some Black P&Cs spoke about the stigma/shame/blame/othering, community/family condemnation, and outgroup rejection associated with acknowledging their CYA's SEND, several also spoke about the emancipatory impact of embracing difference.

BPC1: People look at me ... my mother-in-law ... I'm not allowed to say the word (autism). I'm not allowed to talk about it. I'm not allowed to express it ... and she is medically trained. I think from the elders' point of view it's ... shame, you know, but that generation, you're not gonna change. ... when CHILD was starting at the resource base ... All black CHILDREN ironically, starting at this space. When we were doing a tour, a dad came up to me and said ..., 'Aren't you embarrassed?', and I said, ... 'What should I be embarrassed about?' He said, 'Ohh, you know, ... my CHILD can't even pick up a book...(.) Aren't you embarrassed that your child's like that?', and I

said to him, ‘Why would I be embarrassed if my child learns differently, and their brain is wired differently ... he started being quite aggressive and rude ... and he kind of shunned me. (p. 27)

Despite embracing difference, for some there was a clear feeling of being ignored, as though their children were not entitled to proactive and positive support.

BPC6: To be quite honest with you, it wasn't, I didn't feel like I was working with the EP. ... I felt almost as if er, the Head of Year and I decided that this is the route we would go down to get CHILD some support. Because CHILD didn't have a diagnosis, we felt that would be the best route to go down because there were a few children in the year group or across the school that had EP referrals and because they were working quite closely, they was like, OK, we're gonna give CHILD an opportunity to work with the EPs for them to ... give us some strategies to support CHILD in school. (p. 8)

Interviewees involved in education shared the additional encouragement Black P&Cs need to ‘stand-out’/request help within an unreceptive system.

BPC9: I think some Black parents aren't very clued up in regards to going through the process doesn't mean that your child is not clever, doesn't mean that your child's gonna have this horrible label on their head. ... I've had to convince parents, ... Like, if your child has a need, you need to go and explore that, otherwise you're gonna end up with a child who will get kicked out of school because it will be deemed as behaviour. (p. 21)

4.5 Theme 3: Schools: Unwelcoming, Unsafe, Unjust (and Anti-Black?)

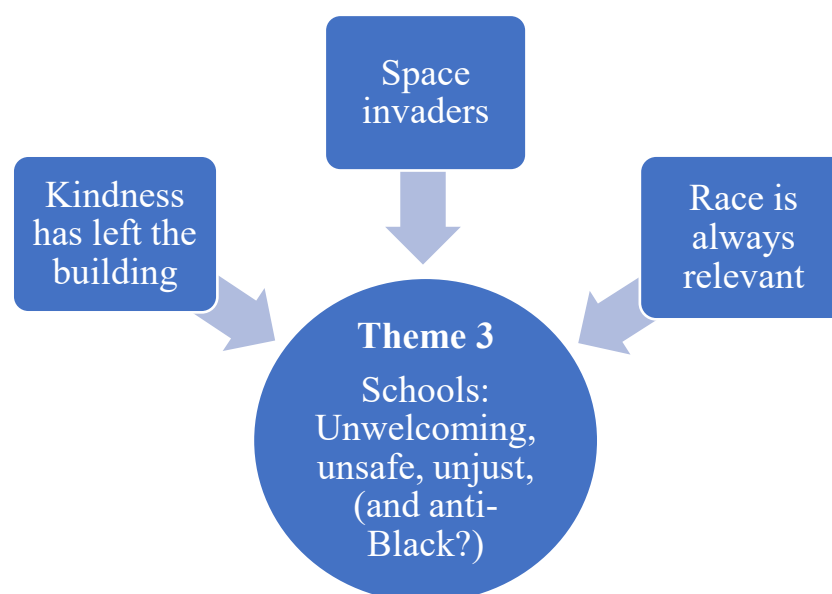
In an attempt to cleanse the stain of Enoch Powell’s “rivers of blood” tirade (Gillborn, 1995/2000), decades of UK political leaders have attempted to wash the word “race” and its deleterious intergenerational history from common parlance (Scott-Samuel et al., 2014). This

begs the question, ‘how will racism be challenged if the word race no longer exists?’ Despite the liberal narrative of a post-racial meritocracy and contemporary notions of tolerance, Black P&Cs in this study evidenced a different reality (see also [Figure 5.4](#)). This theme reflects their experiences of schools/settings as hostile environments for Black CYA, exemplified in outgroup membership, unbelonging, oversurveillance motivated by low expectations (Gilliam et al., 2016; Halberstadt et al., 2018), and disparate treatment in comparison with White peers (Mngaza, 2020).

Sobti & Welsh (2023) posit antiblack racism as inherent in, and enacted via, school discipline policies and practices, against which Whiteness is a “vaccine” (p. 505). They suggest Whiteness affords privilege and protection, redefines wrongdoing as need, meriting compassion and curiosity, and thus, repels sanction. Effectively, this results in White CYAs need for early EP intervention being perceived as greater than that of Black CYAs, particularly given *more appropriate* ‘behaviour support placements’ can be funded without dipping into school budgets. These topics are explored further within the subthemes (1) Kindness has left the building; (2) Space invaders; (3) Race is always relevant.

Figure 4.4

Subordinate Themes for Theme Three



4.5.1 Kindness has left the building

Black P&Cs felt a lack of care, thought and human-kindness was shown to their CYA. They believe school adults are simply not interested in their children's wellbeing, systematically overuse punitive policies and strategies when responding to their expressions of need and apply the least possible thought and effort to their school experiences.

BPC1: We used to live right behind the school...(.) I used to drive past ... on a regular basis ... and ... see THEIR 1:1 in the playground with other children ... I approached the headteacher and I said, 'Can you explain why CHILD's 1:1 is not with THEM...?' And she quite bluntly said, 'We don't believe in 1:1's here.', and then I said to her, 'Well then, can you explain what you're doing with the £AMOUNT that the LA are sending you to fund my CHILD's 1:1?' She went as white as a ghost. ... the following day, they got a temp in. ... and then there was an incident where CHILD was left on THEIR own ... no-one thought to ... contact me because ... CHILD just sits in the corner. ... CHILD's not badly behaved. CHILD won't speak up. I took CHILD to the hospital. THEIR wrist was broken..., so I took CHILD and SIBLING out. (pp. 20-21)

Black P&Cs suggested that even when their CYA have identified SEND, their needs are ignored. They offered examples such as being subjected to known triggers, intervention delivered by the least trained/experienced staff, poor secondary transition preparation, and repeated telephone calls to share bad news with no solutions offered. Many P&Cs had never received a positive message from their CYA's school/setting and noted that exclusion was generally the first disciplinary option proposed. Concurring, Timpson (2019) on behalf of the DFE, concluded that being Black was the defining characteristic in an increased likelihood of experiencing exclusion.

BPC9: Where I think they've failed them is... and I understand the educational system. So, when they're saying to me, ... it's a bit hard to do this and it's a bit hard to do that, ... it's rubbish, because I know it's not hard...(.) You just haven't done it (p. 11)

BPC3: When CHILD went into Reception, CHILD didn't like not having a routine. ... they said 'Ohh, you just have play kind of thing'. That made CHILD have a meltdown and ... they couldn't understand why CHILD was getting upset. ... So, they suspended CHILD ... in Reception, ... and at the time a friend of mine was training to be a teacher, and she said, 'No. Bring CHILD back to the school, tell the headteacher she needs to deal with the fact that CHILD has needs and that you think CHILD's autistic ... and they need to learn how to manage THEIR needs.' ... I then contacted I think it's called AET, ...(.) They had this lovely leaflet that basically explained how you're supposed to support a child with autism in the classroom. ... But ... when I turned up ... the class teacher wasn't there and ... the teaching assistant ... said 'oh, they're in the meeting.' ...because CHILD had a meltdown, started lashing out ... in the classroom, picked up a chair, threw it across the room. ...They had to move the other children, and they just thought this is a badly behaved West Indian child. ... CHILD didn't understand why S/HE was there. ... So anyway, then I went and spoke to the headmistress, gave her the leaflet, um, she was grateful for the leaflet, a bit embarrassed as well, because she was like, Oh my God, this parent has defied me ... brought in the child. But she actually ... said ... we're getting quite a few children that have needs and we're just learning how to manage them. So, ... this resource is actually very helpful, and I'd like to work with you in order to support your child. ...I said, well, that's why I'm here. ... So, if CHILD has a meltdown, I'd like you to call me. ... but if you give them a routine in Reception ... you're not gonna have all of

these meltdowns...(.) And you know from that day, ... they were able to manage CHILD. (pp. 13-14)

Black P&Cs felt allocation of blame was unduly levelled at their CYA, often with no opportunity to share their 'side' of the story. Echoing this, researchers have repeatedly evidenced Black CYA's faces being perceived as angry and behaviour judged as hostile more regularly than White CYAs (Halberstadt et al., 2018; Zimmermann, 2018).

BPC2: They made CHILD seem like s/he was a real terror, um, and didn't have much good things to say about THEM and ... that's why I didn't want CHILD to stay there, because then CHILD would have that mentality of, I'm a bad CHILD. (p. 17)

BPC6: It got to a point where anything that happened ... CHILD would just be deemed as the culprit. There would be no proper investigation, ... so CHILD wasn't given... fair chances of ... saying THEIR side of the story if there was any type of altercation, whatever it was, ... and that's when I decided that I was gonna take THEM out. (p. 12)

BPC10: They were labelled 'packs of wolves', coz they were Black children. I think if they were a group of White children, they wouldn't be perceived as being packs of wolves. I mean packs of wolves are quite violent and vicious animals. So, why would my child be described as a violent, vicious animal? ... I don't think any child should be described as a violent, vicious animal. (p. 51)

Black P&Cs suggested their children are vilified by school adults predisposed to assume the worst about them from as early as Reception year. They offered repeated examples of disparate responses between Black CYA and White peers, much of which appeared to be founded upon attributing negative intentions to Black CYA's behaviour. Given the inherent presumption of poor behaviour (Halberstadt et al., 2018; Zimmermann,

2018), Black P&Cs felt their CYA were regularly adultified and their neurodivergence incorrectly labelled as rudeness or misunderstood.

BPC6: CHILD just found it difficult ... CHILD was exceeding in every area apart from the kind of social area. I noticed that consistently from preschool, ... but it lessened once CHILD got to like Y2/Y3 ...(.) ...In Y8, for me, it was very much how CHILD interacted with teachers. ... CHILD is very expressive. ... THEIR facial expressions ... would really irritate a lot of the teachers...(.) I was trying to explain ... that is just CHILD's way of expressing THEMSELF. ... THEY'RE not deliberately trying to be disrespectful, etc. ... I'm THEIR mother and no-one knows THEM better than me ... and I know that when CHILD had the assessment in Y3, the doctor said that CHILD was on the spectrum, but he didn't want to label THEM ... I wasn't sure ... how the whole process worked, so I kind of accepted that...(.) Now ... understanding SEND a lot more in my career, I think it was quite strange they knew CHILD's clearly got some type of underlying need, but you don't wanna diagnose it, which would enable THEM to get funding, support in school, etc. (p. 6)

Consequently, Black P&Cs often experienced EP involvement only as part of a crisis response to support school adults, or as a tick-box exercise to demonstrate attempts at support before exclusion. It appeared that facilitating a Black CYA to access the *privilege* and protection of a label might be something school adults/other professionals unconsciously reject.

BPC10: So that's what they will do, instead of that education worker supporting me into maybe getting an assessment for EP, I've asked for one, I feel that he doesn't want to because they would like to label me and other Black parents as just being unfit ... and ... our children as being bad children. (p. 59)

Despite the SEND Code of Practice (SEND CoP, 2015) making explicit reference to P&Cs as experts on their children, without exception, Black P&Cs felt their views were neither encouraged nor listened to by school/setting commissioners. They assert that whilst asking children to ‘take turns to talk and listen’, school adults fail to afford them the same courtesy, relegating their views in favour of negatively-focused, stereotypical thinking, and gaslighting them unless/until ‘confirmed’ by an EP or other professional. They reported that their opinions were rarely accepted at face value, and asking schools for help was generally pointless.

BPC6: I did some training ... around autism ... a lot of the traits ... we were discussing in the staff meeting made me think of my CHILD ... constantly. ... So, I ... spoke to one of the teachers, ... I remember saying to them, I'm worried ... that it won't get picked up until THEY'RE in secondary school, etc., so I'd really like an assessment. All I kept getting for a long time from the Executive Head and Head of School was, 'NAME's a really bright CHILD; NAME doesn't have autism; NAME is really smart' (because CHILD was at 'greater depth' all the way through). ... I remember still just ... noticing these traits ... and I thought to myself, well no, CHILD is definitely displaying some autistic traits, ...(.)... and I think in particular Black CHILDREN, they get labelled as 'rude children'. So finally, ... I said, ... I would just like to speak to the SENCO alone, without anyone else. ... The SENCO asked ... even about my labour, ... and she said all of those things can contribute to ... certain autistic traits. So, she said, absolutely, I'm gonna send a referral over. ... So that is how we initially got NAME an assessment. (p. 4)

BPC3: To tell the truth, I was more concerned about CHILD1 because at the time, I only had an inkling that CHILD2 was on the spectrum. CHILD2 hadn't been diagnosed then. I knew CHILD2 was dyslexic because from the age of four I could

see it. ... I had a friend who was a dyslexic specialist, so, at the time, I was teaching, and she explained to me things to look out for. So, when my CHIL2 started reading and ... wasn't reading what was on the page and ... how CHIL2 wrote certain letters ..., but it wasn't till later I asked the school to assess CHIL2. They assessed CHIL2 ... and said, 'No, CHIL2's not...(.)'. At the time I was getting CHIL1 assessed, and I asked the lady, Oh, do you mind doing an assessment on CHIL2, because they say that CHIL2's not dyslexic, and I really think CHIL2 is. ... and afterwards ... she said, 'You were right.', and CHIL2 looked at me and went, 'Yay! ... finally, I actually know why I have difficulty with spelling ... I went back to the school, and I said, here's the report ... stating that CHIL2 is dyslexic. The SENCO could of [sic] fell off the chair! (p. 4)

Disregard for Black CYAs' wellbeing, most recently termed 'adultification' (Davis & Marsh, 2020) is a form of racism in which professionals attribute adult intentions to a Black child's behaviour and consequently deny them appropriate care. Davis (2022) defined it as:

A persistent and ongoing act of dehumanisation, which explicitly impacts Black children, ... how they are safeguarded and protected. ... spans pre-birth and remains on a continuum to adulthood. ... absorbed within the normative negative racialised experiences many Black adults encounter throughout their lifecourse. (p. 5)

Adultification can be seen in an historic lack of recognition for Black people and Black children as human (Goff et al., 2008, 2014); classified as three-fifths of a human politically, until emancipation (1865), in the precedent-setting USA. Moreover, the historic use of animalistic descriptors for Black people, commonly primates (monkey, gorilla, chimpanzee), as well as the use of the 'picaninny' to depict Black children specifically, was used in popular and political media to desensitise the general public and brand Black children uncivilised (Cole, 2004; Pilgrim, 2000/2024). This is still evident in contemporary media. For

example, former BBC presenter, Danny Baker's reference to the Duchess of Sussex's unborn baby as a "chimp", attributed to their quarter-Black heritage (Jones, 2019) and the "beastification" of Black athletes (S. L. Brown, 2015; Stelly, 1997, p. 2), which though contextually different, is no coincidence. Animalisation and adultification provides the 'unconscious' bias upon which educational inequity prevails, facilitated by structural and institutional racism. Termed by Saville Young as, "the infusion and interpenetration of psyche and society" (2011, p. 47), it forms the social fabric in which we are all raised (Pierce, 1974); the experience of which is echoed by Black P&Cs in this study.

4.5.2 Space Invaders

Puwar' (2004) uses 'space invaders' to reflect the discomfort experienced by minoritised people inhabiting positions/spaces not typically reserved for them. Three types of space invader featured in this study: Black CYA, Black P&Cs and Black school adults.

4.5.2.1 Black CYAs. By the age of 3-years, Black children become conscious that they are treated differently from those who do not look like them (Aukrust & Rydland, 2009; Belli, 2020; Idara & Luke, 2021; J. L. Williams et al., 2012) and are simultaneously robbed of childhood through adultification and the absence of relational practice from school adults (Goff et al., 2014; Hamilton & Showunmi, 2023; Shand-Baptiste, 2019).

BPC2: A lot of times the teacher will tell me they didn't see it, but another kid said this, and another kid said that, but my CHILD will say, 'that's not what happened. why are they punishing me for something they didn't see? They're asking the other kids ... but they're not asking me what happened, and it's making me angry.' My CHILD likes to be involved in terms of communication(.) ... CHILD then gets put on detention because the other kids said CHILD did this or CHILD did that, and s/he'll tell you blank, 'I did this, but I didn't do that!' (p. 24)

BPC6: “CHILD’s facial expressions, ... would really irritate a lot of the teachers since you could look at that as rude.” (p. 7)

4.5.2.2 Black P&Cs. Black P&Cs posit schools/settings as places of systemic violence (Epp, 1997; Finley, 2006) where their CYA are effectively invisible unless/until their behaviour fulfills anticipated stereotypes, hence clues regarding their needs are ignored or disregarded. Black P&Cs in this study suggest school adults withhold important information and maintain contact only when they have negative messaging to share.

BPC9: They’re sick and tired of hearing that their child’s always in trouble, and so they don’t want to go to the school, and the school aren’t very forthcoming in saying, ‘Actually, do you know what, I think your child may have a need.’, they’re not very forthcoming. They are with White children, ‘Oh, your child may have a need’, very forthcoming with that, but with Black children, they come with massive behaviour logs. White children come with ‘We were seeing CAMHS in primary school...’ (p. 9)

BPC10: I just feel like those kind of people are White, and I feel like they don’t want them to have that ... privilege or support because I’ve never had any support. ... So, the fact that it never gets done is kind of showing me that it’s because they don’t want it to get done. Instead, ... the school referred me to social services for safeguarding ...(.) ...and the social worker will come to my house as protocol, and ... say ... there is nothing wrong with your parenting, there is nothing wrong with anything. ...One social worker said ... when they know that you’ve got a child that has got certain things already down on their list, then they will try to flag it in. (pp. 58-59)

BPC2: ILLA education only tends to reach out when a problem has been highlighted from the school. But with a lot of ... non-ethnic parents, it’s either, they already know where to go, or they have friends of friends. It just seems like ... they are made aware from the beginning, of what they can do. (p. 8)

4.5.2.3 Black School Adults. Akin to the Plantation ‘Slave-driver’ (UCL & Browne, 2021) with delegated responsibility, and no authority beyond the application of prescribed actions and sanctions, Black school adults are tolerated as ‘outsiders-within’, provided they mimic dictated social norms.

BPC5: How did I feel about that, ...(.) How did I actually feel ... I feel like I should have said something, but then because she's a Black lady ... me ranting and raving, saying that the school's institutionally racist at that point would have made no sense, cause they'd be like, well, she's a Black headteacher. But actually, I should have raised it from then, because the school is. Even though she's a Black headteacher ...(.) ... So, you're just there as just, show. Like, yeah, you're a Black lady, but you're not for your Black people. And you're not fighting that oppression. ... And as I said, ... there was no conversation prior to the meeting with me, and with me and the EP and I think had we have had the conversation, I probably would have brought up, but I felt - I'd just come to this meeting. I don't know you; you don't know me. I've come to find you in the room with all these teachers already. Like, how I was back then to how I am now is completely different. Back then, I'd just come outta uni. ... I've been employment for a year. ... I've seen what oppression looks like, and obviously, now I'm dealing with it for my own child. I maybe was thinking is this for real? But actually, it is. This is for real and ... you was [sic] nodding. No, you don't think CHILD's got dyslexia. That was in April, but yet in September CHILD's got dyslexia, ... but yet, the teacher didn't seem to think CHILD had dyslexia ...(.) ‘Oh, CHILD's got ADHD’, he was speaking as if - he didn't actually say the words, but the way he was speaking ... I said, you're making my CHILD sound like THEY'VE got ADHD and then the SEN teacher's nodding his head like to say no. And I just looked and

think, yeah, because you're a middle-aged, old White man and you just don't see Black CHILDREN with needs, you just see them as behaviour problems. (pp. 9-10)

These subthemes evidenced a significant need for EPs to support school professionals to engage more compassionately with Black people, particularly mothers and Black CYA. Black P&Cs perceive schools as unkind and Black school adults within them as generally powerless to make a difference given their need to assimilate for safety, and to secure their own positions (Lacy, 2004; Rollock et al., 2011). Silently complicit, the knock-on effect is that Black CYA can be further disregarded, whilst the presence of Black adults is used to 'evidence' anti-racist practice.

4.5.3 Race is always relevant.

Wellman (1977, p. 42) defined racism as a “strategy for the maintenance of privilege”, with privilege being the advantage conferred by Whiteness, irrespective of social class. In turn, McIntosh (1988/1990) defined White Privilege (WP) as “conferred dominance because of one’s race or sex” (p. 6), i.e., never being denied opportunities because of your skin colour (Sue, 2006). Consequently, this subtheme offers an interpretation of the consistent narrative from Black P&Cs about disparate treatment received by them and their CYA, in comparison with White peers, which they attributed to racism.

BPC8: I think people are scared to say those words, aren't they? ... I think professionals, academics, people in schools, I think they're scared to bring up race because they might get called racist ... nobody wants to acknowledge the elephant in the room. ... had this been a little White kid, they wouldn't have gone down the behaviour so quickly, and that's a fact. I don't care what nobody says...(.) It would have been very much, Ohh ... what can we do to help or what is it you need or let's meet with your parents and see. ... It wouldn't have been like so many phone calls and

so many, 'Oh, CHILD's done this today, and CHILD's done that today.' There will be more understanding. I mean, I see it. (pp. 23-24)

BPC9: I think White people ... are very quick to diagnose their children ... where I think with Black people generally ... what I've known historically is if my child's labelled, they're gonna then be treated even worse. ... Or ... they're already not being treated well in school, ... I think sometimes it's a language that's used in schools. It's always put down when it's a Black child, it's behaviour, when it's a White child, it might be something a bit different. (p. 18)

BPC5: I do question if CHILD was a White CHILD and had I've gone to them ... in Year 3 ... would his treatment be, would I have been treated differently. Would CHILD have got the services that CHILD needed back then; would we have had to wait all this time to get these services in place? ... I'm a Black woman and no matter what, no one's gonna see it through my lens. And I don't wanna see it like that ... but the fact of the matter is, NAME didn't just arrive at having ADHD, dyslexia. ... It's been missed by so many different people. Why has that been? There's so many of our Black CHILDREN that have gone down this route I'm not the first Black parent to experience this. ... These things are not discussed in meetings when they're calling you up to tell you your child's naughty...(.) None of these discussions are being had. So, as parents you either accept that your child is bad, or you think d'you know what, I know deep my child ain't bad. ... so, then *you* have to go searching ...(.) That's how it is. That's how I feel it's been, anyway. ... I feel like it is purely because of race, coz what else would it be? What else would it be? I can't say parents' ignorances. ... I can only speak for myself, and at the end of the day, I've tried. I've done everything. I've gone to meetings, and I've not heard anyone say to me, 'BPC5, we're gonna ...'. I've not heard anyone say that. As I said, it was CAMHS that enlightened me to it. It

wasn't the school. Even the second time I had to get the EPs in, the school didn't say to me, 'Oh, by the way, BPC5, because CHILD's had a [sic] EP report from before, we can just call in the EP again.' Oh no, they didn't tell me that. I had to call you guys myself, and get the information, and then go and shame them in a meeting. (pp. 12-14)

In schools/settings, IR is enacted and legitimised through forms of WP, because typically White school leaders define policies and practices with no lived experience outside of their own. Thus, policies and practices inherently benefit those similar to themselves. Exemplifying this are decisions such as Afro hairstyles, dreadlocks, braids and boys wearing cornrows being unsuitable for school. This criminalises their appearance before they arrive in a classroom where their behaviour will (inevitably) be misjudged, creating a hostile environment, unbelonging, and placing unnecessary limits on any CYA whose heritage is non-white, or whose hair texture is not naturally straight (Joseph-Salisbury & Connelly, 2018).

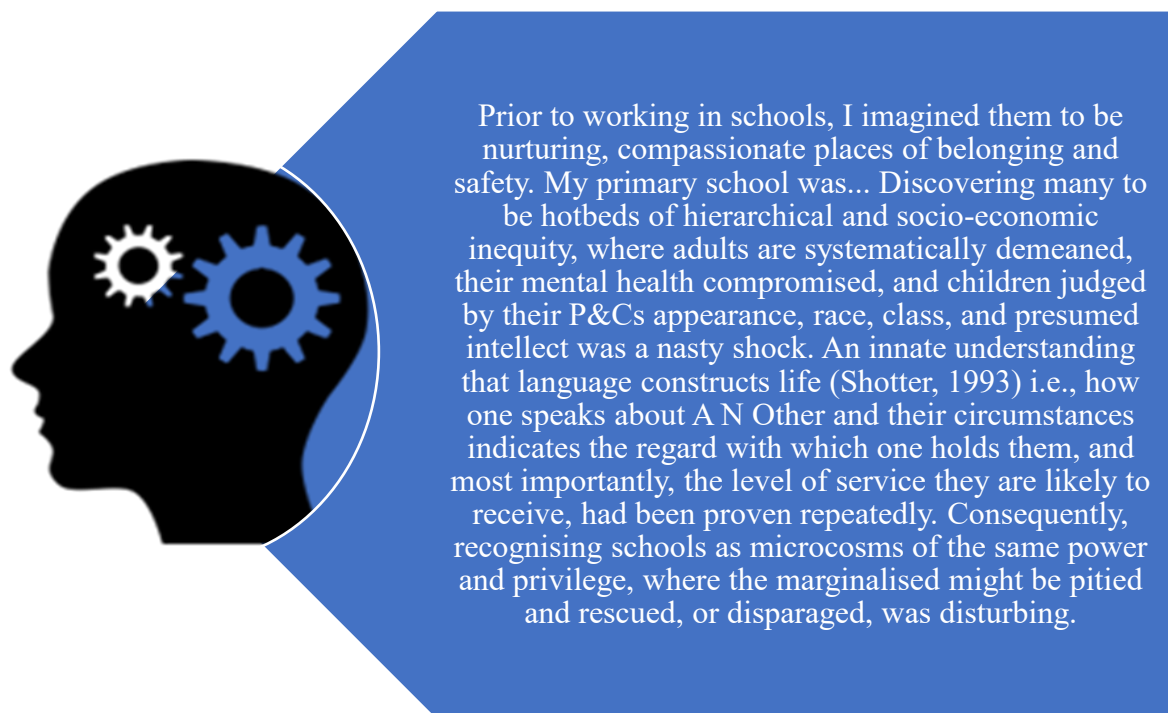
BPC10: The teacher actually complained ... she said ... CHILD needs to do a different hairstyle because THEIR hair will be just sticking up in the way and nobody can see like see the board, or something like that... (.) That is my child's beautiful afro hair ... their natural hair. But if it was maybe a White child, they wouldn't ever have that problem of a teacher saying that to them. (p. 54)

BPC9: I personally find White children get what they need ..., we're lucky ... we work in education and ... have the tools and means ... to do what we need to ... some parents aren't in that situation, they're not privy to the system...(.) I don't always think it's the colour of the person. It's just if you choose to work in an inner-city school, ... understand the demographics of the children you work with, because if you don't want to understand it, then you might as well go work ... in a small county ...

where you may understand those children a bit more and understand their plights and their traumas. It's not about coming to an inner-city school, a child's telling you that they can't go from one place to another because of certain issues, and you then say, '... just suck it up.' (p. 12)

Figure 4.5

Researcher Reflexivity: Before



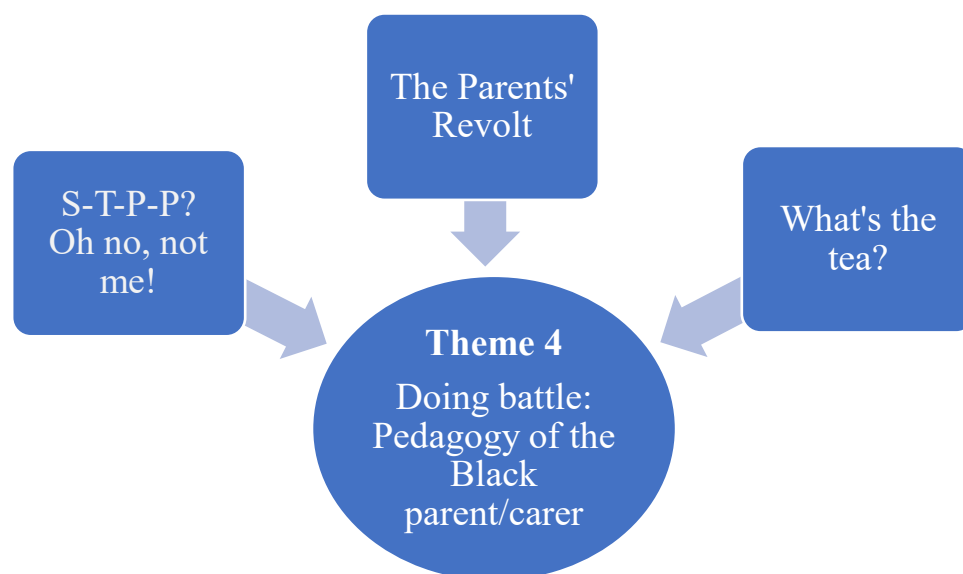
4.6 Theme 4: Doing Battle: Pedagogy of the Black Parent/Carer

Whilst every Black P&C shared inordinate challenges in accessing EPs, several also described hard-won battles to overcome the barriers placed in their way. Doing battle reflects on the meaning Black P&Cs made from those experiences and how a lack of ideological, economic, legal and social power (Johnstone & Boyle, 2018b) intersects (Crenshaw, 1989) with being Black (i.e., perceived as biologically other than White and thus, absent the privilege of White-ness) to establish additional difficulty. Herein is shared how Black P&Cs used lived and professional experiences, and education, to outwit school adults, or embarrass them into doing right by their CYA. It epitomises how being an “intersectionally-laden other”

(Chaloner, 2022a, p. 4) caring for a Black child and/or caring for a Black child with SEND, and the battle to access EP support, is experienced as a relentless fight to save their child's life, by preventing their exclusion, given its typical trajectory (K. Graham, 2016). These topics are further explored within the subthemes (1) S-T-P-P? Oh no, not me! (2) The Parents' Revolt, and (3) What's the tea?

Figure 4.6

Subordinate Themes for Theme Four



4.6.1 S-T-P-P? Oh no, not me!

The School-to-Prison-Pipeline (STPP) is a metaphor regarding the boundless supply of Black children to the prison population. This is consequent upon an increasingly adult lens applied to children's behaviour, and perpetual neoliberal myth of educational meritocracy and hard work in colourblind environments (K. Graham, 2016). The UK has one of the highest levels of imprisonment in Europe, and a higher proportion of Black people in prison than the United States of America (USA; Cathro et al., 2023). Thus, this subtheme reflects the meaning made by Black P&Cs regarding the lack of concern for their CYAs' futures demonstrated in the overly punitive application of sanctions such as exclusion, given its direct links to offending behaviour and lifelong disadvantage exemplified by poor socio-

economic and cultural capital (Bourdieu & Passeron, 1990; Cathro et al., 2023; Pinxten & Lievens, 2014).

BPC6: And to be fair, I met with the SENCO probably ... two or three times ... I didn't really meet the SENCO about CHILD's needs. For me, it very much felt like because CHILD's behaviour could be challenging for some of the teachers, if I wasn't the type of parent that I am, in the sense that I've got an educational background, I know my child very well and I know the type of things that they should be doing to support him/her. If I didn't have that knowledge, ... I firmly believe CHILD probably would have been permanently excluded..., if I hadn't been the parent that said, 'No, you need to look at X, Y and Z. This happened when CHILD was in primary school; this has been CHILD's journey. No, I do not believe that this is what you need to do' - because I have challenged them to do more, I was able to essentially, to kind of save my child. That's very much how I feel, and I took CHILD out of the school because I wasn't happy... as soon as I took CHILD out of ... SECONDARY2, CHILD started progressing. (p. 10)

BPC2: I had to go through a series of appeals, ... write a lot of letters ... I had to go over the caseworker...(.) She was not listening to me, and I knew if I did not take a stand, my CHILD's path in life would have changed negatively, and I said I can't allow you to place my CHILD in a situation that I know will be bad for them, just because you want to get them off your list. ... I feel like since my CHILD has entered the ILLA educational system, when s/he was five, I have been fighting ... on my own. (pp. 6-8)

BPC10: They handcuffed them ...(.) And they were like, you're not allowed to come...(.) I didn't really know the law...(.) they said no, you can get a solicitor and ... join us down at the police station and they put them in separate cars, and it was just so

horrific. ... I was just so confused. I was crying, ... I was not allowed to see them...(.) I got a solicitor straight away and they were not allowed ... out of the cell for 10 hours because ... I think it was a section 47... to search my house...(.) So... finally after 10 hours they were gonna be released out of the cells so the solicitor could talk to them. ...the police officer said I can't show you the 200 footage because the laptop's not working. However, I can show you one footage that I have on my mobile phone, and he showed the one footage on the mobile phone ... (inside McDonald's in full school uniform, along with lots of other children. ... They bought food. They sat down). ... They were in tears, ... They had to take off their coat because the coat had string in it ... in case they self-harmed. So, they were freezing cold. They wasn't [sic] offered a blanket ... or anything ... I mean, they just turned 13 years of age... The only person that they knew was this one CYA. ... because ... s/he beat them up one day...(.) So, this happened in MONTH, and it was DATE, I'll never forget it ... a police officer called ... and said ... he's just letting me know that all charges have been dropped. (pp. 19-27)

BPC9: When I found out that an EP was gonna come to the school, I then did my research. So, when I saw what an EP did, ... my understanding was that they look at a child, assess a child, and then they give recommendations based on the child's need(.) ... I'm very much a body language person ... and ... I just found that EP particularly, it was more of a tick box exercise ... I've done the report, I've done what I need to do. I just knew the school weren't gonna run with it, and lo and behold the school didn't, and the CHILD ended up getting excluded permanently...(.) ... they're in prison now. (p. 7)

Foucault (2020a) posited prisons as facilitating “disciplinary careers” through “continuous and compelling” preparation, featuring “something of the pedagogical

curriculum and ... professional network” (p. 300). He suggested that particular children [the majority of whom are BC boys, in the UK (Cathro et al., 2023)], are prepared for criminal futures by schools, supported by exclusion, rejection and isolation from peers deemed to demonstrate appropriate levels of middle-class currency (Bourdieu & Passeron, 1990; Perera, 2020). Graham (2016) offered the view that in the absence of alternative ‘possible selves’ (Walters, 2003, p. 204) and with nothing left to lose, those CYA are forced to develop alternate communities, that often perpetuate undesirable behaviours. Correspondingly, Briggs (2010) found that only two of the twenty CYA in an alternative provision had been in contact with the police prior to exclusion. An abundant literature concludes that Black P&Cs are correct to be concerned about the additional psycho-social risk associated with their CYA being excluded (Q. Allen & White-Smith, 2014; Boyd, 2019; Briggs, 2010; Cathro et al., 2023; Cramer et al., 2014; Gillborn & Demack, 2018; Gould, 2018; B. Graham et al., 2019; K. Graham, 2016; Timpson, 2019).

4.6.2 The Parents’ Revolt

This subtheme reflects an interpretation of how Black P&Cs sought to ‘denaturalise’ the prevailing White entitlement and misogynoir (Bailey & Trudy, 2008/2018) embedded in their CYA’s schools/settings. Unwilling to accept the status-quo, they applied a range of strategies from pursuing higher education, and gaining access to the system like ‘spooks’ by the door (Greenlee, 1968/2022), to exploiting information gathered from formal and informal sources, or-leaning into the ‘angry Black woman’ trope. Others resorted to investing scant resources to access private assessments to strengthen their line of attack based on prior knowledge of the additional barriers built into the SEND process. Interviewees expressed a sense of exhaustion, which Smith (2008) coined ‘Racial Battle Fatigue’ to describe the emotional, biological and functional costs, time and energy expended on coping with racism.

BPC5: I've had to fight for it. No one's offering that help. ... Cause we're not told about these things. ... you're brought to meetings, and you're told, 'Your child is bad, your child is bad, your child is bad'; and as parents you either accept it, or you do your own digging. ... I've done a college course. I done a three-year degree. I'm now doing a 15-month course. How many parents have got time to be doing all that ...? They've got jobs. It's not that they don't care about their children, but life goes on and you're still fighting the same battle, and people are still telling you your child's rude. And it's not until you meet somebody, or you use the buzzwords ... institutional racist. ... If my CHILD was White. ... When you start talking like that, that's when people start lis-ten-ing. Yeah, that's how I've had to go on. (p. 13)

BPC2: I took a year off work to study my child. I studied THEM like I was studying a Masters. I know this CHILD. I know THEIR triggers. When I say I observed THEM, like I took it so seriously because CHILD was really struggling in the school and I was like, how is it that my CHILD has been a particular way for all these years, they start at your school and within four, five months, THEY'RE a completely different child. CHILD's become aggressive, CHILD's become violent. Therefore, it's not CHILD, it's the environment. So, I'm going to study the situation and I'm going to figure it out. Which I did and I've learnt now not to stay quiet and do what they are telling me to do. If I don't feel it's right, I challenge it. If I agree with you, then I'll say I agree with you. Most of the time it's a compromise. (p. 12)

4.6.3 What's the Tea?

Colloquially, 'tea' can be translated as 'gossip'. Herein, it represents the narratives surrounding Black P&Cs in schools/settings. Notably, they were labelled angry or aggressive if they tried to assert themselves yet accused of lacking interest or not valuing education when they did not.

BPC4: My CHILD's ... were really good ... because I read the reports and said, ... 'CHILD may benefit from...' What do you mean, CHILD may? It's either CHILD is, or CHILD isn't. ... 'may' changes the whole context...(.) It just means they have to try it and if it don't [sic] work for you then maybe it's just not worth it. ... I was told that my CHILD's plan... dictates too much, but it dictates the qualification the person needs to have, that's the only dictation it has, ... They were saying, Oh, but you know, a TA. No, a Teaching Assistant don't [sic] have the qualifications and the understanding that this particular person has... so it's not dictating, it's ensuring that you put the right provision in place. (p. 44)

Ultimately, Black P&Cs felt school adults used these labels, the censure and social isolation attached to their children needing support as part of a strategy to ignore them, to rebuff and evade their tentative approaches, and obfuscate early, potentially preventative access to EPs. Phillips (2016) suggests that beneficiaries of unearned racial privilege mask feelings of guilt by 'victim-blaming', which might account for the propagation of messaging about Black P&Cs' unwillingness to engage.

BPC10: I feel that, if ever you mention something about race, I remember I did at SECONDARY5, coz I felt that they were treated unfairly because of their race, and I was told by one of the teachers ... they said that was ridiculous because they have Black Lives Matter groups meetings, so that couldn't never be the case. So, ... if you do mention anything to do with that, ... you're actually seen as being racist...(.)...that you're like trying to get special treatment ... that you're the problem. (pp. 52-53)

BPC8: The reason I haven't brought it up is because I worry about the repercussions ... if THEIR mum is seen to be 'playing the race card'. I don't know if they would treat THEM differently ... I battle with THEIR school a lot because I have to advocate for my child. So, I'm already seen as the difficult mum, I have no problem

with that. ... Knowing how they feel about CHILD, I worry how that would impact THEM. (p. 24)

BPC6: I've had to very much educate one assistant headteacher ... one of CHILD's friends ... a White CHILD...displaying some type of cultural appropriation, and...the teacher tried to say that my child was racist ...(.) so, I had to make him aware that ... upholding THEIR culture and letting THEIR friend know this is not yours ... essentially, that is not racist! ... I made a very big deal about it. ... I really felt offended that he actually had the audacity to say that to me, as a Black woman about my Black child, so I made it very clear that he was out of line. (p. 20-21)

BPC3: I remember having a conversation with her ... because she wanted to exclude NAME, and she had to leave the meeting because as much as I was really professional, ... I kinda just said ... you're not doing what you're supposed to be doing. You've got teachers that are out of control, they wrote my child's name on the board with ASD next to it. ... I had the PE teacher saying ... get dressed in five minutes and if CHILD didn't, ... detention. ... I said my child has needs, ... what kind of school are you? ... She did exclude CHILD twice. ... and in the end, I wrote to the governors ... and put in a complaint. (pp. 17-18)

BPC2: There are three family members who, because of my CHILD, have taken their child for assessments and now have a diagnosis. (p. 20)

Despite their ability to 'do battle', Geronimus (1992) suggests Black P&Cs, particularly mothers, are 'weathered', that Black women's physical health deteriorates sooner than their peers, because of aggregative structural and systemic violence and intersectional socio-cultural and economic disadvantages. In this thesis, both RBF and weathering are posited as representative of Black P&Cs in ILLA; many are struggling, often unaware of services and support, but also afraid to show vulnerability by seeking help, particularly from

those perceived to be in positions of power. This echoes the feelings of powerlessness expressed by Lawrence's (2014) BA mothers.

BPC10: First meeting ... suggested for them to move school...(.) So, ... it got flagged up by the ... safeguarding team coz I'd actually called the police. ... over 15 times(.) ... this affected ... their mental health quite a bit, and I told the school this, but they just didn't take it into consideration at all. ... So, I was trying to explain to this teacher that CHILDD1 has got these kind of needs and ... the teacher was so rude to me. It was on the phone, and she was so, so rude. ... she actually told me that I should get another school for CHILDD1. ... But I've just spoken to the SEN teacher, and she wants... to formally diagnose CHILDD1 with a communication disorder ... she feels that lots of teachers, ... misunderstand THEIR communication ... as being like a behaviour, like being rude. ... And I am down as being overprotective parent. ... because if they're in the meeting, they're not gonna say anything. They can't talk for themselves. (p. 15)

BPC3: Go to your GP, get your GP to put in a referral, ... and she did in the end, and her child did get a plan. ... And she said, if I didn't have that fight because you encouraged me, I wouldn't have been able to do it, and it's because they don't know the system. A lot of the time ... when someone is telling them, 'Ohh we'll look after your child, you don't need to go to tribunal. We'll support you.' They're not supporting you at all. ...they don't want it to look bad. (p. 62)

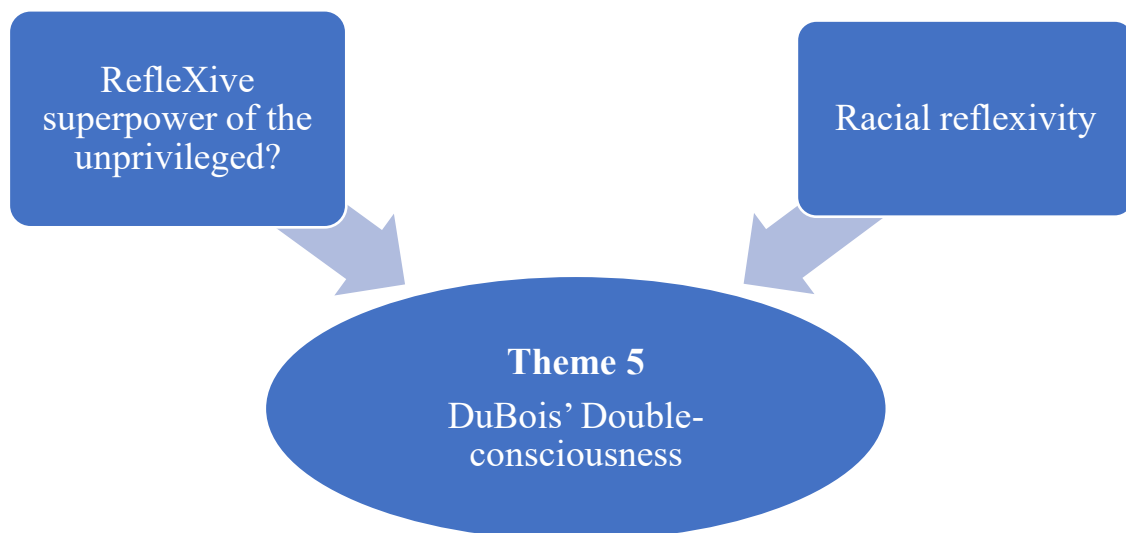
4.7 Theme 5: DuBois' Double-consciousness

Reflexivity can be understood as thinking self-consciously about how one and what one represent impacts other people, particularly in the context of socio-cultural, political and economic power (DuBois, 1903/2007). DuBois posited Black people as naturally reflexive, gifted with a second-sight. He termed this "double-consciousness" and defined it as a "sense

of always looking at one's self [sic] through the eyes of others, of measuring one's soul by the tape of a world that looks on in amused contempt and pity" (p. 2). Consequently, this theme offers an interpretation of the meaning made by Black P&Cs about how sharing a racialised identity (Daniel, 2018) and lived experiences, absent the privileges of Whiteness (McIntosh, 1988/1990), facilitated increased EP reflexivity and awareness of positioning. The labour of representation is also touched upon. These topics are explored within the subthemes (1) RefleXive superpower of the unprivileged? and (2) Racial reflexivity.

Figure 4.7

Subordinate Themes for Theme Five



4.7.1 RefleXive Superpower of the Unprivileged?

Black P&Cs who had worked with a Black EP suggested those EPs demonstrated an innate ability for empathy and engagement with their concerns. This is known colloquially as ‘overstanding’^{2,3}. Daniel (2018) suggests this is a strength possessed by racialised and minoritised groups with lived experience of ‘otherness’, and is thus absent from the

² Perceived to reverse the negative inference and positioning of ‘under’.

³ Used by Black people to highlight the difference between theoretical knowledge and knowledge gained through shared, socio-cultural and contextual experiences (Collins, 2009).

experience of most majority-population members in 'helping professions'. It is not acknowledged as a skill to be learned because the majority group has no need for it.

BPC2: I wasn't expecting that. ... I wasn't expecting anyone to be on my side, to be honest with you. ... the people from my CHILD's school, ... were trying to express ... what they expected, what they thought could work ... But when I was speaking (it was a Teams meeting) I was looking directly at her - the EP, and it felt like she understood what I was saying. ...when I'm talking with Caucasian people about my CHILD, sometimes it just feels like it's not going through. Like, ... their mind is based on this is just another child. ... I was trying to express the fact that it is such a big thing for me, for my CHILD not to be stereotyped, but I don't feel like they really understood ... my dissertation was about what happens to Black children between Year six and Year 11. ... a lot of it is to do with stereotyping. I did a lot of interviews. I spoke to teachers, ... parents, ... Black men who were Black boys in that system about what they experienced and what their fears were for their children ... and the big thing that kept coming up was stereotype. Once somebody makes an assumption ... based on your colour, ... culture, ... background, ... parenting, ... socio-economic situation, they put you in a box. No matter what you do, you can't come out of that box, and ... from the beginning, from Reception, I don't want you to have the ability to box my child. (pp. 13-15)

BPC8: I think they understood CHILD's struggles well. I think they pinpointed it and unpicked it really well. Specifically Black children, I don't think they would have picked up and, maybe the last lady. Maybe that's why she was so thorough. Because she would see this all the time and understand. The Black lady looked at CHILD's behaviour record at school and stuff. So, she could see CHILD was like 97% in the negatives in like the third half, ... and she could obviously see, like, OK, the school

are going down the behaviour route, but there's more here. It's not behaviour or the behaviour is an unmet need. Umm, so I think she was quick to jump on that rather than let the school get rid of CHILD, which is effectively what they were trying to do ... and I don't think there are very many White people that can do that. (pp. 21-22)

BPC9: I'll be honest with you; I would tell Black parents to find a Black EP. That's what I would say to them. If you want an EP, just try and get a Black one. (p. 12)

Daniel (2018) posits a need for majority-population members (in the minority, globally) to actively seek out experiences of being 'othered' to support delivery of culturally-reflective practice.

4.7.1.1 Black P&Cs as Professionals. Black P&Cs who are also education professionals emitted a salient sadness as they spoke about the confusion, exasperation and sheer exhaustion observed among Black P&Cs of pupils at their places of work. They expressed a sense of helplessness on their behalf, alongside frustration about their passivity, and fearfulness of increasingly harmful treatment. This illustrates the additional "emotional labour" (Hochschild, 1983; Jacob et al., 2023; Wrzesniewski, 2002) of their professional roles, the desire and longing to do the right thing, without the necessary reach and power to impact the system.

BPC8: I think my generation..., we'll take the help, but we need you to understand that you're treating my child differently to their peers, ... that needs to be understood. I've personally done loads of data ... around like exclusions and sanctions for Black and Brown kids compared to non-Black and Brown kids and it's insane ... it's insane and I'm just like, why is no one talking about this? ... It's just sad and I don't even know how we begin to remedy. I don't even know if it's generational. ... how do we even move past it or acknowledge it and bring it to light, and then move past it? (p. 26)

Others spoke about a desire to define disparate treatment witnessed and experienced as consequent upon something other than being Black, but how personally and professionally, it became impossible to deny, particularly when White allies ‘called-it-out’.

BPC5: I feel like as Black people, we do need to fight the fight, and we need to stop living in ignorance and thinking that it's non-existent because it's not. It's in your face. ... I've got two examples of that school showing me that they're racist – prove to me that you're not. I'm still waiting to meet with the headmistress. You've met with my White friend (.) ... that speaks volumes and then I'm hearing you offering her help to sort out ADHD, CAMHS referral and all that for her CHILD. You never helped me do none of that, your previous teachers didn't help me do none of that. ... When she told me ... that crushed my heart. ... because I've had to fight every step of the way...(.)... We talk about racism all the time, ... and she tells me because she knows the way I'm getting treated to how she's getting treated is wrong. (pp. 21-22)

4.7.2 Racial Reflexivity

Buoying Pollner's (1991) insistence on a discomfiting level of curiosity and rejection of the current situation as necessary for reflexivity, Cunliffe (2004) defined it as accepting one's understanding of reality as fundamentally flawed given its basis of one's own biased view of the world. She proposed this as a first step towards reflexive practice, enabling increased “criticality about the impact of our assumptions, values and actions on others” (p. 407), and thus, greater morality. This subtheme reflects Black P&Cs experiences of what the researcher terms ‘business-as-usual’, i.e., a Black CYA and/or their family meeting with a White EP.

BPC9: “A school's only as good as the people that are gonna have upfront conversations with parents.” (p. 19)

BPC6: I think...when it comes to just Black people in general, unfortunately, it's not considered, but it should be...we have to be transparent, and...clear on the challenges Black people face. It's very different to every other race ... I think if that understanding was a part of the process, ...it would probably definitely be more purposeful, and more beneficial for the child, because you're looking at the whole child, not just...the physical behaviour that you're seeing... You're going a lot deeper into the environment, all the other challenges that impact what we're seeing. So, I definitely think...it would be beneficial for everybody, in any Black family. (p. 22)

BPC4: I would say whether they're gonna get a good outcome is another story. Um, I think the EP themselves make it, depending on who that EP is, ... their experiences, ... their knowledge of how Black people are affected, ... it just depends on so many different factors as well as the parent, your knowledge, your understanding. If you don't have it, they're taking you for a ride. They're taking you for a ride without a shadow of doubt. They're filling you with words and foolishness that they think you wanna hear, and not what the child needs... Um, so some parents ... who don't want their child to be labelled, ... Oh, I think they'll be fine if you just do this and just do that, but if you don't have the diagnosis to fall back on, or the reports stating this, you ain't got no legs to stand on and your kid's just gonna suffer. (p. 44)

Black P&Cs described their experiences of 'business-as-usual' in various ways. Some had not considered these in the context of racialisation; and whether or how this effected the service they received. Others spoke about it spontaneously.

BPC8: The service is as good as the person that you see on the day, isn't it? So yeah, my friends or anyone else might get a person that's a bit rubbish, but you might also get someone else quite good. (p. 21)

BPC2: From my experience of working with teachers and schools, ... the defensive mode goes up when you mention race and it's like, it's not an attack on you, it's an acknowledgement of what this child is experiencing and what THEY will experience. But they tend to see it as an attack and it's not, and I think a lot of reframing needs to go around race. (p. 18)

BPC9: She understood, I guess the demographics of the area...maybe the trials and tribulations the child may have gone through ... and came with a holistic approach as opposed to 'this is my job, and this is what I'm gonna do to help you'. It was where the mutual respect was built. ...What that EP did helped that family. Yeah, it was wonderful to see that. (p. 5)

BPC6: I can only... give a judgement based on the EP that was assessing THEM and wrote the report, and I would say they'd have a very limited understanding of the challenges for young Black children, because ultimately, I think, as a young White [EP] ... from out of London ... they'd probably have a limited amount of understanding apart from the knowledge that they'd probably be able to research or gain around kind of like Black communities and growing up in a city environment. ... I think an understanding of the demographics is crucial, because ... that's gonna help to inform kind of your practice as well, especially if you're dealing with predominantly Black and ethnic groups. So, I think that definitely will be helpful for any EP coming into school ..., and maybe even as a part of their training ..., ongoing CPD, ... and even ..., just having an understanding of the environmental, social factors like crime rate, gangs, safeguarding ... because different areas, different boroughs have got different levels of ... crime, etc., and especially the kids in secondary school, a lot of them are exposed to things, ... because of the communities they live in. So, I think having an understanding ... is gonna help you ... make more

informed ... assessments, because they're linked to those societal factors or cultural factors, as well. I think unfortunately in our society, race, it's such a huge and complex issue, ... especially for Black people, it's one that very much shapes us. It's always gonna be a factor in the things that we do, the way we speak, it plays a part in, ... if you're looking at a child, you've got to look at their race, especially Black children in this country because of the historical factors. ... Even though ... we shouldn't have to look at the child based on their race, ... we need equity, and our kids need access ..., so there's got to be ... discourse around race, because that is what's gonna support and enable understanding of what adjustments..., or what adaptations need to be made so that there is equity... So, I think it is crucial, and whether we want to admit it or not, I think it has to be considered. (pp. 20-28)

BPC4: She was young, and she seemed new in her placement, ... I don't think she would have felt, ... anything was held back due to race ... because all that was around CHILD was Black. ... That's the only school CHILD's needs have holistically been met, and I feel it's because it was predominantly Black run. ... I wish it was a secondary school too! (p. 43)

This subtheme presented Black P&Cs experiences of 'business-as-usual' within the context of White EPs as the majority grouping. It highlighted the necessity for reflexivity rather than reflection (Finlay, 2012) as a core EP skill.

Samples of researcher reflections arising from participant interviews are shown in Figures 4.8 to 4.17.

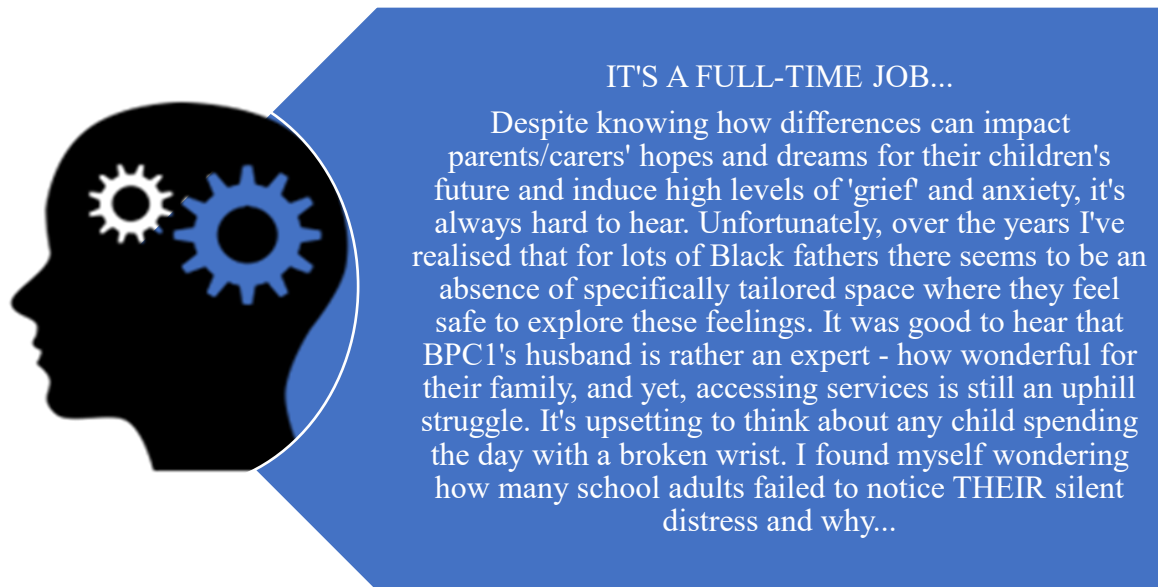
Figure 4.8*Researcher Reflection: Interview 1***Figure 4.9***Researcher Reflection: Interview 2*

Figure 4.10

Researcher Reflection: Interview 3



Figure 4.11

Researcher Reflection: Interview 4



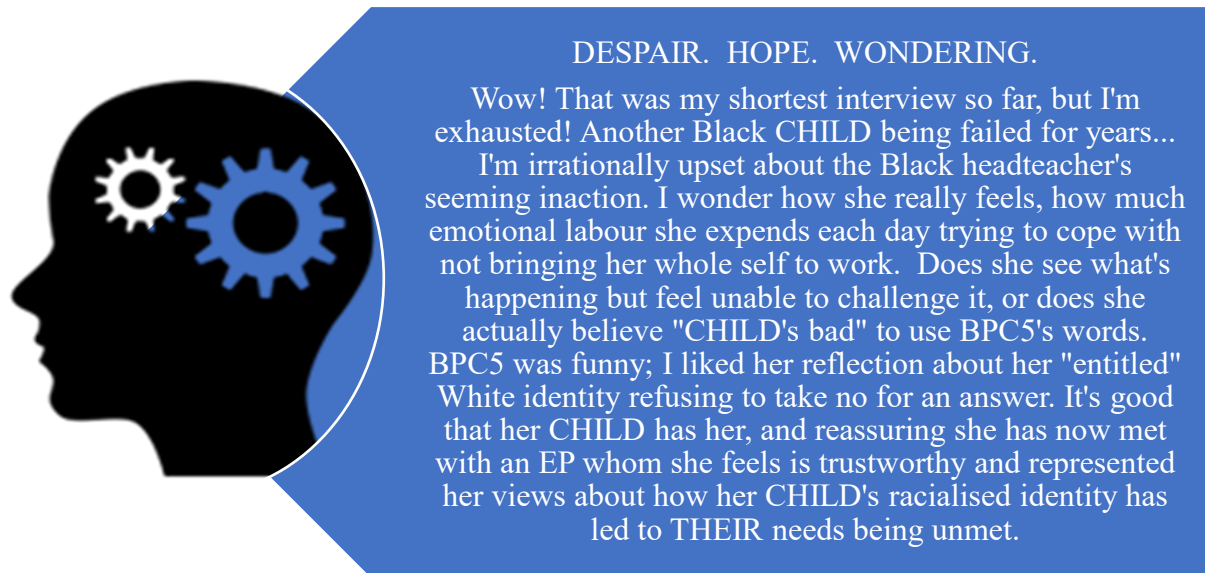
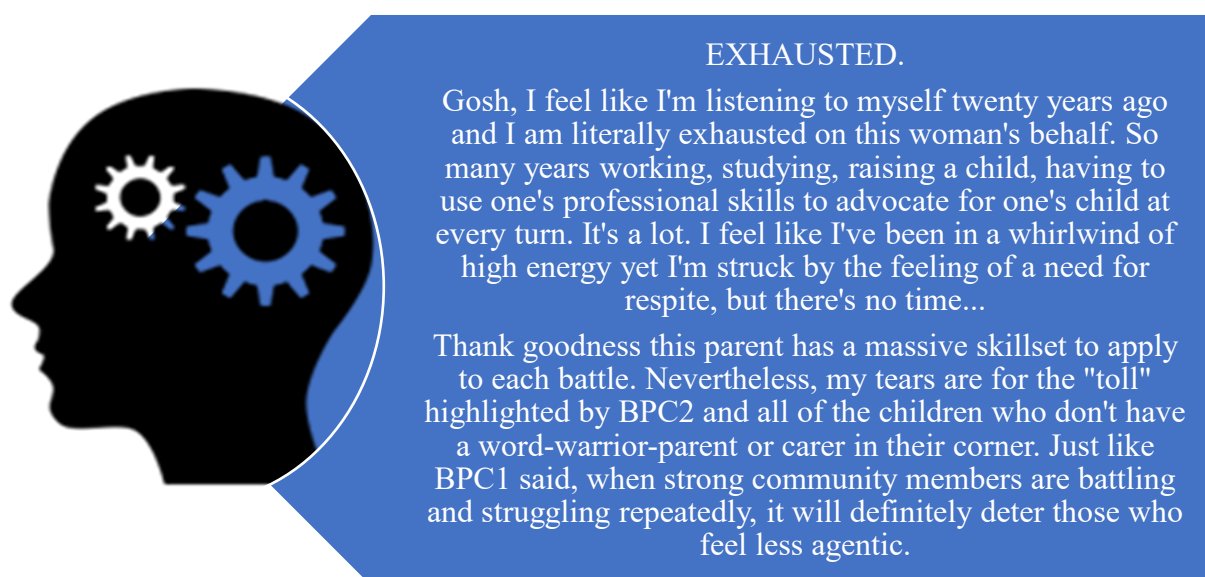
Figure 4.12*Researcher Reflection: Interview 5***Figure 4.13***Researcher Reflection: Interview 6*

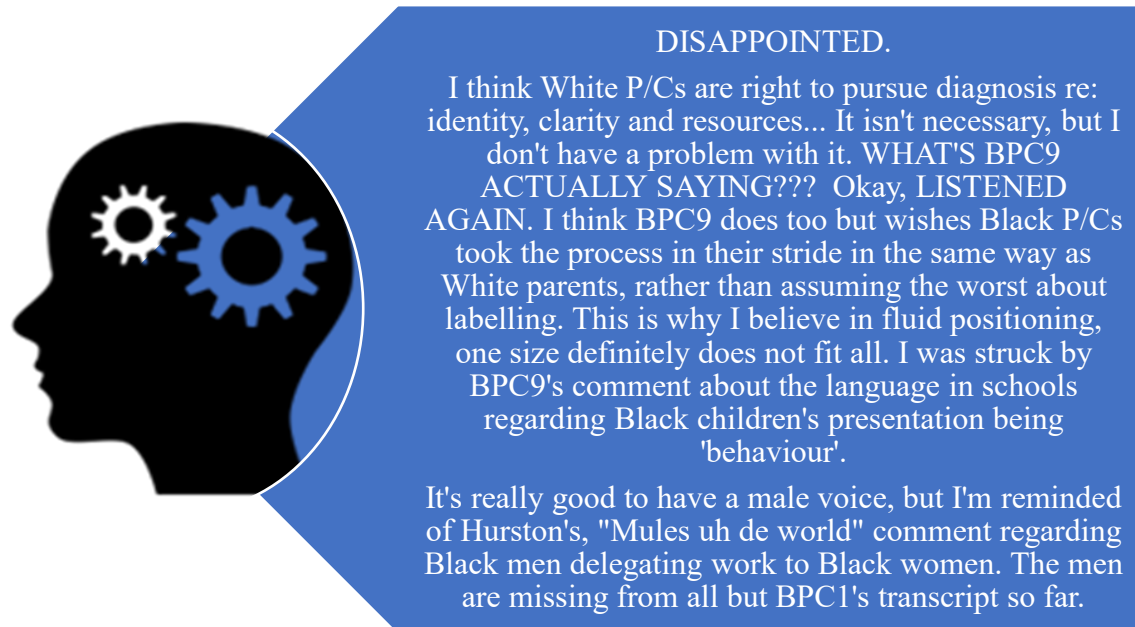
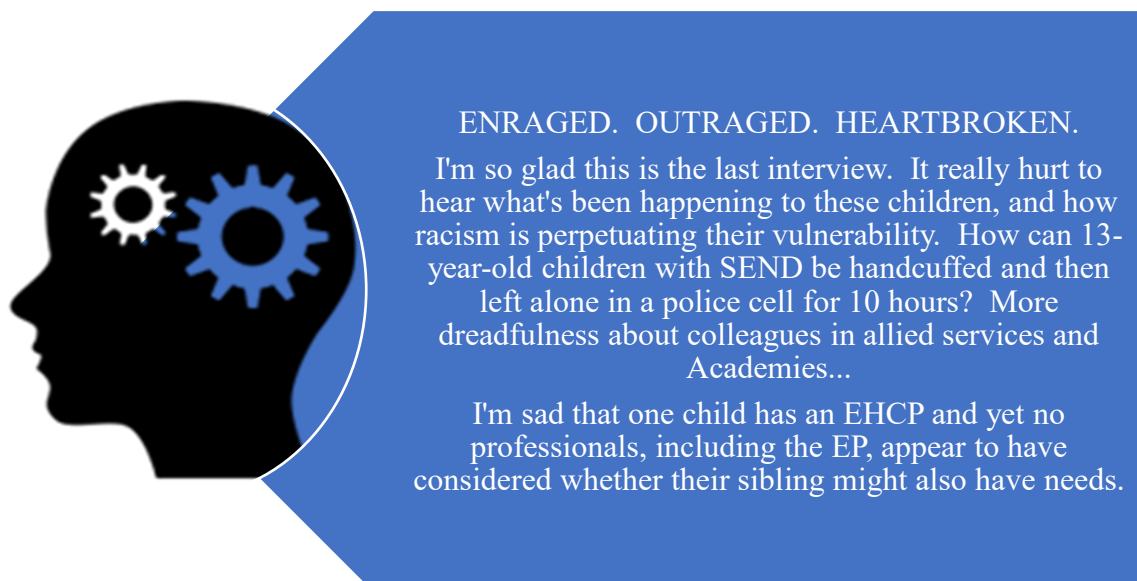
Figure 4.14*Researcher Reflection: Interview 7*

FEARFUL. I'm frightened. I suddenly feel very vulnerable and conscious of being a Black woman in a system that abuses us. I'm suddenly afraid of the legal power CAMHS professionals wield in a way I haven't previously experienced. Do they really ignore EP recommendations? I know I'll think more carefully before recommending that Black families approach them now. I don't want to feel that way, but this tiny, mild-mannered woman and her neurodivergent CHILD have been completely terrorised. Would it have been the same if a father was around? I need to work out what to do with the knowledge I now have; I must separate my role as a researcher from my role as a TEP, but it's really hard today... It's strange because I know the stats about Black people and mental health services, but I think I hadn't fully acknowledged the same thing happening to a child, in ILLA. This is a potential 'hot spot'. There are so many things going around in my head. How does a mother seeking help for her 14-year-old child result in sectioning, isolation and restraint by 8 adults in a hospital, addiction to prescription meds, loss of speech, forcible removal from home by 5 police officers and still no diagnosis?

Figure 4.15*Researcher Reflection: Interview 8*

ANGRY.

Today, I'm just angry. Why should any parent feel forced to pursue a diagnosis to protect their child against a school. I support diagnosis as a choice, but I'm honestly living for the day a Black parent doesn't feel it's a necessity to fight the system, and I can wholeheartedly agree.

Figure 4.16*Researcher Reflection: Interview 9***Figure 4.17***Researcher Reflection: Interview 10*

4.9 Chapter Summary

This chapter offered the PAG members' and researcher's interpretation of how Black P&Cs experienced working with ILLA EPs during a five-year period, which included the Covid Pandemic, and resurgence of the Black Lives Matter movement. Whilst theme one offered increased understanding of Black P&Cs views about the EP team in line with the stated intentions of the research, themes two to four offered an unexpected view of school commissioners as barriers between Black children and early, efficacious access to EPs. This chapter additionally highlighted an urgent imperative for EPs to more forcefully facilitate understanding of their unique role and potential contribution to the quality of life for Black CYA, amongst other professionals. EPs can use their gifted power and privilege to hold themselves (Cunliffe, 2004) and others with a professional obligation to serve Black CYA, to account, when they fall short. With the exception of theme one, the participants' accounts suggested:

- An oversurveillance of Black children at every stage of education.
- A lack of human-kindness, effort, and positive regard for Black children in schools/settings; perceived to be motivated by antiblack racism (antiblackness).
- Low expectations regarding Black children's success.
- The overuse of punitive policies and strategies when responding to Black children's expressions of need.
- An aversion to facilitating positive interventions for Black children, manifested in an unwillingness to enable proactive access to EPs.

A socio-historic context was offered to support understanding of the links between the interviewees' seemingly isolated experiences and the past, exemplifying the larger institutional mechanisms that are the unobservable reality (Collier, 1994). Chapter Five

offers a further opportunity to consider the findings in response to the research question and literature.

Chapter Five: Discussion

5.1 Overview

This study offered a contemporary opportunity to explore how a population neglected in the psychology literature (generally), and EP literature (specifically), experienced working with EPs. By seeking responses to the question, *‘How have Black P&Cs experienced working with ILLA EPs?’*, the commissioning EPT aimed to increase understanding of Black P&Cs’ reported reluctance to engage with them (Apontua & Stevens, 2023). Given the profession’s erstwhile ignominious relationship with Black people (outlined in Chapter One), high levels of mistrust were inferred. Accordingly, the EPT hoped to increase Black P&Cs’ feelings of psychological safety and their understanding of the purpose and process of EP involvement with their CYA. If successful, they anticipated earlier, more efficacious intervention for Black CYA in ILLA schools/settings, decreased adultification, and reduced disciplinary disproportionality, thus curtailing the supply of ILLA’s Black CYA to the School-to-Prison-Pipeline (Ferguson et al., 2022; Gillborn et al., 2016; K. Graham, 2016; Skiba et al., 2014).

5.2 Summary of Findings

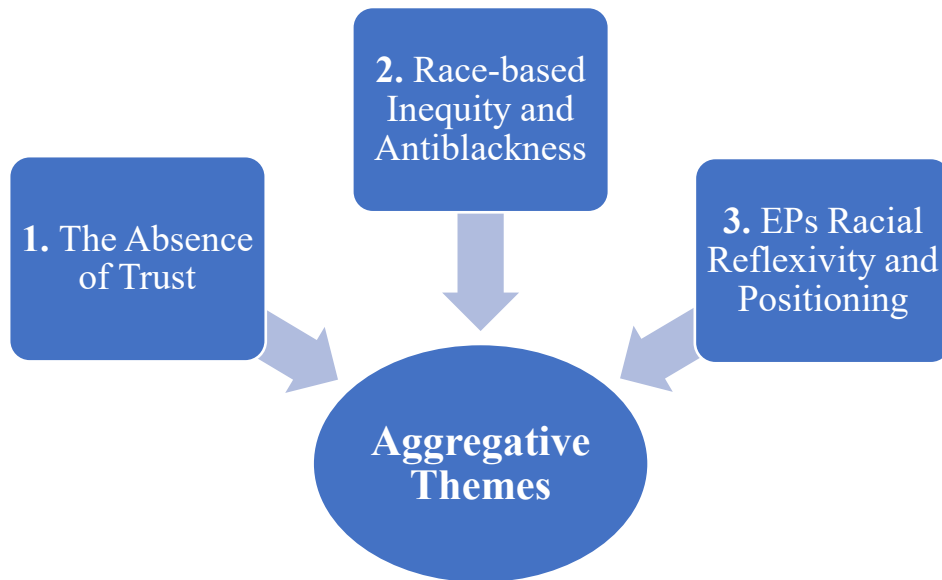
Shatteringly, whilst many Black P&Cs in this study experienced working with ILLA EPs as potentially transformative for their CYA, they also experienced the process of getting an EP referral from schools as a battle for their children’s lives. Black P&Cs in this study expressed the view that schools are racist, hostile environments for them and their CYA. Thus, underpinned by a theoretical position that structural and systemic racism, and antiblackness are real, in tandem with the axiological intentions of exploration, emancipation and social justice, herein it is accepted that Black P&Cs experience of working with EPs, cannot be fully considered in isolation of their relationships with schools.

As evidenced by an abundance of scholars, a Black child's destiny is determined prior to arrival in their Reception year classroom (Coard, 1971, 2005a, 2005b; Cooke & Halberstadt, 2021; Gillborn et al., 2016; Gillborn & Demack, 2018; Gilliam et al., 2016; K. Graham, 2016; Halberstadt et al., 2018; Her Majesty's Inspectorate of Probation (HMIP), 2021; Kunesch & Noltemeyer, 2019; Perera, 2020; Skiba et al., 2014). Fortunately, ILLA schools have pledged to address the specific and deleterious impact racism has on their Black CYAs' flourishing and subsequent socio-cultural capital (ILLA Learning, 2021) and the EPT, with its focus on children's development and wellbeing, learning and research, consider themselves central to achieving this.

Consequently, this chapter opens with a summary of the findings that represent Black P&Cs' experiences of working with the EPT, in tandem with the research question and aims; contextualised within the previous literature. Subsequently, data from P&C interviews regarding race/racism are discussed. Some strengths and limitations of the study are offered, together with proposals for dissemination, and practice implications for EPs and school teams. The chapter concludes with suggestions for future research and a tentative framework to support increased racially-reflexive praxis underpinned by enhanced critical consciousness (Freire, 1968/2017).

5.3 Situating the Findings within the Previous Literature

Despite the paucity of preceding literature regarding Black P&Cs as consumers of EP services (see Chapter Two), a thematic synthesis of the retained literature led to identification of three aggregative themes in response to the question, 'What is currently known about Black parents' and carers' experiences of working with UK EPs?'. The three aggregative themes are: 'The Absence of Trust'; 'Race-based Inequity and Antiracism'; and 'EPs Racial Reflexivity and Positioning' (see Figure 5.1).

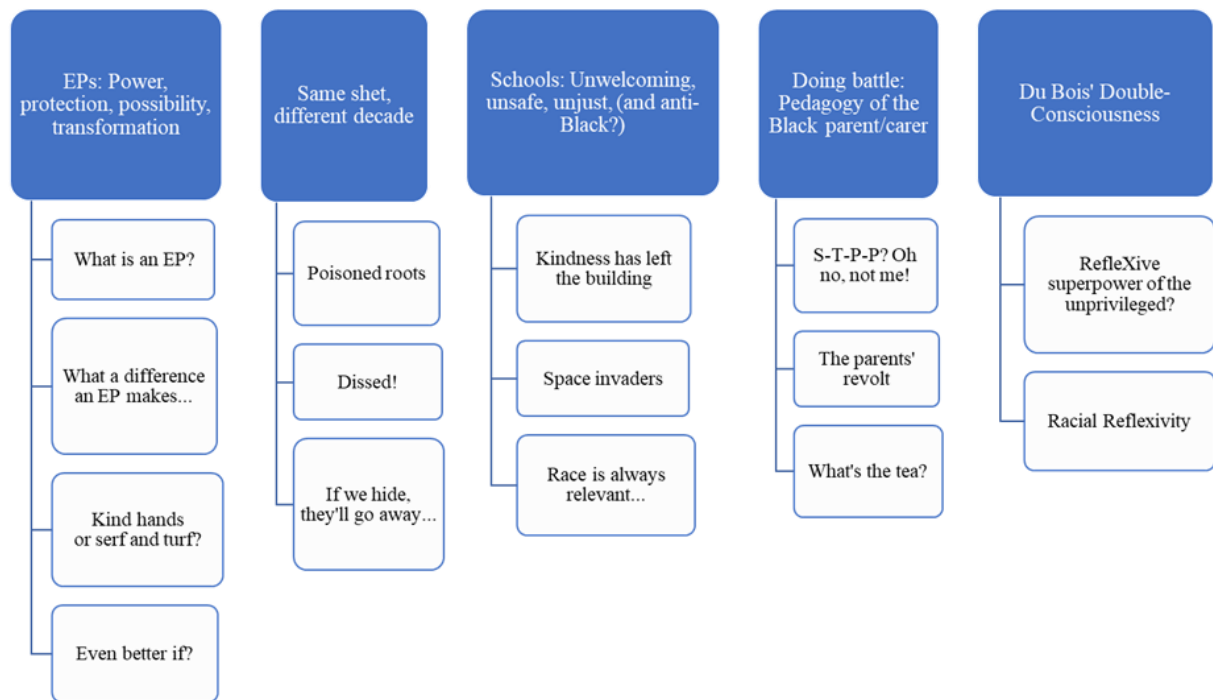
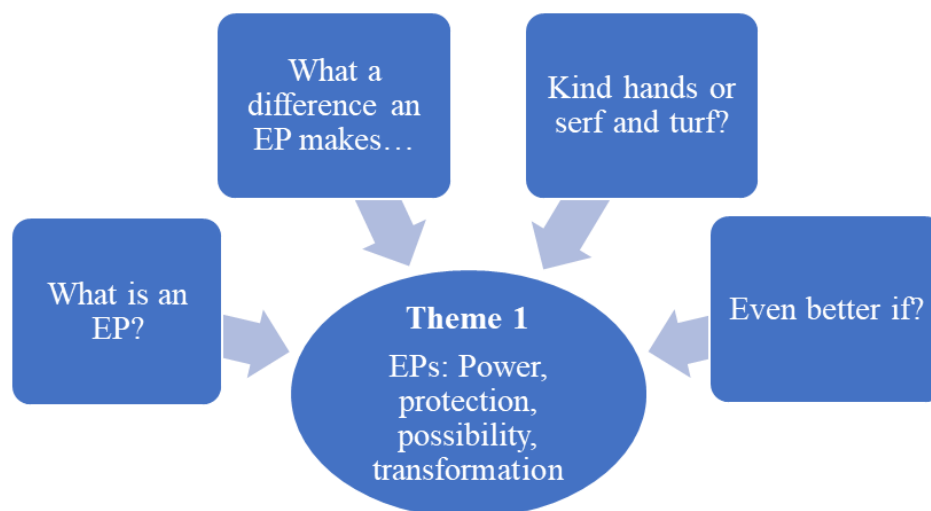
Figure 5.1*Aggregative Themes in the Retained Literature*

The primary research presented in this thesis supports the three aggregative themes.

Herein, Black P&Cs:

- (i) Reported mostly positive experiences of working with ILLA EPs.
- (ii) Viewed ILLA schools as hostile environments for their CYA and themselves.
- (iii) Said there were fewer EP RfIs (referrals) for Black CYA because many school adults are racist and cannot be trusted to accurately identify the needs of Black CYA.
- (iv) Expressed a preference for EPs to lead discussions about their CYAs race and the concomitant limitations on educational and life chances.
- (v) Who had worked with a Black EP felt Black EPs demonstrated an innate grasp of their concerns, though most did not think that only a Black EP could help their CYA.

Data from the Reflexive Thematic Analysis of 10 semi-structured interviews were encapsulated in five themes and 15 subthemes, reproduced in Figure 5.2, each of which is now discussed further. (See Figure 4.1 for a full-sized image.)

Figure 5.2*The Five Themes***5.4 Considering the Findings within Broader Theoretical Concepts****5.4.1 EPs: Power, Protection, Possibility, Transformation**

The EPs power to transform Black children's educational experiences was a key feature in this study. Echoing Lawrence (2014) BA mothers, Black P&Cs in this study described working with ILLA EPs as largely helpful, particularly with regard to better

understanding their CYAs needs. Several Black P&Cs' spoke about how EPs influenced school adults' acknowledgement of their CYA's presentation as indicative of SEND rather than deliberate wrongdoing, providing examples of how this had protected them from exclusion. Nonetheless, and again in concert with Lawrence (2014) and Gamble (2021), Black P&Cs in this study lacked clarity regarding the EP role, and in direct opposition to the spirit of the SEND CoP (2015), they did not always feel facilitated to partner in decision-making processes. Notably, when compared with Lawrence's participants, who were mothers of Black-African descent with very young children, P&Cs in this study, 80% of whom self-identified as Black-Caribbean/Black-Caribbean-and-White with school-aged children, appeared less conflicted about whether to engage with professionals for fear of community ostracisation. This difference might be indicative of longer periods of acculturation or increased psychological safety arising from living within a larger, more diverse community of others.

Significantly, both participant groups highlighted inconsistencies in how well-served they felt after EP involvement, and both reported a lack of interpersonal regard, albeit from different professional groups. Whilst the salience of this increases when partnered with Ajewole's (2023a) reflections regarding the levels of disrespect she witnessed during her professional placement, this might also be attributed to EP involvement occurring after protracted exchanges with school adults, or in the context of a school's disciplinary processes. Nevertheless, given the majority of participants were Black women, both misogynoir (Bailey & Trudy, 2008/2018) and intersectionality (Crenshaw, 1989), may be relevant, and whilst outside the current purview, this is worthy of further exploration given 83% of EPs identify as women and 3% are Black (HCPC, 2023a).

Importantly, and resonant with the aggregative themes regarding 'the absence of trust', 'race-based inequity and anti-blackness', almost all Black P&Cs in this study posited

racism as enacted by school adults who lack compassion and care for their children and immediately mislabel their expressions of need as poor behaviour. This is additionally meaningful when considered in the context of theories of adultification, dehumanisation and zoomorphism (Cole, 2004; Cooke & Halberstadt, 2021; Goff et al., 2014), and mirrors Sobti and Welsh's (2023) view of Whiteness as a vaccine and McIntosh's (1988/1990) knapsack. In keeping with Marchand and colleagues' (2019) view of how Black parents' involvement with their children's schools is evaluated, most Black P&Cs expressed surprise about their alleged reputational reluctance to engage with EPs. This was refuted almost unknowingly with questions and perturbation about how unwelcome they felt when requesting help. All were resolute that fewer EP RfIs (referrals) for Black CYA reflected the racism inherent within school systems. This view of endemic racism in UK schools was first recorded by Coard (1971) and Rampton (1981), respectively. It is endorsed in Demie's (2021) participants' discourse (parents, school adults, headteachers and EPs) regarding the disparate number of BC boys being excluded; and documented in literature spanning decades (Ajewole, 2023a, 2023b; Cooke & Halberstadt, 2021; Gillborn, 1995/2000; Gillborn et al., 2017; Joseph-Salisbury, 2020; Ladson-Billings & Tate IV, 1995; Marchand et al., 2019; Mngaza, 2020; Perera, 2020; Sobti & Welsh, 2023; Taylor, 2023; YMCA, 2020).

All ten participants felt their CYA's needs pertaining to their racialised identity should be explicitly stated in EP records and statutory reports, and that this would represent a significant service improvement, whilst contributing to increased *Actively Anti-Racist Practice (AARP)*. However, Black P&Cs did not feel the onus for requesting this should be placed upon them, or to be reliant on the school/setting requesting it. They felt prioritising this was within the gift of an EP given their knowledge of psychology and children's development. Each Black P/C expressed a preference for EPs to open and lead discussions

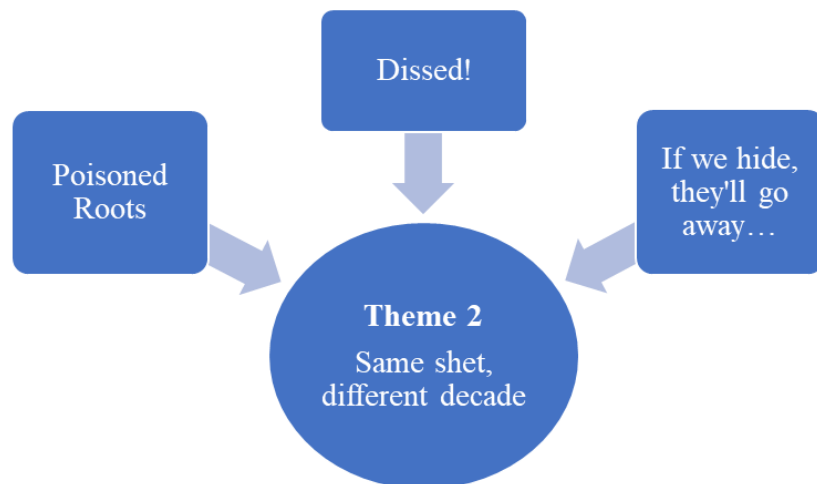
about their children's racialised identities and the potential impact on their learning experience and life chances. Indeed, most considered it essential.

Just three Black P&Cs (BPC2, BPC5, BPC8) felt the specific needs of their Black CYA were accounted for in the EPs work, hence the remaining seven felt unable to comment regarding schools/settings' understanding. Of the three P&Cs who felt their Black CYA's specific needs were accounted for in the EPs work, two shared concerning school/setting responses:

- (i) BPC8's CHILD was subsequently allowed to keep THEIR mobile telephone with THEM so could freely telephone THEIR mother at work when upset, rather than THEIR school adults attempting to support them to regulate. Thus, whilst the school could no longer exclude CHILD, it was clear they had abdicated responsibility for CHILD's day-to-day wellbeing or engagement.
- (ii) BPC5 also felt the EPs input was preventing repeated exclusions. However, whilst recounting CHILD's independent application of a problem-solving strategy and acknowledging THEIR self-assessment of a '95% improvement' since meeting with the EP, BPC5 shared the teachers' suggestion that a minor mistake that day might still warrant exclusion, suggesting a prevailing context of threat.

Consequently, whilst both P&Cs found EP involvement protective, they remained fully cognisant of the necessity to maintain a watchful eye on whether their CYA's needs were held in mind.

5.4.2 *Same Shet, Different Decade*



Antiblack racism is a lifelong trauma. The hurt lasts forever (Herbst et al., 2023).

White Privilege is not having to think ahead about what will happen when you get *there* (McIntosh, 1988/1990).

Black people are “weathered” (Geronimus, 1992) by intergenerational, race-related trauma and systemic violence (Agyeman & Lichwa, 2020; Harper et al., 2021; Henderson, 2019; van der Kolk, 2015). Black babies experience their mothers’ racism-related distress vicariously from the womb (Larrabee Sonderlund et al., 2021). Indeed, some researchers suggest a causal relationship between this, low-birth-weight and prematurity (Pereira et al., 2022; van Daalen et al., 2022), which confers an increased predisposition to neurodivergence (Chen et al., 2020).

Antiblack racism is an Adverse Childhood Experience (Bernard et al., 2021, 2022; Felitti & Anda, 2010; Jacob et al., 2023; Larrabee Sonderlund et al., 2021; Music, 2019; van der Kolk, 2015; D. R. Williams, 2018; J. L. Williams et al., 2012). Consequently, when faced with ‘danger’, a Black CYA may try to protect themselves from further threat using established strategies, interpreted by others as, ‘behaviours that challenge’ (Bodfield & Culshaw, 2024; Johnstone & Boyle, 2018a, 2018b). In this study, the absence of racial literacy, i.e., not knowing how racialisation/racism functions harmfully in society (Joseph-

Salisbury, 2020) and a poor understanding of Black-British history, seemingly rendered some school adults unable to respond early and appropriately to Black children's presentations of trauma and learning need, and Black P&Cs' concerns. Thus, relatively minor presentations of difference which respond well to early, relational and supportive intervention (Herbert, 2021) were ignored or went 'unnoticed' until the CYA's self-esteem, confidence and sense of belonging (Mngaza, 2020; Roffey et al., 2019) had long been eroded by the 'hostile' environment (Epstein et al., 2017; Goff et al., 2014). This is important because it represents heightened vulnerability which those with no lived experience of antiblack racism (or homelessness, hunger, domestic violence etc.) may not notice, and thus, would not consider and advocate for as a significant feature in determining a CYA's 'readiness to learn' in the classroom (Blair & Raver, 2015). This is evident in BPC9's concern about some White school colleagues' inability to serve Black CYA with compassion and understanding and linking the EP's apparent indifference with a Black child's subsequent STPP trajectory through lost learning and disengagement, "... and lo and behold the school didn't, and the CHILD ended up getting excluded permanently...(.) ...he's in prison now...". Whilst such links may be perceived as tenuous anecdotally, contemporary researchers (Boyd, 2019; Perera, 2020; Timpson, 2019; YMCA, 2020) suggest an imperative for the EP profession.

Mirroring Cline's (1999) wonderings about whether Black clients would fare better working with Black professionals, almost a quarter of a century later, BPC9's suggestion that Black parents find a Black EP, whilst impractical - particularly given the scarcity of Black EPs, is nevertheless unsurprising. His perception is of receiving a poor service until his child worked with a third (and Black EP) who recognised disproportion and apathy in the school's responses; "CHILD's seen three EPs, ... yet CHILD's now gonna be in Y10, and ... on the route to being kicked out ... because they just deal with CHILD on behaviour". Nonetheless, this would be the antithesis of progress within the EP profession, and ultimately, Black

service-users must be able to expect any EP to serve them and their family well, particularly given BPS/HPCPC competence standards. Without the benefit of detail, it is difficult to consider the seemingly apparent absence of incisive questioning and curiosity about the communication being shared through the CHILD's behaviour. However, this example supports an urgent need for increased critically-conscious and race-related reflexivity, considered further in Figure 5.3. On the other hand, this assumes EPs 'not noticing' rather than a misplaced professional guardianship, loyalty or remaining 'in one's lane' despite the cost to a CYA.

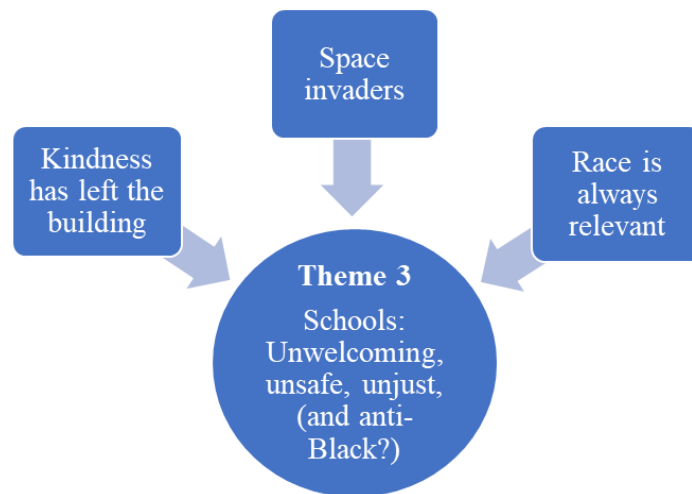
Figure 5.3

Researcher Reflexivity: Critically-Conscious, Race-Related Reflexivity



I do not believe true reflexivity in respect of racialisation and inequity is possible in the absence of 'critical consciousness'. Critical consciousness is derived from Freire's (1968/2017) tripartite concept of conscientization: (i) noticing the socio-economic and political inconsistencies which enable oppression and inequity; (ii) reflexion about how those inconsistencies benefit us specifically, and how to redress them (wokeness); and (iii) taking action that makes change happen (Crethar & Winterowd, 2012; Marchand et al., 2019). Reflexivity underscored by critical consciousness and paired with action, i.e., a change in ethical positioning, manifests in altered thinking and matched behaviour (Levinas, 1969/1980), or what this researcher terms, 'racially-reflexive-praxis' (RRP), illustrated in Figure 5.5.

5.4.3 Schools: Unwelcoming, Unsafe, Unjust (and Anti-Black?)



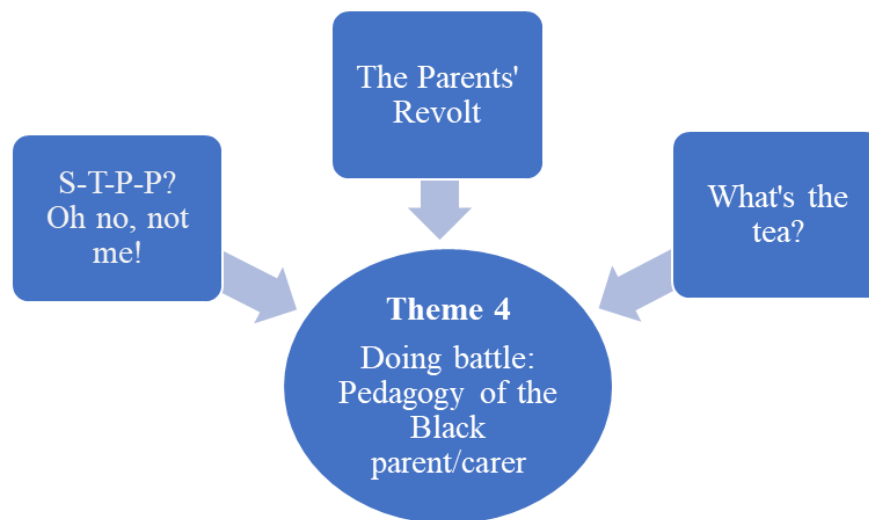
Dumas (2016) defined ‘antiblackness’ as a “cultural disregard for and disgust with blackness” (p. 12), arguing against the notion of a post-racial society and merit-based equality in schools. Concurring, Black P&Cs in this study identified schools as unsafe and unwelcoming environments for their CYA and themselves. Exemplifying the systemic disregard of Black children’s needs, presentations of separation anxiety and sensory distress were not acknowledged as requiring investigation for six years at PRIMARY2. Yet, arriving at PRIMARY1, a predominantly Black school team ‘noticed’ the reasonable adjustments required were beyond ‘SEN support’, and proposed EP input. This suggests psychological safety (Edmondson, 1999) through membership of the majority group facilitated increased agency among those Black school adults. Contrastingly, this feeling suggests psychological safety is not replicated among ILLA’s P&Cs, despite them being in the majority.

A lack of ‘noticing’ manifests across systems, albeit perhaps for different reasons. For example, Anderson (2018) and Mallinckrodt et al. (2014) suggested gaps in self- and cultural-awareness might limit EP’s ‘noticings’. This seems apposite given most established EPs are White, Global North population members with scant experience of ‘otherness’, and the freedom of individualism (Daniel, 2018). Concurring, Ratheram and Kelly (2021) posited a commensurate lack of clarity about ontological and epistemological positioning as further

barriers to ‘intercultural competence’, whilst Fox (2015) offered the view that some EPs may lack the tools to “challenge and change” unjust practice (p. 394). Contesting this, Roffey and colleagues (2018) positioned EPs as knowledgeable and skilled instruments of change who need to market their skills more vociferously.

Whatever the foundation, research confirms limited progress despite wide-ranging, cross-system awareness of institutional racism in schools (Cathro et al., 2023; Demie, 2021; YMCA, 2020). Limited progress can also be seen in BPC5’s experience with a Black headteacher whose inertia she ascribes to powerlessness, unwillingness to fight oppression and not being ‘for her own people’. DuBois (1903/2007) proposes this absence of autonomy as a manifestation of internalised racism, consequent upon a lack of psychological safety and being ‘out of place’; in keeping with Puwar’s (2004) ‘space invader’ hypothesis.

5.4.4 Doing Battle: Pedagogy of the Black Parent/Carer



This theme might equally be titled, ‘Doing Battle: Pedagogy of the Black Woman’ given 90% of participants were female. Hurston (1937/2010) wrote that White men enslaved Black men and Black women, and posited Black women as further ‘enslaved’ by Black men, becoming “de mule uh de world” (p. 29), bearing the most burdensome loads because their wellbeing and humanity are widely and routinely ignored. Echoing Hurston, Bailey (2008, as cited in Bailey and Trudy, 2008/2018) offered the view that women who are also racialised as

Black, are subjected to an additional layer of disdain through the intersection of antiblack racism and misogyny, which she termed ‘Misogynoir’. Bailey (2008) argued that misogynoir is evident in the way Black women’s personalities are often constructed as ‘big’ or “more than the White norm or ideal” (p. 7) with an expectation of shrinkage. Meanwhile, in the Caribbean and Africa, unrestrained laughter, animated body language, effusive song etc., might be considered the norm.

Another example of this misconstruction might be seen in school adults’ mislabelling of Black mothers’ presentation as ‘emotionally detached’, ‘disinterested’, ‘hard to reach’, and ‘difficult’, or their intermittently vocalised frustration and despair as ‘angry and aggressive’. For almost a century, each label has been ably supported by popular culture, printed media, television and film. This inferred emotional distance could equally be explained as a protective strategy, as Lawrence (2014) found, given the lack of trust Black P&Cs feel towards authority figures, “Even though we need the help, we don't ask ...(.) ... you're strong because you have to be... Being strong, being tough, being a [sic] advocate for your child, ... takes a toll on you, mentally, mostly.” (BPC2). These misinterpretations are further illustrated with tropes such as Black people not valuing education (Marchand et al., 2019), yet 80% of Black P&Cs involved with this study were engaged in education as professionals, paraprofessionals or community activists, and possessed post-graduate qualifications.

Notably, the ‘toll’ highlighted by BPC2 is manifest when, despite being an ‘expert by experience’, with insider knowledge, academic and professional attributes, BPC5 feels forced to invoke the ‘angry Black woman’ trope to garner appropriate support for her CHILD. “My friend who's White, they've offered her CHILD...(.) ...but you didn't help me with that ...I had to go on like I was schizophrenia. ...Everything, anything I've wanted for CHILD ..., I've had to fight for it. No one's offering that help, because CHILD's just defiant, CHILD's just bad.” (p. 11). This trope is juxtaposed with the centuries of unspoken pain, unacknowledged

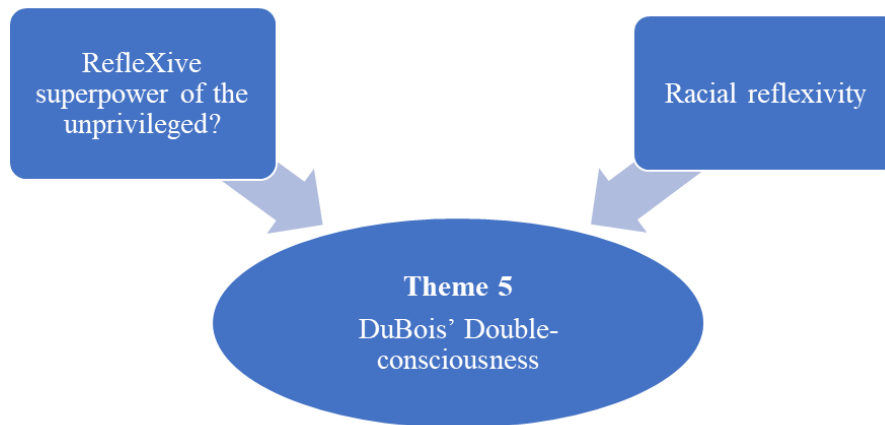
distress and ‘Racial Battle Fatigue’ (Smith, 2008) revealed in, “...that crushed my heart(.) ...because I’ve had to fight every step of the way(.) ...I feel like it is purely because of race...” (p. 14), before refixing the ‘Strong Black Woman’ mask (R. Graham, 2018). Figure 5.4 details Black P&Cs and their CYAs experiences shared during research interviews.

Figure 5.4

Examples of Racist Harm Reported by ILLA P&Cs at Interviews

Adultification ("dirty" looks / annoying facial expressions)	13-year-olds kept in a police cell without parental support and other basic needs met.	Witnessing racism in schools
Children compared to animals (pack of wolves)	Information about services withheld	Disparate and disproportionate discipline
Gaslighting	Being ignored	Refusal to recognise P&Cs as experts on their CYA
Viewing CYA as a commodity to move along	Parents feeling as though they have to fight for their children's rights	No attempt to meet CYAs learning or other needs
Intimidation	Parents labelled as overprotective when advocating	Parents labelled as "playing the race card"
	Name-calling (hooligans)	

5.4.5 DuBois' Double-Consciousness



An important message from this theme was that Black P&Cs' who experienced working with both Black and White EPs felt Black EPs demonstrated greater attunement to, and understanding of their CYAs needs. This forces acknowledgement of the visible differences and imbued, lived experiential knowledge Black EPs offer and a requirement to consider how to equip all EPs to engage with Black P&Cs in this way. Notably, the Black EPs discussed were also women. Echoing DuBois (1903/2007), Collins (2009) suggests that Black women share a refined intuition developed as a survival mechanism during centuries of oppression. Interestingly, Manstead (2018) suggests this also relates to social class. He found that people who self-identified as lower class demonstrated greater compassion and were more inclined to help others, consequent upon experienced hardship and forced choices to privilege basic needs over individual interests. Daniel (2018) concurs. She contends that minoritised people possess an omnipresent and instinctive level of feeling, developed from living without privilege, which forces active consideration of the needs of those wielding power, given one's life is in their hands.

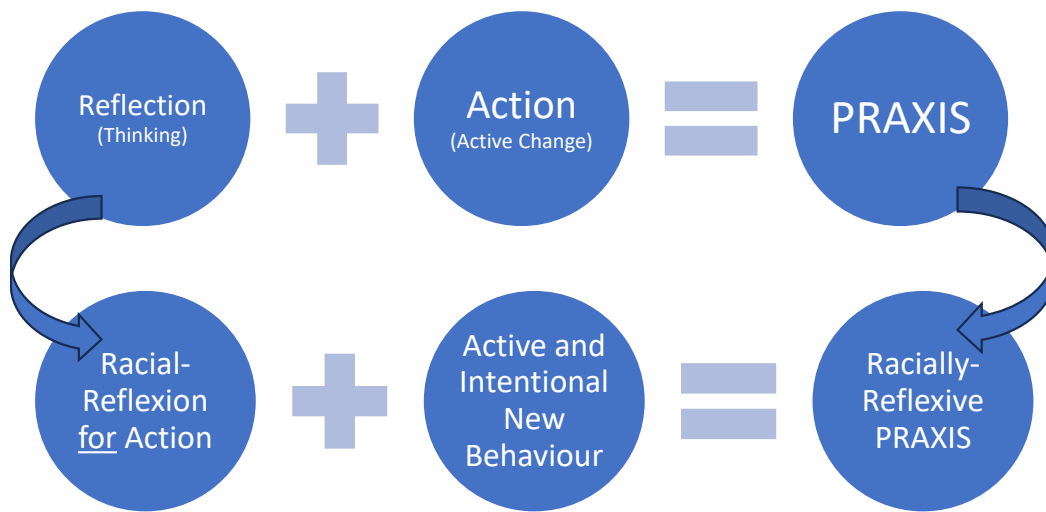
This accords with Black people prizing wisdom attained through lived and shared survivorship, and heartfelt dialogue (B. J. Allen, 1998; Collins, 2009; Fanon, 1952/2017; Freire, 1968/2017). Like Dotson (2015), Mngaza (2022) suggests adopting some tenets of a BFE in practice and research, to avoid a) "the fallacy of objectivity" (p. 63) i.e., EPs

pretending their decisions/actions are objective and apolitical in matters of race; and thus, b) perpetuating epistemic violence (Teo, 2011). She asserts that BFE is an “inclusive” framework facilitating consideration of where power is held, forcing increased curiosity about, and challenge of “taken for granted knowledge”. Furthermore, Mngaza argues this will allow EPs to “explicitly locate the historical, racial, and political context of EP praxis to better serve children and families” (p. 63).

Mngaza’s (2022) proposal is undoubtedly more robust than Ratheram and Kelly’s (2021) suggested ‘awareness’ of one’s ontological and epistemological positioning and experience of othering to enhance EPs ‘cultural competence’. Even so, this thesis argues that whilst these scholars propose important steps towards more *actively* (Tatum, 1997/2021) equitable, and thus, ethical practice; in the absence of lived experience as an intersectional / minoritised other, this will be insufficient without superior racial-reflexivity and critical consciousness (Freire, 1968/2017), illustrated in Figure 5.5. Consequently, the question seems to be, how to effectively engage White EPs in emulating a skill they may not recognise as necessary, and which arguably requires a ‘less-than’, unknowing position of discomfort, to connect with Black P&Cs who consider themselves powerless. Exemplifying this, in Rowley’s (2022) thesis regarding exclusion, she found just 25% of EPs thought race training was a necessity and reported that 37% of 1700 EPs imagined Black children were three times more likely to be excluded because of ‘cultural clashes’.

Figure 5.5

From Reflective Practice towards Racially-Reflexive-Praxis



5.4.5.1 EPs Racial Reflexivity and Positioning. Fassinger and O’Brien (2000)

offered the view that research is a form of advocacy which requires “acceptance that all professional activities are political acts” with “social consequences.”. They argued that “even professionals without advocacy agendas who believe that their work is irrelevant to social issues are implicitly advancing a political position (i.e., maintaining an oppressive status quo), because their work does not attempt to challenge a society built on unequal access to power and privilege.” (pp. 263–264). Similarly, Ratheram and Kelly's (2021) EPs felt able to prioritise work with minoritised groups only if their LA were doing so. This suggests the absence of an individual, well-formed, ethical frame of reference might render EPs unwilling to actively challenge inequity, which might account for the limited progress in 25 years since Cline (1999). Reassuringly, BPC5 shared a recent experience with a White EP, whom she felt really listened to her and her CHILD and accurately represented their concerns about racism during consultation and in the written record.

5.5 Critical Review of the Research

The ideological intentions discussed in Chapter Three (Table 3.1) are shown here with corresponding analytic themes used to critically review the research (see Figures 5.6 and 5.7).

Figure 5.6

Exploration: Ideological Intentions with corresponding Analytic Themes

EXP1. A space for ILLA's Black P&Cs to share their lived experience of working with EPs, and whether/how this impacts their willingness to engage/engage with the EPT.

- Theme 1 - EPs: Power, protection, possibility, transformation
- Theme 2 - Same shet, different decade
- Theme 3 - Schools: Unwelcoming, unsafe, unjust (and anti-Black?)
- Theme 5 - DuBois' Double-Consciousness

EXP2. Fill gaps in Black P&Cs knowledge and understanding of the EPs role, contribution, service offer and ways of working.

- Theme 1 - EPs: Power, protection, possibility, transformation
- Theme 5 - DuBois' Double-Consciousness

EXP3. Increase ILLA EPs' understanding of Black P&Cs lived experiences.

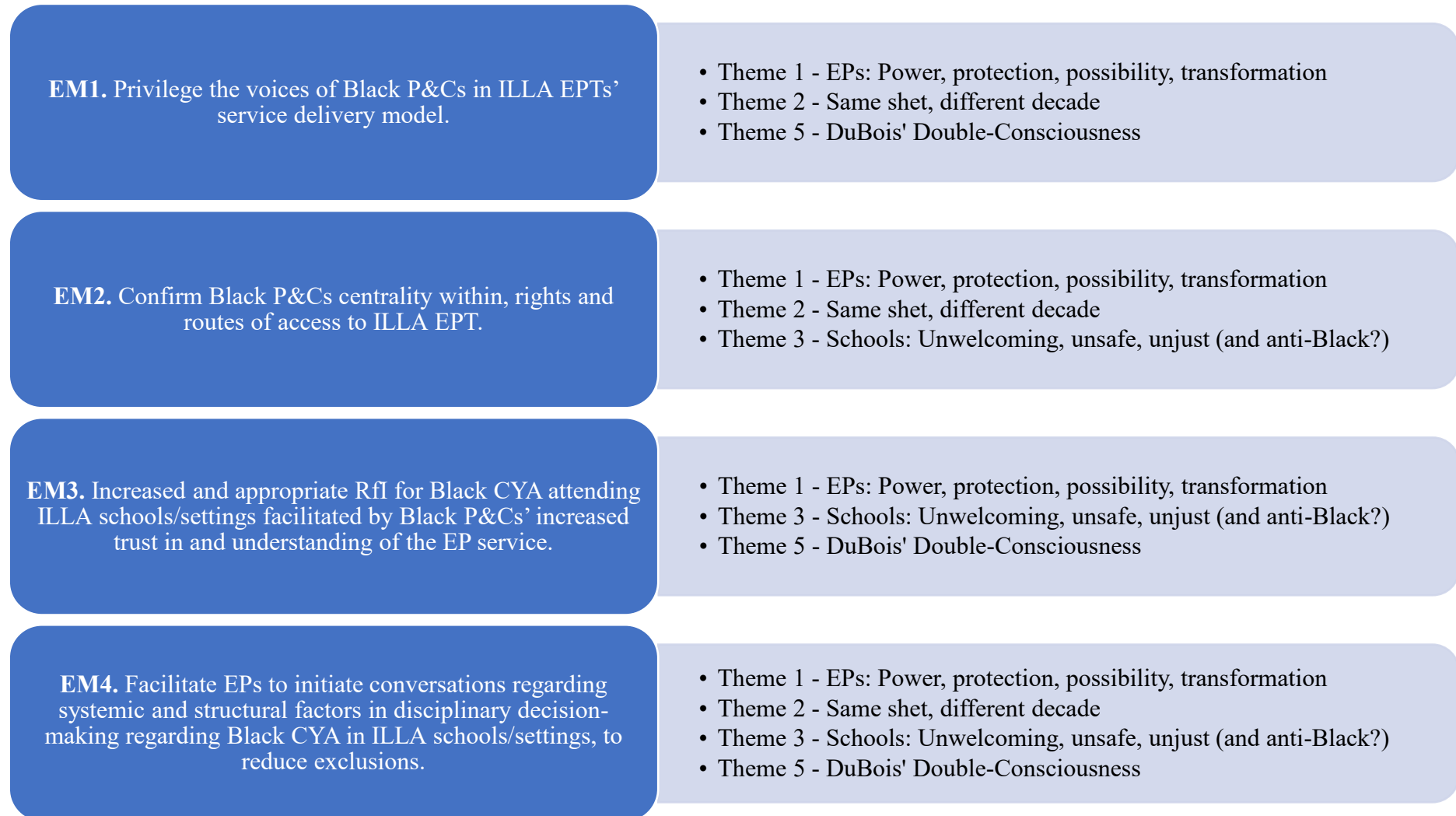
- Theme 1 - EPs: Power, protection, possibility, transformation
- Theme 2 - Same shet, different decade
- Theme 3 - Schools: Unwelcoming, unsafe, unjust (and anti-Black?)
- Theme 4 - Doing battle: Pedagogy of the Black parent/carers

EXP4. Increase EPs' conscious reflexivity regarding their power/privilege/positioning to improve delivery of equitable and *actively* anti-racist services for ILLA's Black CYA and their families.

- Theme 1 - EPs: Power, protection, possibility, transformation
- Theme 3 - Schools: Unwelcoming, unsafe, unjust (and anti-Black?)
- Theme 4 - Doing battle: Pedagogy of the Black parent/carers
- Theme 5 - DuBois' Double-Consciousness

Figure 5.7

Emancipation: Ideological Intentions with corresponding Analytic Themes



5.5.1 Strengths and Limitations of the Study

The strengths and limitations of the study are summarised in Figures 5.8 and 5.9.

Figure 5.8

Strengths of the Study

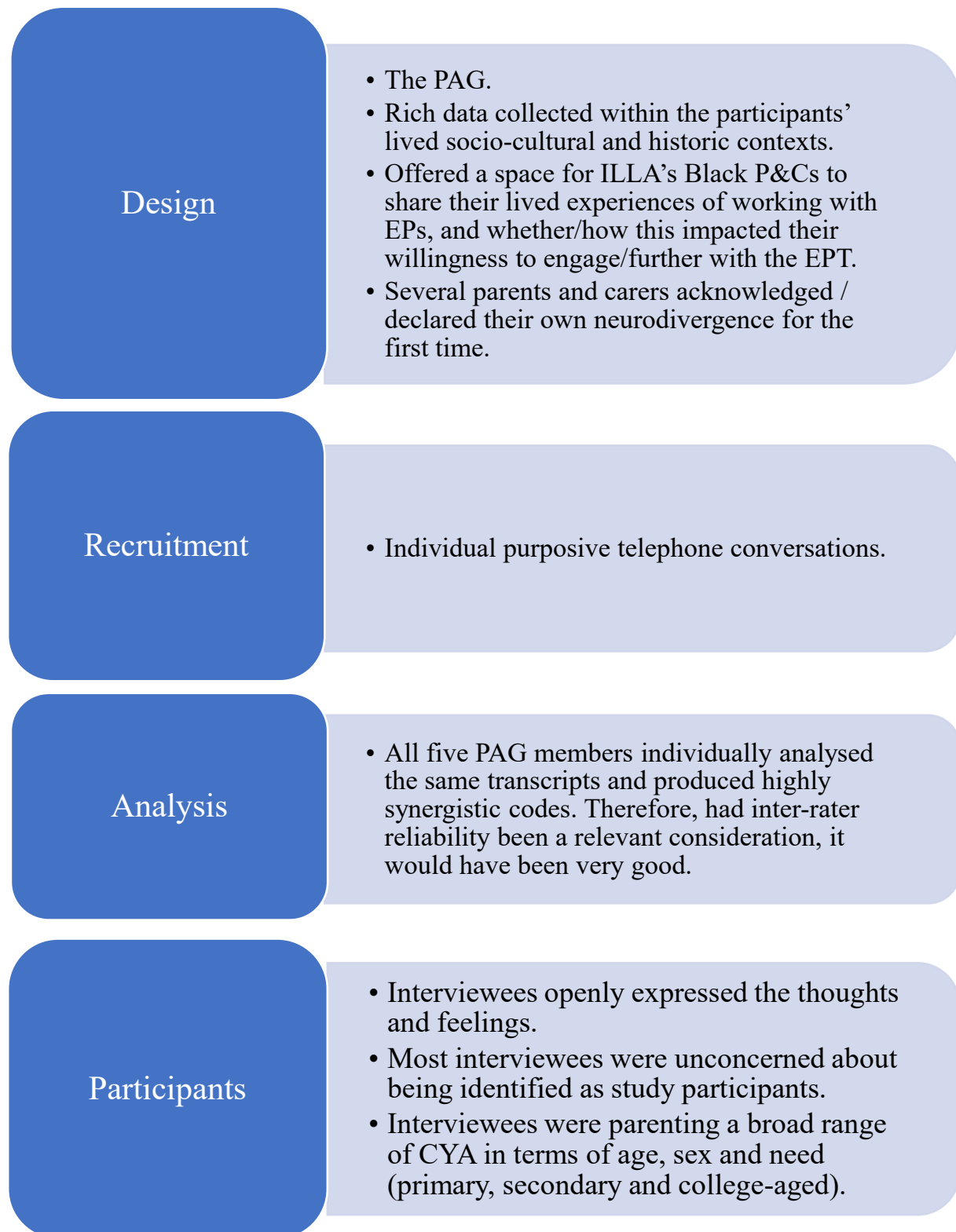


Figure 5.9*Limitations of the Study*

Design	<ul style="list-style-type: none"> • Black P&Cs needed more time and space to speak about the topic. • Information regarding P&Cs neurodivergence was not collected as part of the demographic data. It might have been helpful in understanding whether/how acceptance of their CYAs SEND related to knowledge of their own differences.
Recruitment	<ul style="list-style-type: none"> • Only declared Cisgender volunteers participated within the PAG and the SSIs. It might have been helpful to understand more about how further intersecting identities impacted access to services e.g., many Black members of LGBTQ+ communities report additional barriers to access and ostracisation. • Lack of automated system e.g., Scholarpack /Outlook to contact service users. • Recruitment took eight months.
Analysis	<ul style="list-style-type: none"> • No-shows for interviews, transcript length and lack of time meant PAG members were unable to undertake detailed analysis of every participant interview. • Requesting ethical approval for optional inclusion of PAG member reflections as analytic data would have added helpful and interesting participatory information.
Participants	<ul style="list-style-type: none"> • 90% of P&Cs possessed PG/master's qualifications and/or employed in or knowledgeable about education. It will be helpful to explore experiences of Black P&Cs with more limited social/cultural capital. • Lack of male voices.

Literature Review

- A limitation of the literature review is the absence of previous empirical research of direct relevance to the research question. The researcher might have mediated this by:
 - Extending the time limiters beyond 50 years. However, this seemed inappropriate given the socio-economic, political and sociological changes that have taken place within just the last decade - far less the last half-century.
 - Including unpublished research such as doctoral theses exploring Black P&Cs' experiences' of working with EPs placed in services such as CAMHS, School Mental Health Services, and Virtual Schools for CYA who are looked after by the local authority. This possibility was explored however none were sufficiently relevant for inclusion given the research question, and very specific exploration commissioned by the EPT.

The Researcher

From the start, the researcher's limited understanding of racism as an academic subject and within/beyond the ILLA context was salient. Her contribution was limited by a very specific lived experience. Consequently, a steep learning curve throughout the project compromised her feelings of efficacy and 'entitlement' to undertake the work at times. This is reflected in the reporting of the findings, during which the overwhelming intention was to privilege the voices and stories of interviewees, interpreted via PAG members, as local- and lived-experience experts. Whilst this feeling of unknowing was a significant limitation from the researcher's perspective, in terms of objectivity, her outsider position might also be perceived as a benefit because she had no comparable story to tell.

5.5.2 Implications for Practice

Some further implications for the practice of EPs and school adults arising from this research study, are shown in Table 5.1. Proposals for dissemination are shown in Table 5.2.

The researcher believes that Emancipatory aims three and four (EM3/EM4; Figure 5.7) can be realised with adoption of individual racially-reflexive-critically-conscious-praxis, across the EPs five core functions (consultation, intervention, research, assessment, training), in tandem with:

- a) Black P&Cs having direct access to ‘informal’ psychological advice.
- b) Disrupting exclusions by providing Black P&Cs with advice and advocacy via an *AARP* Exclusions Helpline. (This might be staffed by Y2/Y3 TEPs supported by a maingrade SEP or colleagues from other services such as Youth Justice, CAMHS, Speech and Language).

The researcher’s suggestion for supporting development of Critically-Conscious-*Actively*-Anti-Racist-Racially-Reflexive Praxis (CARP) is offered in Section 5.6.

Table 5.1*Implications for Practice*

Objective	EPs	School adults
Black P&Cs understand the EP role.		
Black P&Cs are supported effectively with decision-making regarding EP involvement.		
Black P&Cs actively inform EPT service-development decision-making.		
Black P&Cs know where and how to gain direct access to ‘informal’ EP advice.		
Black P&Cs know where and how to gain direct access to Weekly EP AA-RP Exclusions Helpline.		
ILLA EPs increased, and <i>active</i> (Tatum, 1997/2021) Anti-Racist Practice is measured and evidenced in practice i.e., Black P&Cs views about fewer RfIs with Black CYA are regularly sampled and acted upon.		
ILLA EPs are <i>actively</i> (Tatum, 1997/2021) leading conversations about racialisation, its associated strengths and vulnerabilities.		
Racialisation, its associated strengths and vulnerabilities, is accounted for in all EPs work		
Racialisation, its associated strengths and vulnerabilities, is reflected in EPs Records of Involvement and Statutory Reports.		
All school leaders and school adults equipped with identified/evidenced L3 standard of racial literacy (Joseph-Salisbury, 2020) including intergenerational/vicarious/adverse childhood experiences.		
All school leaders and school adults equipped with L2 standard of awareness of hereditary/familial links regarding neurodiversity.		80%
Black CYA with/without diagnosis benefit from well-planned and implemented secondary transition.		70%
Black CYA with/without EHCPs benefit from well-planned and implemented secondary transition.		40%

Objective	EPs	School adults
Black girls no longer viewed and labelled with poor behaviour rather than curiosity, and possible professional referral.		50%
Increased understanding of common challenges associated with neurodiversity, and the intersection with SEND.		90%
EP advice is evidenced as understood by schools/settings.		
EP advice is evidenced as responded to by schools/settings.		
Trauma-informed neonatal context + hostile school environment + neurodiversity/ASC = predisposal to ‘threat’ response understood in the context of the Power-Threat Meaning Framework (PTMF; Johnstone & Boyle, 2018a, 2018b).		
All school leaders and school adults are equipped with L2/L3 standard of relational skills for working with Black P&Cs and CYA and able to apply the PTMF to internalised and externalised communication.		
All school leaders and adults are equipped with L2/L3 standard of knowledge and understanding regarding child development, with specific emphasis on Black child and adolescent development, and adultification.		
All school leaders and school adults equipped with L2 standard of awareness regarding indicators of AuDHD (Schachar et al., 2023)		20%
Containment for emotional labour/isolation for Black EPs/other Black professionals.		
Containment for emotional labour/isolation for White EPs/other White professionals.		
The likelihood of Black EPs becoming “de mule uh de world” in EP services (Hurstun, 1937, p. 29) is intentionally limited.		
Containment provided for school teams engaged in developing AARP.		

Note. Percentage (%) = Percentage of Black P&Cs in this study who reported the absence of this for their Black CYA. L2=GCSE standard, L3=A-Level standard.

5.5.3 Dissemination

Table 5.2

Dissemination Proposals

Intention/s	Activity	Target audience	Timescale
EM1 / 2 EXP2	Create Black P&Cs EPT Critical Friendship group	15 Black ILLA community members (3-4 EPT leads)	October 2024
EM1 / 2 / 4 EXP3	EPT briefing	All EPT members	October 2024
EM3	SEND briefing	All School and LA SEND service members	October 2024
EM1 / 2 EXP2 / 3	Monthly EPT ‘You said... We did...’ messaging to Black P&Cs Critical Friendship group and Community Groups for circulation.	All ILLA Black P&Cs	November 2024
EM4 EXP2 / 3	Create and share Research Summary	All interviewees All PAG members All ILLA Black P&Cs All EPT members ILLA Education Department, School Leaders/Governors, SENCOs/Commissioners ILLA Elected Members ILLA Corporate Team UEL Programme Team	December 2024
EM3 EXP2 / 4	ILLA EPT-led community conference	All ILLA Black P&Cs and community groups ILLA School Leaders and Governors	June 2025
EP4	Journal article	UK EP services Helping professions	March 2025

5.5.4 Suggestions for Future Research

Several Black P&Cs shared their own neurodivergence when interviewed. This information was not specifically requested as part of the participant demographic data. However, in the future, it might be helpful to collect this to support understanding of how readily accepting their CYAs SEND relates with having acknowledged their own difference/s. Additionally, specifically targeted research with Black participants who also identify as neurodivergent, to understand more about the intersection of Blackness and SEND would be helpful for designing more tailored services. Given BGM communities are vastly heterogeneous, research with particular communities where there is a high incidence of certain types of neurodivergence will be important. In this study, only declared Cisgender male and female volunteers participated within the PAG and interviews. Understanding more about how further intersecting identities impacts access to services will support future service development. Many Black people who are also members of LGBTQ+ communities report additional barriers to access and community ostracisation.

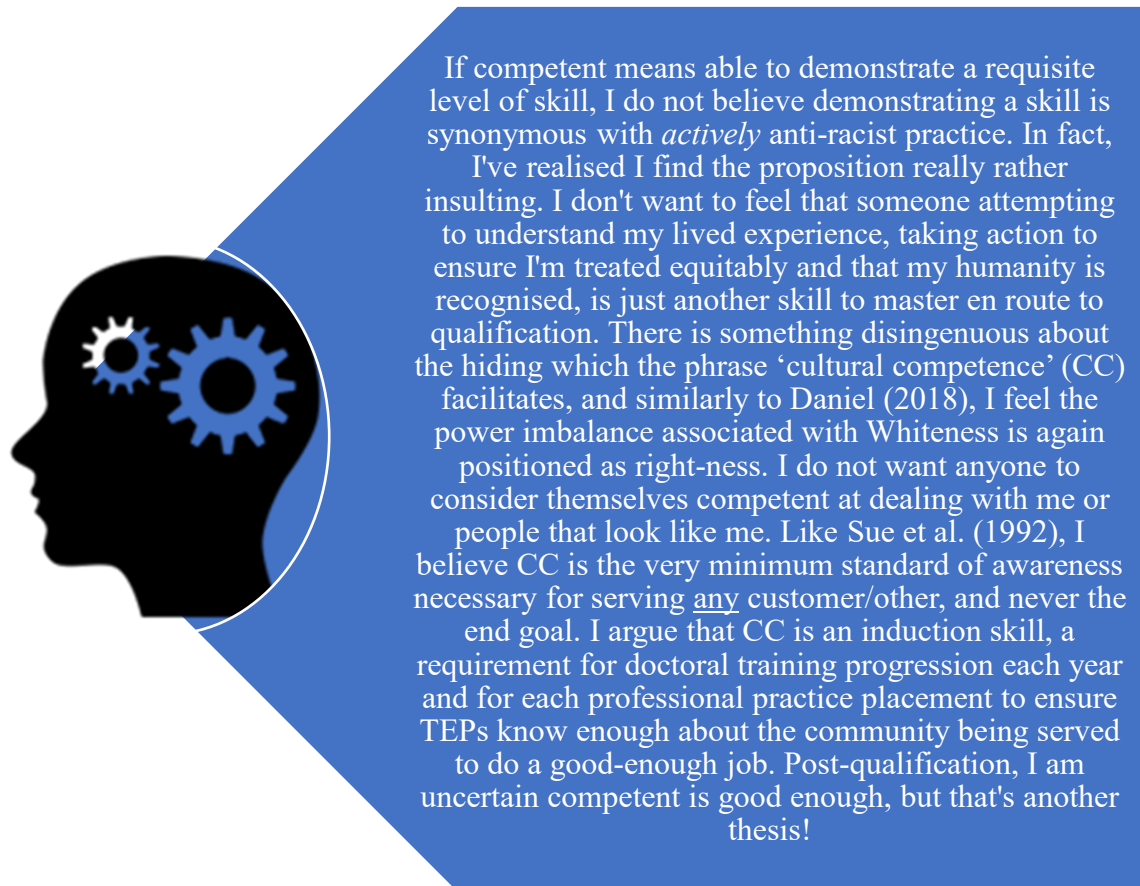
Research is time consuming and thus, presents a barrier to participation for Black P&Cs of CYA with SEND specifically, and Black people generally given they are often employed in public service/key worker roles. Future research will require funding to support childcare and transport costs/provision of care facilities, offer of an appropriate and relevant reward, and/or to compensate PAG members for their time and loss of income during data analysis. This will avoid losing potential participants and PAG members to readily resolved challenges. Additionally, given 90% of interviewees possessed PG/master's qualifications and/or were employed in or knowledgeable about education, it may be helpful to explore experiences of Black P&Cs with less 'social-capital', and thus possibly less equipped to 'do battle'. Finally, whilst most EPs would be dismayed to be described as "educated elites" who

privilege certain research ‘stories’ (Collins, 2009, p. viii), a primarily positivist EP literature continues to speak volumes about positioning, and requires urgent action.

5.6 Developing Critically-Conscious-*Actively*-Anti-Racist-Racially-Reflexive-Praxis

Figure 5.10

Researcher Reflexivity - Cultural Competence and AARP



Herein, CC is posited as diametrically different from *actively* anti-racist practice (AARP; Tatum, 1992, 2018, 1997/2021), although the researcher is doubtful this was the intention of scholars such as Sue et al. (1992). AARP is unmistakable. Synonymous with pre-emptive action to oppose racism and unlikely to be perfected. Like positioning, it requires openness and fluidity to respond to the current circumstances and systemic change. AARP requires an acceptance of Ubuntu i.e., the interdependence of all humans (Mbiti, 1969), and exercise of Philoxenia i.e., compassion and care for strangers (Koenane, 2018) together with

active and immersive critical-consciousness through racial-reflexivity. It is distinct in requiring reflexivity ‘in-advance-of-practice’, building on Killion and Todnem (1991) and Plack and Greenberg’s (2005) propositions, as well as during- and post-practice, as advocated by Schön (1983). See Figures 5.11i and 5.11ii for suggestions to support its development.

Figure 5.11(i)

Critically-Conscious-Actively-Anti-Racist-Racially-Reflexive Praxis: Reflexion-for-Action

(Part I: The Self)

Who am I?	<ul style="list-style-type: none"> • What is my lived experience of otherness? • Who do I other? (Chilisa, 2005, p. 662; Levinas, 1969) • What is my ontological preference? • What is my epistemological preference?
Who am I meeting? What is my first response?	<ul style="list-style-type: none"> • What do I think I know? (first 5 guesses) • What are my usual outcomes and strategies to respond to these characteristics? (Killion & Todnem, 1991) • Is this someone I have previously othered? • What do I actually know? • What do I need to know?
What types of power do I have in this situation?	<ul style="list-style-type: none"> • Biological or embodied power • Coercive power or power by force • Legal power • Economic and material power • Ideological power • Interpersonal power (Johnstone & Boyle, 2018a, 2018b)
What types of privilege do I have in my rucksack?	<ul style="list-style-type: none"> • Choose from McIntosh's (1989/90) 50 Privileges • How do my privileges compare with my customers?

Figure 5.11(ii)

Critically-Conscious-*Actively*-Anti-Racist-Racially-Reflexive Praxis: *Reflexion-for-Action*

(Part II: *The Other*)



5.7 Final Reflexions

Much of my professional identity is tied up with my relational skills. I am someone who has usually and readily formed positive relationships with those people colleagues would describe as ‘hard to reach’. Whilst my PAG were unable to ‘other’ me by definition, (where ‘othering’ is treating individuals and groups as different and inferior to the dominant White social group), I felt hurt by their preconceptions about the level of my outsider status in this area. The assumption that I may not be trusted by Black P&Cs to understand and/or empathise with their lived experiences, was a hugely challenging part of this research experience, particularly given our shared racialised identity, and my dependence on their help. Reminiscent of childhood and early adult experiences when I was unclear about how to be Black and whether I was Black enough, my feelings echoed Goldstein’s (2017) participant ‘Kath’ who described her “lived experience of mistrust as being “attacked” and becoming reduced to a “ghost” of herself. Feeling “forced” by a lack of psychological safety to contain her typically “big presence and personality” to protect herself and thus, losing her vivaciously “embodied way of being” (p. 325). However, when considering the systemic structures of White supremacy that teach us we are monolithic and must look and sound a certain way, and the contextual and historic complexities surrounding Blackness, I recognised this as inevitable “within-group buffering” (Worrell et al., 2023, p. 393).

It was not something anticipated by the leadership team when commissioning the project. Indeed, my racialised identity as a Black woman, and mother, passionate about *active* antiracism and social justice was considered nothing but positive, even by me. I was aware of what I interpreted as genuine surprise and confusion when I shared my feelings about what the PAG had hinted at. In truth, they could not have known. I felt a similar twinge reflecting on BPC5’s experience of the Black headteacher. I was conscious that many Black professionals report feelings of powerlessness and needing to actively demonstrate

acculturation by masking. I was reminded of the commitment I made at the start of the doctoral training journey, to always ‘show up’ as my whole self, even when it feels difficult. Interestingly, I realised that my thesis experience had supported my understanding of (Sellers et al., 1997) view of racial salience as “the extent to which a person’s race is a relevant part of her/his self-concept at a particular moment or in a particular situation” (p. 806) and how this impacts the way experiences are constructed. However, I also recognised that I had fully embraced the view that being Black is a particular lived experience (DuBois, 1903/2007; Fanon, 1952/2017; Omi & Winant, 1994) which cannot be denied, and consequently, neither could racism, given we are racialised by those with power. I wondered whether the headteacher engaged in “code-switching” (Worrell et al., 2023, p. 393) or denied the existence of racism and antiblackness in order to survive, professionally and personally, and whether that denial impacted her feelings of agency. I felt sad.

Whilst Finlay (2017, p. 122) says “we need to know how the researcher’s experience and background impacts his or her research choices, findings, and the story told.”, and describes embodied analysis as “searching, savouring, engaging, emphasising, resonating” (Finlay 2014, p. 10) with the whole self, this did not always feel comfortable. During writing up, I was conscious that I needed to pull back from the experience in order to maintain formality despite each participant’s story evoking powerful feelings and associations. The interviews appeared to provide a degree of catharsis for P&Cs, however in keeping with the ideological intentions there really needed to be a ‘remedy’, some kind of salve for their experiences; something that made sharing their pain worthwhile.

Unlike Goldstein’s (2017) reflection about how easy it would have been to join “Karen in her enthusiasm” (p. 160) and her inner voice successfully reminding her to avoid this for the most part, I was conscious of the need to really contain myself during the interview with BPC3; whose lived experiences of boldly challenging systems to advocate for

her child, felt akin to my own. Subsequently, I noted how my subconscious but unacknowledged concern about the level of familiarity, which had not been replicated in other interviews, forced an increased scrutiny of the extracts, for fear they had been inadvertently influenced by the inter-relational reflexivity (Saville Young, 2011) created through our interaction. For a long time, it felt like I had enjoyed the exchange far too much to maintain the integrity of my position as a ‘serious researcher’ having basked in apparent validation. It was only much later, having acknowledged Finlay’s (2017) view that “the best practices of reflexivity are those that problematize the relational and social (cultural and discursive) context of the research” (p. 124) that I loosened the hook.

Nevertheless, like Goldstein (2017), I wondered whether I too had engaged in a “subtle form of ego protection” (p. 157) in my reluctance to ‘over-interpret’ my participant’s words. Throughout this process, I have been acutely aware of my inability to draw on specific local experiences in common with the PAG and interviewees; and at pains to ensure any naïveté in my interpretation would not overshadow the knowledge to be shared. I believe my position has correctly been one of ‘conscious-incompetence’ (DePhillips et al., 1960, p. 69; Luft & Ingham, 1955), my developmental trajectory steep and painful. Key learning has been:

- In attempting to find words to adequately convey the degradation of racism,
- A first attempt to facilitate truly participatory research (PR),
- Seeking to build trust, maintain suitably professional engagement and equanimity, whilst sometimes wanting to scream out loud in agreement with PAG members and interviewees, and
- Learning that needing support did not make me ‘less than’.

In truth, the prospect of this project did not initially fill me with joy. However, the pull in terms of my values and ideological currency, desire to add value and do meaningful

work; underpinned by pillars of practice imbibed from the UEL programme, BPS, and strengthened role in challenging inequity and demonstrating leadership (HCPC, 2023), was undeniable. Accordingly, it felt impossible to say no, particularly given my own racialised identity as a Black P&C. Having said all this, I feel privileged to have been commissioned and supported by the Interim PEP, PEP, past and present EP leadership team members; with an opportunity to learn from such experienced and talented PAG members, parents and carers. I sincerely hope this work will be the beginning of a more abundant literature.

5.8 Chapter Summary

This chapter further explored the analytic findings detailed in Chapter Four relating to the research question, previous research, theories and concepts. Also presented were the strengths and limitations of the current study, some implications for the future practice of EPs and school professionals, suggestions for future research, and proposals for dissemination. The chapter continued with the researcher's reflexivity regarding cultural-competence and *actively* anti-racist practice in response to the subtheme 'racial-reflexivity and positioning' and detailed their suggestion for supporting development of increased critically-conscious-*actively*-anti-racist-racially-reflexive-praxis (CARP). The researcher's final reflexions are offered in conclusion.

Closing

This study used a PR approach to amplify Black P&Cs voices and add to a meagre literature regarding Black peoples' experiences of working with EPs. For the first time in the UK, Black community members (the PAG) have been instrumental in contributing their thoughts and feelings to the academic literature. Black P&Cs in this study appreciated the opportunity to be heard and welcomed the possibility of supporting future ILLA service development as critical friends and experts-by-experience. The emancipatory, exploratory and qualitative paradigm provided increased understanding of Black P&Cs experiences of ILLA EPs, some related services, and the intersectional challenges for Black children with unidentified/mislabelled SEND in ILLA schools. This represents a distinct and potentially transformative contribution to knowledge.

Positioning schools as hostile, antiblack environments, and school commissioners as barriers to early, efficacious access to EPs, Black P&Cs in this study highlighted a significant role for EPs in leading development of increased compassion for, and relational practice with, their CYA and themselves in ILLA schools/settings. Black P&Cs are seeking appropriate, equitable guidance and support to secure successful educational experiences for Black children. They would like this to reflect, value and be mindful of their children's racialised, intersectional identities, and *actively* (Tatum, 1997/2021) avoid the recurrent threat of disproportionate and deleterious sanctions which provide a shortcut to the STPP and leaves them feeling embattled and ignored. In short, they would like school adults to modify their thinking and use of power in relation to Black children and families because it is not the children who need to change (Valdebenito et al., 2018).

This research presents an imperative for ILLA EPs to *actively* disrupt the systemic violence in schools/settings in order to secure cohesion and cooperation amongst education, family and community systems surrounding ILLA's Black CYA, to improve their outcomes.

References

- Abdi, M. (2015). Performing Blackness: Disrupting 'race' in the classroom. *Educational & Child Psychology*, 32(2), 57–66.
- Afuape, K., Bisimwa, N., Campbell, K., Jemmott, R., Jude, J., Nijabat, N., Olorunoje, M., & Simpson, S. (2022). Black and proud: Impact of intergenerational racism upon global majority family systems. *Journal of Family Therapy*, 44(1), 5–19.
<https://doi.org/10.1111/1467-6427.12386>
- Agyeman, D. D., & Lichwa, D. H. (2020). Black voices matter: Racial trauma, challenging systemic oppression and shifting the narrative. *Educational Psychology Research and Practice*, 6(1).
- Ajewole, S. (2023a). A critical review of Educational Psychologist engagement with the Black community: A diverse group within a local United Kingdom community context. *Educational Psychology Research and Practice*, 9(1), 1–13.
<https://doi.org/10.15123/uel.8wqx7>
- Ajewole, S. (2023b). *Exploring the lived experience of Black young people in a predominantly White secondary school* [Doctoral Thesis, University of East London].
https://repository.uel.ac.uk/download/874c9a717ceb8566b292af168e6da17b0db892f2c2258ec2a65a750e9a573a5b/2917322/2023_DEdChPsy_Ajewole.pdf
- Aldridge. (2015). *Participatory Research*. Policy Press.
<http://ebookcentral.proquest.com/lib/uel/detail.action?docID=1986995>
- Aldridge, J. (2014). Working with vulnerable groups in social research: Dilemmas by default and design. *Qualitative Research*, 14(1), 112–130.
<https://doi.org/10.1177/1468794112455041>

- Allen, B. J. (1998). Black womanhood and feminist standpoints. *Management Communication Quarterly (McQ)*, 11(4), 575–586.
<https://www.proquest.com/docview/216296037/abstract/4A9AEBDF54D84E8BPQ/6>
- Allen, Q., & White-Smith, K. A. (2014). “Just as bad as prisons”: The challenge of dismantling the School-to-Prison Pipeline through teacher and community education. *Equity & Excellence in Education*, 47(4), 445–460.
<https://doi.org/10.1080/10665684.2014.958961>
- Anderson, A. (2018). *An exploration of the intercultural competence and the cross-cultural experiences of educational psychologists in the United Kingdom* [Doctoral Thesis, University of Exeter]. <https://ore.exeter.ac.uk/repository/handle/10871/34340>
- Anderson, R. E., Jones, S., Anyiwo, N., McKenny, M., & Gaylord-Harden, N. (2019). What’s race got to do with it? Racial socialization’s contribution to Black adolescent coping. *Journal of Research on Adolescence*, 29(4), 822–831.
<https://doi.org/10.1111/jora.12440>
- Annamma, S. A., Anyon, Y., Joseph, N. M., Farrar, J., Greer, E., Downing, B., & Simmons, J. (2019). Black girls and school discipline: The complexities of being overrepresented and understudied. *Urban Education*, 54(2), 211–242.
<https://doi.org/10.1177/0042085916646610>
- Apontua, G., & Stevens, C. (2023). Reflecting on school practices: Referral data and unconscious bias. *DECP Debate*, 1(187), 9–15.
<https://doi.org/10.53841/bpsdeb.2023.1.187.3>
- Aukrust, V. G., & Rydland, V. (2009). ‘Does it matter?’ Talking about ethnic diversity in preschool and first grade classrooms. *Journal of Pragmatics*, 41(8), 1538–1556.
<https://doi.org/10.1016/j.pragma.2007.03.009>

- Bailey, M. (2008, June 23). Why I'm over Tyler Perry: 'Positive' images can spell negatives for black women. *Emory Report*, 60(33), 7.
https://www.emory.edu/EMORY_REPORT/pdf/ER_June.23.08_web.pdf
- Bailey, M., & Trudy, T. (2018). On misogynoir: Citation, erasure, and plagiarism. *Feminist Media Studies*, 18(4), 762–768. <https://doi.org/10.1080/14680777.2018.1447395>
(Original work published 2008)
- Bal, H. (2020, December 18). *What is critical realism?* [University of Warwick].
<https://warwick.ac.uk/fac/soc/ces/research/current/socialtheory/maps/criticalrealism/>
- Bandura, A. (1993). Perceived self-efficacy in cognitive development and functioning. *Educational Psychologist*, 28(2), 117–148.
https://doi.org/10.1207/s15326985ep2802_3
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. W.H. Freeman.
- Bandura, A. (2001). Social cognitive theory: An agentic perspective. *Annual Review of Psychology*, 52, 1–26. <https://doi.org/10.1146/annurev.psych.52.1.1>
- Bandura, A., Barbaranelli, C., Caprara, G. V., & Pastorelli, C. (1996). Multifaceted impact of self-efficacy beliefs on academic functioning. *Child Development*, 67(3), 1206.
<https://doi.org/10.2307/1131888>
- Barr, S. C., & Neville, H. A. (2014). Racial socialization, color-blind racial ideology, and mental health among Black college students: An examination of an ecological model. *Journal of Black Psychology*, 40(2), 138–165.
<https://doi.org/10.1177/0095798412475084>
- Bell, D. A. (1980). Brown v. Board of Education and the Interest-Convergence Dilemma. *Harvard Law Review*, 93(3), 518. <https://doi.org/10.2307/1340546>
- Belli, B. (2020, June 15). *It's never too early to talk with children about race*. YaleNews.
<https://news.yale.edu/2020/06/15/its-never-too-early-talk-children-about-race>

- Bernard, D. L., Calhoun, C. D., Banks, D. E., Halliday, C. A., Hughes-Halbert, C., & Danielson, C. K. (2021). Making the 'C-ACE' for a culturally-informed Adverse Childhood Experiences framework to understand the pervasive mental health impact of racism on black youth. *Journal of Child & Adolescent Trauma*, 14(2), 233–247. <https://doi.org/10.1007/s40653-020-00319-9>
- Bernard, D. L., Smith, Q., & Lanier, P. (2022). Racial discrimination and other adverse childhood experiences as risk factors for internalizing mental health concerns among Black youth. *Journal of Traumatic Stress*, 35(2), 473–483. <https://doi.org/10.1002/jts.22760>
- Billie Holiday (Director). (2022, January 14). *Billie Holiday & Her Orchestra—Strange Fruit (Audio)* [Video recording]. https://www.youtube.com/watch?v=649wWWkW_1o (Original work published 1939)
- Blair, C., & Raver, C. C. (2015). School Readiness and Self-Regulation: A Developmental Psychobiological Approach. *Annual Review of Psychology*, 66(1), 711–731. <https://doi.org/10.1146/annurev-psych-010814-015221>
- Bob Dylan (Director). (2012, September 11). *Blowing In The Wind (Live On TV, March 1963)* [Video recording]. <https://www.youtube.com/watch?v=vWwgrjjIMXA> (Original work published 1963)
- Bodfield, Kalum. S., & Culshaw, A. (2024). Applying the power threat meaning framework to the UK education system. *Pastoral Care in Education*, 1–20. <https://doi.org/10.1080/02643944.2024.2316589>
- Booth, A., Sutton, A., Clowes, M., & Martyn-St James, M. (2021). *Systematic approaches to a successful literature review* (Third edition). SAGE Publications Ltd.
- Bourdieu, P., & Passeron, J. (1990). *Reproduction in education, society and culture* (2nd ed.). SAGE Publications Ltd.

- Boyd, R. (2019). *“Nothing much has changed”: Black boys’ experiences of exclusion and reintegration in mainstream secondary schools*. [Doctoral Thesis, Tavistock and Portman NHS Foundation/Trust University of Essex].
<https://repository.essex.ac.uk/25164/1/Thesis%20Final%20%28Essex%20submission%20post%20viva%29%20PDF.pdf>
- Bradbury, A. (2013). From model minorities to disposable models: The de-legitimisation of educational success through discourses of authenticity. *Discourse: Studies in the Cultural Politics of Education*, 34(4), 548–561.
<https://doi.org/10.1080/01596306.2013.822618>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Braun, V., & Clarke, V. (2013). *Successful qualitative research: A practical guide for beginners*. SAGE.
- Braun, V., & Clarke, V. (2021a). One size fits all? What counts as quality practice in (reflexive) thematic analysis? *Qualitative Research in Psychology*, 18(3), 328–352.
<https://doi.org/10.1080/14780887.2020.1769238>
- Braun, V., & Clarke, V. (2021b). *Thematic Analysis: A practical guide* (1st ed.). SAGE Publications Ltd.
- Briggs, D. (2010). ‘The world is out to get me, bruv’: Life after school ‘exclusion’. *Safer Communities*, 9(2), 9–19. <https://doi.org/10.5042/sc.2010.0222>
- British Psychological Society (BPS) Division of Educational and Child Psychology (DECP). (2023). *DECP Self-assessment framework for promoting racial equity in Educational Psychology services* (INF INF357; Version 1). British Psychological Society.

British Psychological Society, Ethics Committee, & British Psychological Society. (2018).

Code of ethics and conduct. <https://www.bps.org.uk/news-and-policy/bps-code-ethics-and-conduct>

Bronfenbrenner, U. (1974). Developmental research, public policy, and the ecology of childhood. *Child Development*, 45(1), 1–5. <https://doi.org/10.2307/1127743>

Bronfenbrenner, U. (1989). Ecological systems theory. In R. Vasta (Ed.), *Annals of Child Development, Volume 6: Six theories of child development: Revised formulations and current issues* (pp. 187–249). JAI Press.

Brown, A. L. (2018). From subhuman to human kind: Implicit bias, racial memory, and black males in schools and society. *Peabody Journal of Education*, 93(1), 52–65. <https://doi.org/10.1080/0161956X.2017.1403176>

Brown, S. L. (2015, December 16). Opinion | The ugly history of comparing black athletes and animals. *Washington Post*. <https://www.washingtonpost.com/news/act-four/wp/2015/12/15/the-ugly-history-of-comparing-black-athletes-to-animals/>

Bryan, K., Garvani, G., Gregory, J., & Kilner, K. (2015). Language difficulties and criminal justice: The need for earlier identification. *International Journal of Language & Communication Disorders*, 50(6), 763–775. <https://doi.org/10.1111/1460-6984.12183>

Burke, L. V. (2018, July 26). Justice Department reopens Emmett Till murder case. *Los Angeles Sentinel*. <https://lasentinel.net/justice-department-reopens-emmett-till-murder-case.html>

Burnham, J. (2018). Developments in social GRRRAAACCEEESSS: Visible–invisible and voiced–unvoiced. In I.-B. Krause (Ed.), *Culture and Reflexivity in Systemic Psychotherapy: Mutual Perspectives* (1st ed., pp. 139–160). Routledge. <https://doi.org/10.4324/9780429473463-7>

Burr, V. (1995). *An introduction to social constructionism*. Routledge.

- Byrd, D. A., Rivera Mindt, M. M., Clark, U. S., Clarke, Y., Thames, A. D., Gammada, E. Z., & Manly, J. J. (2021). Creating an antiracist psychology by addressing professional complicity in psychological assessment. *Psychological Assessment*, 33(3), 279–285. <https://doi.org/10.1037/pas0000993>
- Campbell-Stephens, R. M. (2021). Introduction: Global majority decolonising narratives. In R. M. Campbell-Stephens, *Educational leadership and the global majority* (pp. 1–21). Springer International Publishing. https://doi.org/10.1007/978-3-030-88282-2_1
- Cathro, C., Tagliaferri, G., & Sutherland, A. (2023). *School exclusions and youth custody* [Behavioural Insights]. Nuffield Foundation. <https://www.bi.team/wp-content/uploads/2023/01/Nuffield-Foundation-Exclusions-and-Youth-Custody-Report-vFinal-2023-01-17.pdf>
- Chaloner, E. (2022a, June). *School: PY8112 Professional Blogs One and Two and Reflections on Learning: Year 1*. Unpublished.
- Chaloner, E. (2022b, November). *PY8113: Research proposal for: A qualitative exploration of black parents' and carers' experience of working with an inner-London educational psychology team*. Unpublished.
- Chen, R., Tedroff, K., Villamor, E., Lu, D., & Cnattingius, S. (2020). Risk of intellectual disability in children born appropriate-for-gestational-age at term or post-term: Impact of birth weight for gestational age and gestational age. *European Journal of Epidemiology*, 35(3), 273–282. <https://doi.org/10.1007/s10654-019-00590-7>
- Children and Families Act, c.6. (2014). <https://www.legislation.gov.uk/ukpga/2014/6/contents>
- Chilisa, B. (2005). Educational research within postcolonial Africa: A critique of HIV/AIDS research in Botswana. *International Journal of Qualitative Studies in Education*, 18(6), 659–684. <https://doi.org/10.1080/09518390500298170>

- Chomsky, M. J., Erman, J., Greene, D., & Moses, G. (Directors). (1977, April 8). *Alex Haley's Roots* [Biography, Drama, History]. David L. Wolper Productions, Warner Bros. Television.
- Clark, T. R. (2020). *The four stages of psychological safety: Defining the path to inclusion and innovation* (Illustrated edition). Berrett-Koehler Publishers.
- Clarke, V. (Director). (2017, December 9). *Thematic analysis: What is it, when is it useful, and what does 'best practice' look like?* [Video recording].
<https://www.youtube.com/watch?v=4voVhTiVydc>
- Cline, T. (1999). Training to reduce racism in the practice of educational psychology. *Educational and Child Psychology*, 16(3), 127–135.
<https://doi.org/10.53841/bpsecp.1999.16.3.127>
- Coard, B. (1971). Making Black children subnormal in Britain. *Equity & Excellence in Education*, 9(5), 49–52. <https://doi.org/10.1080/0020486710090509>
- Coard, B. (2005a, February 5). Why I wrote the 'ESN book' (part one). *The Guardian*.
<https://www.theguardian.com/education/2005/feb/05/schools.uk>
- Coard, B. (2005b, February 5). Why I wrote the 'ESN book' (part two). *The Guardian*.
<https://www.theguardian.com/education/2005/feb/05/schools.uk1>
- Coard, B. (2021). *How the West Indian child is made educationally sub-normal in the British school system*. Independently published. (Original work published 1971)
- Cole, M. (2004). 'Brutal and stinking' and 'difficult to handle': The historical and contemporary manifestations of racialisation, institutional racism, and schooling in Britain. *Race Ethnicity and Education*, 7(1), 35–56.
<https://doi.org/10.1080/1361332042000187298>
- Collier, A. (1994). *Critical realism: An introduction to Roy Bhaskar's philosophy*. Verso Books.

- Collins, P. H. (2009). *Black feminist thought: Knowledge, consciousness, and the politics of empowerment* (2nd ed.). Routledge.
- Commission on Race and Ethnic Disparities (CRED). (2021). *Commission on Race and Ethnic Disparities: The report*. United Kingdom Government (UKG).
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974507/20210331_-_CRED_Report_-_FINAL_-_Web_Accessible.pdf
- Cooke, A. N., & Halberstadt, A. G. (2021). Adultification, anger bias, and adults' different perceptions of Black and White children. *Cognition and Emotion*, 35(7), 1416–1422.
<https://doi.org/10.1080/02699931.2021.1950127>
- Cramer, E. D., Gonzalez, L., & Pellegrini-Lafont, C. (2014). From classmates to inmates: An integrated approach to break the school-to-prison pipeline. *Equity & Excellence in Education*, 47(4), 461–475. <https://doi.org/10.1080/10665684.2014.958962>
- Crenshaw, K. (1989). Demarginalizing the intersection of race and sex: A Black feminist critique of antidiscrimination doctrine, feminist theory and antiracist politics. *University of Chicago Legal Forum*, 1, 139–167.
<http://chicagounbound.uchicago.edu/uclf/vol1989/iss1/8>
- Crenshaw, K., Gotanda, N., Peller, G., & Thomas, K. (Eds.). (1996). *Critical Race Theory: The key writings that formed the movement*. The New Press.
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry & research design: Choosing among five approaches* (Fourth edition, international student edition). SAGE.
- Critical Skills Appraisal Programme (CASP). (2018). *CASP qualitative checklist*.
https://casp-uk.b-cdn.net/wp-content/uploads/2018/03/CASP-Qualitative-Checklist-2018_fillable_form.pdf
- Cross, W. E. (1991). *Shades of black: Diversity in African-American identity*. Temple University Press.

- Crotty, M. (1998). *The foundations of social research: Meaning and perspective in the research process*. Sage Publications.
- Cruzes, D. S., & Dybå, T. (2011). Recommended steps for thematic synthesis in software engineering. *2011 International Symposium on Empirical Software Engineering and Measurement*, 275–284. <https://doi.org/10.1109/ESEM.2011.36>
- Cunliffe, A. L. (2004). On becoming a critically reflexive practitioner. *Journal of Management Education*, 28(4), 407–426.
<https://www.proquest.com/docview/195702616/abstract/A6D836666EEE4951PQ/1>
- Curtis, P. (2005, February 1). Opportunity locked. *The Guardian*.
<https://www.theguardian.com/education/2005/feb/01/raceineducation.race>
- Daniel, G. (2018). With an exile's eye: Developing positions of cultural reflexivity (with a bit of help from feminism). In I.-B. Krause (Ed.), *Culture and Reflexivity in Systemic Psychotherapy: Mutual Perspectives* (1st ed., pp. 91–113). Routledge.
<https://doi.org/10.4324/9780429473463-5>
- Davis, J. (2022). *Adultification bias within child protection and safeguarding* (Academic Insights 2022/06). HM Inspectorate of Probation.
<https://www.justiceinspectorates.gov.uk/hmiprobation/wp-content/uploads/sites/5/2022/06/Academic-Insights-Adultification-bias-within-child-protection-and-safeguarding.pdf>
- Davis, J., & Marsh, N. (2020). Boys to men: The cost of ‘adultification’ in safeguarding responses to black boys. *Critical and Radical Social Work*, 8(2), 255–259.
<https://doi.org/10.1332/204986020X15945756023543>
- Delgado, R., & Stefancic, J. (2017). *Critical race theory: An introduction* (Third edition). New York University Press. (Original work published 2001)

Demie, F. (2021). The experience of Black Caribbean pupils in school exclusion in England.

Educational Review, 73(1), 55–70. <https://doi.org/10.1080/00131911.2019.1590316>

Department for Education (DfE). (2021). *Permanent exclusions and suspensions in England*

and Wales. (DfE). Academic Year 2019/20. [https://explore-education-](https://explore-education-statistics.service.gov.uk/find-statistics/permanent-and-fixed-period-exclusions-in-england)

[statistics.service.gov.uk/find-statistics/permanent-and-fixed-period-exclusions-in-](https://explore-education-statistics.service.gov.uk/find-statistics/permanent-and-fixed-period-exclusions-in-england)

[england](https://explore-education-statistics.service.gov.uk/find-statistics/permanent-and-fixed-period-exclusions-in-england)

Department for Education (DfE). (2022). *Suspension and Permanent Exclusion from*

maintained schools, academies and pupil referral units in England, including pupil

movement: Guidance for maintained schools, academies, and pupil referral units in

England.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachme](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension_and_Permanent_Exclusion_from_maintained_schools_academies_and_pupil_referral_units_in_England_including_pupil_movement.pdf)

[nt_data/file/1101498/Suspension_and_Permanent_Exclusion_from_maintained_schoo](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension_and_Permanent_Exclusion_from_maintained_schools_academies_and_pupil_referral_units_in_England_including_pupil_movement.pdf)

[ls__academies_and_pupil_referral_units_in_England__including_pupil_movement.p](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension_and_Permanent_Exclusion_from_maintained_schools_academies_and_pupil_referral_units_in_England_including_pupil_movement.pdf)

[df](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension_and_Permanent_Exclusion_from_maintained_schools_academies_and_pupil_referral_units_in_England_including_pupil_movement.pdf)

Department of Education and Science (DES). (1965, June 14). *The education of immigrants:*

DES Circular 7/65. [http://www.educationengland.org.uk/documents/des/circular7-](http://www.educationengland.org.uk/documents/des/circular7-65.html)

[65.html](http://www.educationengland.org.uk/documents/des/circular7-65.html)

Department of Education and Science (DES). (1971). *The education of immigrants: DES*

Education Survey 13.

<http://www.educationengland.org.uk/documents/des/survey13.html>

DePhillips, F. A., Berliner, W. M., & Cribbin, J. J. (1960). *Management of training programs*.

Richard D. Erwin, Inc. <http://archive.org/details/managementoftra0000deph>

DuBois, W. E. B. (with Edwards, B. H.). (2007). *The souls of Black folk*. Oxford University

Press. (Original work published 1903)

Dumas, M. J. (2016). Against the dark: Antiblackness in education policy and discourse.

Theory Into Practice, 55(1), 11–19. <https://doi.org/10.1080/00405841.2016.1116852>

Dumas, M. J., & ross, K. M. (2016). “Be real Black for me”: Imagining BlackCrit in

education. *Urban Education*, 51(4), 415–442.

<https://doi.org/10.1177/0042085916628611>

DuVernay, A. (Director). (2020, April 17). *13th* [Video recording]. Netflix.

<https://www.youtube.com/watch?v=krfcq5pF8u8>

Edmondson, A. (1999). Psychological safety and learning behavior in work teams.

Administrative Science Quarterly, 44(2), 350–383. <https://doi.org/10.2307/2666999>

Education Act, c.31. (1944). <https://www.legislation.gov.uk/ukpga/Geo6/7->

[8/31/contents/enacted](https://www.legislation.gov.uk/ukpga/Geo6/7-8/31/contents/enacted)

Education Act, c.60. (1981). <https://www.legislation.gov.uk/ukpga/1981/60/contents>

Epp, J. R. (1997). Schools, complicity, and sources of violence. In J. R. Epp & A. M.

Watkinson (Eds.), *Systemic violence in education: Promise broken* (New edition, pp.

1–24). State University of New York Press.

Epp, J. R., & Watkinson, A. M. (1997). *Systemic violence in education*.

Epstein, R., Blake, J. J., & González, T. (2017). *Girlhood interrupted: The erasure of black*

girls' childhood. Georgetown Law Center on Poverty and Inequality.

<https://ssrn.com/abstract=3000695>

Equality Act, c.15. (2010). <https://www.legislation.gov.uk/ukpga/2010/15/contents>

Erten, İ. H., & Burden, R. L. (2014). The relationship between academic self-concept,

attributions, and L2 achievement. *System*, 42, 391–401.

<https://doi.org/10.1016/j.system.2014.01.006>

- Etikan, I., Musa, S. A., & Alkassim, R. S. (2016). Comparison of convenience sampling and purposive sampling. *American Journal of Theoretical and Applied Statistics*, 5(1), 1. <https://doi.org/10.11648/j.ajtas.20160501.11>
- Fanon, F. (2017). *Black skin, white masks* (C. L. Markmann, Trans.). Pluto Press. (Original work published 1952)
- Fassinger, R. E., & O'Brien, K. M. (2000). Career counseling with college women: A scientist-practitioner-advocate model of intervention. In D. A. Luzzo (Ed.), *Career counseling of college students: An empirical guide to strategies that work*. (pp. 253–266). American Psychological Association. <https://doi.org/10.1037/10362-014>
- Felitti, V. J., & Anda, R. F. (2010). The relationship of adverse childhood experiences to adult medical disease, psychiatric disorders and sexual behavior: Implications for healthcare: Implications for healthcare. In C. Pain, E. Vermetten, & R. A. Lanius (Eds.), *The Impact of Early Life Trauma on Health and Disease: The Hidden Epidemic* (pp. 77–87). Cambridge University Press. <https://doi.org/10.1017/CBO9780511777042.010>
- Ferguson, G. M., Eales, L., Gillespie, S., & Leneman, K. (2022). The Whiteness pandemic behind the racism pandemic: Familial Whiteness socialization in Minneapolis following #GeorgeFloyd's murder. *American Psychologist*, 77(3), 344–361. <https://doi.org/10.1037/amp0000874>
- Finlay, L. (2002). Negotiating the swamp: The opportunity and challenge of reflexivity in research practice. *Qualitative Research*, 2(2), 209–230. <https://doi.org/10.1177/146879410200200205>
- Finlay, L. (2012). Five lenses for the reflexive interviewer. In J. Gubrium, J. Holstein, A. Marvasti, & K. McKinney (Eds.), *The SAGE handbook of interview research: The*

complexity of the craft (pp. 317–332). SAGE Publications, Inc.

<https://doi.org/10.4135/9781452218403.n23>

Finlay, L. (2017). Championing “reflexivities”. *Qualitative Psychology*, 4(2), 120–125.

<https://doi.org/10.1037/qup0000075>

Finley, L. L. (2006). Examining school searches as Systemic Violence. *Critical Criminology*, 14(2), 117–135. <https://doi.org/10.1007/s10612-006-9002-4>

Foucault, M. (1982). The subject and power. *Critical Inquiry*, 8(4), 777–795.

<http://www.jstor.org/stable/1343197>

Foucault, M. (2020a). *Discipline and punish: The birth of the prison*. Penguin Classics.

Foucault, M. (2020b). *Power: The essential works of Michel Foucault 1954-1984*. Penguin Classics.

Fox, M. (2015). “What sort of person ought I to be?” – Repositioning EPs in light of the Children and Families Bill (2013). *Educational Psychology in Practice*, 31(4), 382–396. <https://doi.org/10.1080/02667363.2015.1079700>

Francis, Y. (2022). *How can we reduce racial discrimination in schools? An Interpretative Phenomenological Analysis exploring how Educational Psychologists enact change*.

[Tavistock and Portman NHS Foundation Trust and The University of Essex].

<https://repository.essex.ac.uk/34697/1/Francis%2C%20Y.%20%282022%29.%20How%20can%20we%20reduce%20racial%20discrimination%20in%20schools.%20An%20Interpretative%20Phenomenological%20Analysis%20exploring%20how%20Educational%20Psychologists%20enact%20change.%20Thesis.pdf>

Freire, P. (2017). *Pedagogy of the oppressed* (M. Bergman Ramos, Trans.). Penguin Books. (Original work published 1968)

- Frosh, S. (2012). Hauntings: Psychoanalysis and ghostly transmission. *American Imago*, 69(2), 241-264,291.
<https://www.proquest.com/docview/1030264062/abstract/F296B8F8F359487EPQ/1>
- Fryer, P. (2018). *Staying power: The history of Black people in Britain* (3rd ed.). Pluto Press.
(Original work published 1984)
- Galtung, J. (1969). Violence, peace, and peace research. *Journal of Peace Research*, 6(3), 167–191. <https://doi.org/10.1177/002234336900600301>
- Gamble, B. E. (2021). Parents of Black children and their perspectives on school psychology and mental health services in schools. *Taboo: The Journal of Culture & Education*, 20(2), 28–57.
<https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=151034325&site=ehost-live>
- Garza, A. (2014, October 7). A herstory of the #BlackLivesMatter movement. *The Feminist Wire*. <https://www.thefeministwire.com/2014/10/Blacklivesmatter-2/>
- Gergen, K. J. (2015). *An Invitation to Social Construction* (Third edition). SAGE Publications Ltd.
- Geronimus, A. T. (1992). The weathering hypothesis and the health of African-American women and infants: Evidence and speculations. *Ethnicity & Disease*, 2(3), 207–221.
- Gilbert, C., Hill, R., Woods, D., & Pain, M. (2016). *ILLA Education Commission Report* (Policy and Strategy 04). ILLA Council.
<https://councilmeetings.lewisham.gov.uk/documents/s43917/04Lewisham%20Education%20Commission%20Report.pdf>
- Gillborn, D. (2000). *Racism and antiracism in real schools: Theory, policy, practice*. Open University Press. (Original work published 1995)
- Gillborn, D. (2008). *Racism and education: Coincidence or conspiracy?* Routledge.

Gillborn, D. (2024). *White lies: Racism, education and Critical Race Theory*. Taylor & Francis Group.

<http://ebookcentral.proquest.com/lib/uel/detail.action?docID=31254125>

Gillborn, D., & Demack, S. (2018). *Evidence on the exclusion of Black Caribbean and Mixed: White/Black Caribbean students*. Centre for Research in Race and Education, University of Birmingham.

Gillborn, D., Demack, S., Rollock, N., & Warmington, P. (2017). Moving the goalposts: Education policy and 25 years of the Black/White achievement gap. *British Educational Research Journal*, 43(5), 848–874. <https://doi.org/10.1002/berj.3297>

Gillborn, D., Rollock, N., Vincent, C., & Ball, S. J. (2012). ‘You got a pass, so what more do you want?’: Race, class and gender intersections in the educational experiences of the Black middle class. *Race Ethnicity and Education*, 15(1), 121–139. <https://doi.org/10.1080/13613324.2012.638869>

Gillborn, D., Rollock, N., Warmington, P., & Demack, S. (2016). *Race, racism and education: Inequality, resilience and reform in policy & practice*. University of Sheffield.

Gilliam, W. S., Maupin, A. N., Reyes, C. R., Accavitti, M., & Shic, F. (2016, September 28). Do early educators’ implicit biases regarding sex and race relate to behavior expectations and recommendations of preschool expulsions and suspensions? *State and Territory Administrators Meeting*. U.S. Administration for Children and Families (ACF) 2016, Alexandria, Virginia. https://medicine.yale.edu/childstudy/zigler/publications/Preschool%20Implicit%20Bias%20Policy%20Brief_final_9_26_276766_5379_v1.pdf

Goff, P. A., Eberhardt, J. L., Williams, M. J., & Jackson, M. C. (2008). Not yet human: Implicit knowledge, historical dehumanization, and contemporary consequences.

Journal of Personality and Social Psychology, 94(2), 292–306.

<https://doi.org/10.1037/0022-3514.94.2.292>

Goff, P. A., Jackson, M. C., Di Leone, B. A. L., Culotta, C. M., & DiTomasso, N. A. (2014).

The essence of innocence: Consequences of dehumanizing Black children. *Journal of Personality and Social Psychology*, 106(4), 526–545.

<https://doi.org/10.1037/a0035663>

Goldstein, S. E. (2017). Reflexivity in narrative research: Accessing meaning through the participant-researcher relationship. *Qualitative Psychology*, 4(2), 149–164.

<https://doi.org/10.1037/qup0000035>

Gould, C. T. (2018). *The increasing use of permanent exclusion by primary schools: A*

thematic analysis of the perceptions of school staff and Educational Psychologists

[Doctoral Thesis, University of Bristol]. [https://research-](https://research-information.bris.ac.uk/ws/portalfiles/portal/180410486/Carrie_Gould_finished_thesis_1338goe.pdf)

[information.bris.ac.uk/ws/portalfiles/portal/180410486/Carrie_Gould_finished_thesis_1338goe.pdf](https://research-information.bris.ac.uk/ws/portalfiles/portal/180410486/Carrie_Gould_finished_thesis_1338goe.pdf)

Graham, B., White, C., Edwards, A., Potter, S., & Street, C. (2019). *School exclusion: A literature review on the continued disproportionate exclusion of certain children.*

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/800028/Timpson_review_of_school_exclusion_literature_review.pdf

Graham, K. (2016). The British school-to-prison pipeline. In K. Andrews & L. A. Palmer (Eds.), *Blackness in Britain* (pp. 130–142). Routledge.

<https://r1.vlereader.com/Reader?ean=9781315732749>

Graham, R. (2018). *Staying strong: Exploring experiences of depression and anxiety in Black Caribbean women in the UK* [Doctoral Thesis, University of the West of England].

<https://uwe->

repository.worktribe.com/preview/862974/Rachel%20Graham%20Counselling%20psychology%20Staying%20Strong.pdf

- Greenlee, S. (2022). *The Spook Who Sat By The Door* (2nd ed. edition). Wayne State University Press. (Original work published 1968)
- Grenfell, M. (Ed.). (2012). *Pierre Bourdieu: Key concepts* (2nd ed.). Routledge.
- Guba, E. G., & Lincoln, Y. S. (1994). Competing paradigms in qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 105–117). Sage Publications.
- Guest, G., Bunce, A., & Johnson, L. (2006). How many interviews are enough?: An experiment with data saturation and variability. *Field Methods*, 18(1), 59–82.
<https://doi.org/10.1177/1525822X05279903>
- Halberstadt, A. G., Castro, V. L., Chu, Q., Lozada, F. T., & Sims, C. M. (2018). Preservice teachers' racialized emotion recognition, anger bias, and hostility attributions. *Contemporary Educational Psychology*, 54, 125–138.
<https://doi.org/10.1016/j.cedpsych.2018.06.004>
- Hamilton, P., & Showunmi, B. (2023, January). *Helping young children to think about race in the early years*. Anna Freud Centre. <https://www.annafreud.org/media/17815/anna-freud-anti-racism-booklet-early-years-230123-final.pdf>
- Haney-López, I. (1994). The social construction of race: Some observations on illusion, fabrication, and choice. *Harvard Civil Rights-Civil Liberties Law Review*, 29, 1–62.
<https://lawcat.berkeley.edu/record/1115043?v=pdf>
- Harding, S. G. (1991). *Whose science? Whose knowledge?: Thinking from women's lives*. Cornell University Press.
- Harper, D. J., O'Donnell, E., & Platts, S. (2021). A “trigger”, a cause or obscured? How trauma and adversity are constructed in psychiatric stress-vulnerability accounts of

“psychosis”. *Feminism & Psychology*, 31(1), 19–40.

<https://doi.org/10.1177/0959353520954313>

Harré, R. (2012). Positioning theory: Moral dimensions of social-cultural psychology. In J. Valsiner (Ed.), *The Oxford Handbook of Culture and Psychology* (1st edition, pp. 191–206). OUP USA.

Harré, R., Moghaddam, F. M., Cairnie, T. P., Rothbart, D., & Sabat, S. R. (2009). Recent advances in positioning theory. *Theory & Psychology*, 19(1), 5–31.
<https://doi.org/10.1177/0959354308101417>

Harré, R., & Van Langenhove, L. (Eds.). (2003). *Positioning theory: Moral contexts of intentional action*. Blackwell.

Hearnshaw, L. S. (1979). *Cyril Burt, psychologist*. Hodder and Stoughton.

Heberle, R. (2019). Neoliberalism. In H. Paul (Ed.), *Critical Terms in Futures Studies* (pp. 205–208). Springer International Publishing. https://doi.org/10.1007/978-3-030-28987-4_32

Henderson, Z. (2019). In their own words: How black teens define trauma. *Journal of Child & Adolescent Trauma*, 12(1), 141–151. <https://doi.org/10.1007/s40653-017-0168-6>

Her Majesty’s Inspectorate of Probation (HMIP). (2021). *The experiences of Black and mixed heritage boys in the youth justice system*. HMIP.
<https://www.justiceinspectors.gov.uk/hmiprobation/inspections/black-and-mixed-heritage-boys/>

Herbert, A. (2021). *An appreciative inquiry of factors within a primary school that are perceived to support children who are ‘at risk’ of exclusion*. [Doctoral Thesis, University of East London].
https://repository.uel.ac.uk/download/2d7cb797edcdbffcf5e4f87e85fc36085918966b22d82a286157b3cc4fdcaa54/2839330/2021_DEdChPsy_Herbert.pdf

- Herbst, R., Corley, A. M. S., & McTate, E. (2023). Clinical framework for dismantling antiblack racism in the clinic room. *Clinical Pediatrics*, 62(10), 1129–1136.
<https://doi.org/10.1177/00099228231156009>
- Hochschild, A. R. (1983). *The managed heart: Commercialization of human feeling*. University of California Press.
- Hurston, Z. N. (2010). *Their eyes were watching God*. Virago. (Original work published 1937)
- Idara, E., & Luke, W. J. (2021). I love my hair: The weaponizing of Black girls hair by educators in early childhood education. *Early Childhood Education Journal*, 49(3), 401–412. <https://doi.org/10.1007/s10643-020-01081-1>
- ILLA. (2019). *ILLA children and young people's plan 2019-2022: Everyone's business (76% PAPER!!!)* [Policy and Strategy]. ILLA (Local Authority).
<https://lewisham.gov.uk/mayorandcouncil/aboutthecouncil/strategies>
- ILLA. (2022). *Education Strategy 2022-2027* [Policy and Strategy]. ILLA (Local Authority).
<https://lewisham.gov.uk/myservices/education/education-strategy>
- ILLA. (2023a). *Annual Children's Social Care report and progress on Children's Social Care Improvement Programme* [CYP Select Committee]. ILLA Council.
<https://councilmeetings.lewisham.gov.uk/mgConvert2PDF.aspx?ID=112437>
- ILLA. (2023b). *Exclusions and Managed Transfers, Annual Report, 2022/23* (pp. 1–17) [Children & Young People's Select Committee].
- ILLA. (2023c). *Youth Justice Plan 21-24: 23-24 update*. ILLA Youth Justice Partnership.
- ILLA EPT. (2021). *ILLA Culturally responsive referral framework*. LA Educational Psychology Team.
- ILLA Learning. (2021, June 17). *Pledge to tackle race inequalities in education*.
<https://lewisham.gov.uk/myservices/education/schools/race-equality-in-schools>

- Inner London Education Authority (ILEA). (1968). *The education of immigrant pupils in Special Schools for ESN Children* (Policy and Strategy 657).
- Jacob, G., Faber, S. C., Faber, N., Bartlett, A., Ouimet, A. J., & Williams, M. T. (2023). A systematic review of Black people coping with racism: Approaches, analysis, and empowerment. *Perspectives on Psychological Science*, 18(2), 392–415.
<https://doi.org/10.1177/17456916221100509>
- Johnstone, L., & Boyle, M. (with Cromby, J., Dillon, J., Harper, D., Kinderman, P., Longden, E., Pilgrim, D., & Read, J.). (2018a). *The power threat meaning framework (PTMF): Overview*. British Psychological Society (BPS) Division of Clinical Psychology (DCP).
- Johnstone, L., & Boyle, M. (with Cromby, J., Dillon, J., Harper, D., Kinderman, P., Longden, E., Pilgrim, D., & Read, J.). (2018b). *The power threat meaning framework (PTMF): Towards the identification of patterns in emotional distress, unusual experiences and troubled or troubling behaviour, as an alternative to functional psychiatric diagnosis*. British Psychological Society. <https://doi.org/10.53841/bpsrep.2018.inf299b>
- Jones, S. (2019). Danny Baker apologises for ‘racist’ royal baby tweet. *The Independent*.
<https://www.independent.co.uk/life-style/royal-baby-danny-baker-archie-racist-tweet-monkey-meghan-markle-a8905886.html>
- Joseph-Salisbury, R. (2020). *Race and racism in English secondary schools* (Runnymede Perspectives, pp. 1–28). Runnymede. https://assets.website-files.com/61488f992b58e687f1108c7c/61bcc0cc2a023368396c03d4_Runnymede%20Secondary%20Schools%20report%20FINAL.pdf
- Joseph-Salisbury, R., & Connelly, L. (2018). ‘If your hair is relaxed, White people are relaxed. If your hair is nappy, they’re not happy’: Black hair as a site of ‘post-racial’

- social control in English schools. *Social Sciences*, 7(11), 219.
<https://doi.org/10.3390/socsci7110219>
- Kennedy, H., Landor, M., & Todd, L. (Eds.). (2015). *Video enhanced reflective practice: Professional development through attuned interactions*. Jessica Kingsley Publishers.
- Killion, J. P., & Todnem, G. R. (1991). A process for personal theory building. *Educational Leadership*, 48(6), 14.
<https://www.proquest.com/docview/224852388/abstract/21AF2FE24FED4CB8PQ/1>
- Koenane, M. L. J. (2018). *Ubuntu* and philoxenia: *Ubuntu* and Christian worldviews as responses to xenophobia. *HTS Teologiese Studies / Theological Studies*, 74(1).
<https://doi.org/10.4102/hts.v74i1.4668>
- Kunesh, C. E., & Noltemeyer, A. (2019). Understanding disciplinary disproportionality: Stereotypes shape pre-service teachers' beliefs about Black boys' behavior. *Urban Education*, 54(4), 471–498. <https://doi.org/10.1177/0042085915623337>
- Lacy, K. R. (2004). Black spaces, black places: Strategic assimilation and identity construction in middle-class suburbia. *Ethnic and Racial Studies*, 27(6), 908–930.
<https://doi.org/10.1080/0141987042000268521>
- Ladson-Billings, G., & Tate IV, W. F. (1995). Toward a critical race theory of education. *Teachers College Record*, 97(1), 23.
- Larrabee Sonderlund, A., Schoenthaler, A., & Thilsing, T. (2021). The association between maternal experiences of interpersonal discrimination and adverse birth outcomes: A systematic review of the evidence. *International Journal of Environmental Research and Public Health*, 18(4), 1465. <https://doi.org/10.3390/ijerph18041465>
- Lawrence, Z. (2014). Black African parents' experiences of an Educational Psychology Service. *Educational Psychology in Practice*, 30(3), 238–254.
<https://doi.org/10.1080/02667363.2014.919249>

- Levinas, E. (1980). *Totality and infinity: An essay on exteriority*. Springer Netherlands.
<http://ebookcentral.proquest.com/lib/uel/detail.action?docID=3104228> (Original work published 1969)
- Lincoln, Y. S. (2009). Ethical practices in qualitative research. In *The handbook of social research ethics* (pp. 150–169). SAGE Publications, Inc.
<https://doi.org/10.4135/9781483348971.n10>
- Luft, J., & Ingham, H. (1955). The Johari window: A graphic model of interpersonal awareness. *Proceedings of the Western Training Laboratory in Group Development*.
- MacPherson, W. (1999). *The Stephen Lawrence Inquiry* (Parliamentary Enquiry Cm 4262-I; pp. 1–389). HMG.
<https://assets.publishing.service.gov.uk/media/5a7c2af540f0b645ba3c7202/4262.pdf>
- Maliphant, R., Cline, T., & Frederickson, N. (2013). Educational psychology practice and training: The legacy of Burt's appointment with the London County Council? *Educational & Child Psychology*, 30(3), 46–59.
<https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=94230300&site=ehost-live>
- Mallinckrodt, B., Miles, J. R., & Levy, J. J. (2014). The scientist-practitioner-advocate model: Addressing contemporary training needs for social justice advocacy. *Training and Education in Professional Psychology*, 8(4), 303–311.
<https://doi.org/10.1037/tep0000045>
- Manstead, A. S. R. (2018). The psychology of social class: How socioeconomic status impacts thought, feelings, and behaviour. *British Journal of Social Psychology*, 57(2), 267–291. <https://doi.org/10.1111/bjso.12251>

- Marchand, A. D., Vassar, R. R., Diemer, M. A., & Rowley, S. J. (2019). Integrating race, racism, and critical consciousness in Black parents' engagement with schools. *Journal of Family Theory & Review*, 11(3), 367–384. <https://doi.org/10.1111/jftr.12344>
- Mbiti, J. S. (1969). *African religions and philosophy*. Heinemann.
- McIntosh, P. (1990). White privilege: Unpacking the invisible knapsack. *Independent School, Working Paper 189*. <https://jstor.org/stable/community.30714426> (Original work published 1988)
- McIntosh, P. (2019). *On privilege, fraudulence, and teaching as learning: Selected essays 1981-2019* (1st edition). Routledge.
- McKenzie-Mavinga, I. (2009). *Black issues in the therapeutic process*. Palgrave Macmillan.
- Mertens, D. M. (2010). Transformative mixed methods research. *Qualitative Inquiry*, 16(6), 469–474. <https://doi.org/10.1177/1077800410364612>
- Mertens, D. M. (2015). *Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods* (4th ed.). SAGE.
- Mertens, D. M. (2021). Transformative research methods to increase social impact for vulnerable groups and cultural minorities. *International Journal of Qualitative Methods*, 20, 160940692110515. <https://doi.org/10.1177/16094069211051563>
- Mngaza, S. (2020). *Racism, identity and belonging: How do these factors interact for young Black people in predominantly white settings?* [Doctoral Thesis, University of Nottingham]. <http://eprints.nottingham.ac.uk/id/eprint/61383>
- Mngaza, S. (2022). Black feminist epistemology: An opportunity for educational psychology praxis. *Educational & Child Psychology*, 38(4), 63–75.
- Moore, J. (2005). Recognising and questioning the epistemological basis of educational psychology practice. *Educational Psychology in Practice*, 21(2), 103–116.
10.1080/02667360500128721

- Music, G. (2019). *Nurturing children: From trauma to growth using attachment theory, psychoanalysis and neurobiology*. Routledge, Taylor & Francis Group.
- National Association of School Psychologists (NASP). (2024, March 1). *Who Are School Psychologists*. National Association of School Psychologists (NASP).
<https://www.nasponline.org/about-school-psychology/who-are-school-psychologists>
- Newman, D. S., Albritton, K., Barrett, C., Fallon, L., Moy, G. E., O’Neal, C., & VanMeter, S. (2021). Working together towards social justice, anti-racism, and equity: A joint commitment from Journal of Educational and Psychological Consultation and School Psychology International. *Journal of Educational & Psychological Consultation*, 31(1), 8–12. <https://doi.org/10.1080/10474412.2020.1848313>
- Newman, J., & Clarke, J. (2009). *Publics, politics and power: Remaking the public in public services*. SAGE Publications Ltd. <https://doi.org/10.4135/9781446216651>
- Noltemeyer, A., & Grapin, S. L. (2021). Working together towards social justice, anti-racism, and equity: A joint commitment from school psychology international and journal of educational and psychological consultation. *School Psychology International*, 42(1), 3–10. <https://doi.org/10.1177/0143034320977618>
- Noltemeyer, A., Proctor, S., & Dempsey, A. (2013). Race and ethnicity in School Psychology publications: A content analysis and comparison to publications in related disciplines. *Contemporary School Psychology (California Association of School Psychologists)*, 17(1), 129–142. <https://doi.org/10.1007/BF03340994>
- Noy, C. (2008). Sampling knowledge: The hermeneutics of snowball sampling in qualitative research. *International Journal of Social Research Methodology*, 11(4), 327–344.
<https://doi.org/10.1080/13645570701401305>
- NPEU. (2023). *Maternal mortality 2019-2021 | MBRRACE-UK | NPEU [Dataset]*.
<https://www.npeu.ox.ac.uk/mbrrace-uk/data-brief/maternal-mortality-2019-2021>

Oates, J., Carpenter, D., Fisher, M., Goodson, S., Hannah, B., Kwiatkowski, R., Prutton, K.,

Reeves, D., & Wainwright, T. (2021, April). *British Psychological Society Code of Human Research Ethics*. British Psychological Society.

O'Connor, R. (2024, February 25). Eddy Grant says British government treated Windrush

Generation like 'enslaved Africans'. *The Independent*. [https://www.msn.com/en-gb/news/uknews/eddy-grant-says-british-government-treated-windrush-generation-](https://www.msn.com/en-gb/news/uknews/eddy-grant-says-british-government-treated-windrush-generation-like-enslaved-africans/ar-BB1iMztB?ocid=msedgntp&pc=LCTS&cvid=7c5e39a0155a4f24b040b95268bc0ff7&ei=18)

like-enslaved-africans/ar-

BB1iMztB?ocid=msedgntp&pc=LCTS&cvid=7c5e39a0155a4f24b040b95268bc0ff7
&ei=18

Olusoga, D. (2021). *Black and British: A forgotten history* (Fully revised and updated with a new chapter). Picador.

Omi, M., & Winant, H. (1994). Racial formations. In M. Omi & H. Winant (Eds.), *Racial formation in the United States: From the 1960s to the 1990s* (2nd ed, pp. 9–15).

Routledge.

Oxford English Dictionary (OED). (2023). Serf. In *Oxford English Dictionary* (3rd ed.).

Oxford University Press. <https://doi.org/10.1093/OED/1158609007>

Patel, I. S. (2021). *We're here because you were there: Immigration and the end of empire* (First published). Verso.

Patterson, O. (2018). *Slavery and social death: A comparative study, with a new preface* (2nd ed.). Harvard University Press.

Pereira, G. M. V., Pimentel, V. M., Surita, F. G., Silva, A. D., & Brito, L. G. O. (2022).

Perceived racism or racial discrimination and the risk of adverse obstetric outcomes: A systematic review. *Sao Paulo Medical Journal*, 140(5), 705–718.

<https://doi.org/10.1590/1516-3180.2021.0505.r1.07042022>

- Perera, J. (2020). *How Black working class youth are criminalised and excluded in the English school system* (A London case study). Institute of Race Relations.
<https://protect-eu.mimecast.com/s/I5XFCNxmmF2ynm0irVS05?domain=irr.org.uk>
- Peters, M. D. J., Godfrey, C., McInerney, P., Munn, Z., Tricco, A. C., & Hanan, K. (2020). Chapter 11: Scoping reviews. In *JBIM Manual for Evidence Synthesis*. JBI.
<https://doi.org/10.46658/JBIMES-20-12>
- Phillips, L. T. (2016). *On the psychology of privilege: Merit and maintenance motives in the concealment of advantages* [Doctoral dissertation, Stanford].
https://stacks.stanford.edu/file/druid:gy914kj8378/Phillips_Dissertation_MeritMaintenance_5_31_16-augmented.pdf
- Pierce, C. M. (1970). Offensive mechanisms. In F. B. Barbour (Ed.), *The Black seventies* (pp. 265–282). Porter Sargent Publishers. <http://archive.org/details/blackseventies00barb>
- Pierce, C. M. (1974). Psychiatric problems of the Black minority. In S. Arieti (Ed.), *American Handbook of Psychiatry—Volume 2* (Vol. 2, pp. 1353–1384).
- Pilgrim, D. (2024). *The Picaninny caricature—Anti-Black imagery—Jim Crow Museum* [Dataset]. Professor of Sociology.
<https://jimcrowmuseum.ferris.edu/antiblack/picaninny/homepage.htm> (Original work published 2000)
- Pinxten, W., & Lievens, J. (2014). The importance of economic, social and cultural capital in understanding health inequalities: Using a Bourdieu-based approach in research on physical and mental health perceptions. *Sociology of Health & Illness*, 36(7), 1095–1110. <https://doi.org/10.1111/1467-9566.12154>
- Plack, M. M., & Greenberg, L. (2005). The Reflective Practitioner: Reaching for Excellence in Practice. *Pediatrics*, 116(6), 1546–1552. <https://doi.org/10.1542/peds.2005-0209>

- Pollner, M. (1991). Left of ethnomethodology: The rise and decline of radical reflexivity. *American Sociological Review*, 56(3), 370.
<https://www.proquest.com/docview/218794697/abstract/564AAE004E14DE1PQ/1>
- Ponterotto, J. G. (2010). Qualitative research in multicultural psychology: Philosophical underpinnings, popular approaches, and ethical considerations. *Cultural Diversity and Ethnic Minority Psychology*, 16(4), 581–589. <https://doi.org/10.1037/a0012051>
- Puwar, N. (2004). *Space Invaders: Race, gender and bodies out of place* (Illustrated edition). Berg Publishers.
- Rampton, A. (1981). *Rampton Report (1981)—West Indian children in our schools: Interim report of the Committee of Inquiry into the education of children from ethnic minority groups*. <http://www.educationengland.org.uk/documents/rampton/>
- Ratheram, E., & Kelly, C. (2021). An exploration of the influences on work with minority cultural and linguistic communities within the practice of educational psychology in the United Kingdom. *Educational & Child Psychology*, 38(4), 9–23.
<https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=153806795&site=ehost-live>
- Roffey, S., Boyle, C., & Allen, K.-A. (2019). School belonging—Why are our students longing to belong to school? *Educational & Child Psychology*, 36(2), 6–8.
<https://search.ebscohost.com/login.aspx?direct=true&db=asn&AN=136549251&site=ehost-live>
- Roffey, S., Hobbs, C., & Kitching, A. (2018). Educational Psychologists influencing policy and practice: Becoming more visible. *Educational & Child Psychology*, 35(3), 5–7.
<https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=132965643&site=ehost-live>

- Rollock, N., & Gillborn, D. (2011). *Critical Race Theory (CRT)* [British Educational Research Association online resource]. British Educational Research Association online resource. <https://www.bera.ac.uk/publication/critical-race-theory-crt>
- Rollock, N., Gillborn, D., Vincent, C., & Ball, S. (2011). The public identities of the Black middle classes: Managing race in public spaces. *Sociology*, 45(6), 1078–1093. <https://doi.org/10.1177/0038038511416167>
- Rustin, B. (with Bond, J.). (2012). *I must resist: Bayard Rustin's life in letters* (M. G. Long, Ed.; Illustrated edition). City Lights Publishers. (Original work published 1942)
- Ryan, R. M., & Deci, E. L. (2018). *Self-Determination Theory: Basic psychological needs in motivation, development, and wellness* (1st ed.). Guilford Press.
- Saville Young, L. (2011). Research entanglements, race, and recognizability: A psychosocial reading of interview encounters in (post-) colonial, (post-) Apartheid South Africa. *Qualitative Inquiry*, 17(1), 45–55. <https://doi.org/10.1177/1077800410389443>
- Schachar, R. J., Dupuis, A., Arnold, P. D., Anagnostou, E., Kelley, E., Georgiades, S., Nicolson, R., Townes, P., Burton, C. L., & Crosbie, J. (2023). Autism Spectrum Disorder and Attention-Deficit/Hyperactivity Disorder: Shared or unique neurocognitive profiles? *Research on Child and Adolescent Psychopathology*, 51(1), 17–31. <https://doi.org/10.1007/s10802-022-00958-6>
- Schön, D. (1983). *The reflective practitioner: How professionals think in action*. Temple Smith.
- Scott-Samuel, A., Bamba, C., Collins, C., Hunter, D. J., McCartney, G., & Smith, K. (2014). The impact of Thatcherism on health and well-being in Britain. *International Journal of Health Services*, 44(1), 53–71. <https://www.jstor.org/stable/45140692>
- Sellers, R. M., Rowley, S. A. J., Chavous, T. M., Shelton, J. N., & Smith, M. A. (1997). Multidimensional Inventory of Black Identity: A preliminary investigation of

reliability and construct validity. *Journal of Personality and Social Psychology*, 73(4), 805–815.

<https://deepblue.lib.umich.edu/bitstream/handle/2027.42/108164/MIBI%20PRE.pdf?sequence=1>

Shand-Baptiste, K. (2019, November 13). Opinion: Children who accuse their teachers of racism should never be ignored. *The Independent*.
<https://www.independent.co.uk/voices/racism-school-children-katharine-birbalsingh-education-a9201561.html>

Shotter, J. (1993). *Conversational realities: Constructing life through language*. Sage Publications.

Simela, C., Akanbi-Akinlolu, T., Okundi, M., Abdalla, H., McAdams, T. A., Harris, A., Augustine, A., Le, H., Abdinasir, K., Ayorech, Z., & Ahmadzadeh, Y. I. (2024). Intergenerational consequences of racism in the United Kingdom: A qualitative investigation into parents' exposure to racism and offspring mental health and well-being. *Child and Adolescent Mental Health*, 29(2), 181–191.
<https://doi.org/10.1111/camh.12695>

Skiba, R. J., Arredondo, M. I., & Williams, N. T. (2014). More than a metaphor: The contribution of exclusionary discipline to a school-to-prison pipeline. *Equity & Excellence in Education*, 47(4), 546–564.
<https://doi.org/10.1080/10665684.2014.958965>

Smith, W. A. (2008). Higher education: Racial Battle Fatigue. In R. T. Schaefer (Ed.), *Encyclopedia of race, ethnicity, and society*. SAGE Publications.

Sobti, N., & Welsh, R. O. (2023). Adding color to my tears: Toward a theoretical framework for antiblackness in school discipline. *Educational Researcher*, 52(8), 500–511.
<https://doi.org/10.3102/0013189X231191448>

- Special Educational Needs and Disability Code of Practice: 0 to 25 Years: Statutory Guidance for Organisations Which Work with and Support Children and Young People Who Have Special Educational Needs or Disabilities, Pub. L. No. DFE-00205-2013 (2015). https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf
- Stelly, M. C. (1997). Beastification of the Black athlete: Broadcasters, word symbols, and racial mythology. *Different Perspectives on Majority Rules*, 23, 1–3. <https://digitalcommons.unl.edu/pocpwi2/23>
- Stern, J. A., Barbarin, O., & Cassidy, J. (2022). Working toward anti-racist perspectives in attachment theory, research, and practice. *Attachment & Human Development*, 24(3), 392–422. <https://doi.org/10.1080/14616734.2021.1976933>
- Sue, D. W. (2006). The invisible Whiteness of being: Whiteness, White supremacy, White privilege, and racism. In M. G. Constantine & D. D. W. Sue (Eds.), *Addressing racism: Facilitating cultural competence in mental health and educational settings* (1st ed., pp. 15–30). John Wiley & Sons, Incorporated.
- Sue, D. W., Arredondo, P., & McDavis, R. J. (1992). Multicultural counseling competencies and standards: A call to the profession. *Journal of Counseling and Development*, 70(4), 477–486. <https://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ445488&site=eds-live>
- Tatum, B. D. (1992). Talking about race, learning about racism: The application of Racial Identity Development theory in the classroom. *Harvard Educational Review*, 62(1), 1–25. <https://doi.org/10.17763/haer.62.1.146k5v980r703023>

- Tatum, B. D. (2018, January 10). *In conversation... Beverly Daniel Tatum: Why are all of the Black kids sitting together in the cafeteria? At the Chicago Humanities Festival* [Interview]. <https://www.youtube.com/watch?v=PGZniOuoREU>
- Tatum, B. D. (2021). *Why are all the Black kids sitting together in the cafeteria? And other conversations about race* (2nd ed.). Penguin. (Original work published 1997)
- Taylor, E. (2023). The foundations of Critical Race Theory in education: An introduction. In *Foundations of Critical Race Theory in Education* (3rd ed.). Routledge.
- Teo, T. (2011). Empirical race psychology and the hermeneutics of epistemological violence. *Human Studies*, 34(3), 237–255. <https://doi.org/10.1007/s10746-011-9179-8>
- The British Broadcasting Corporation (The BBC). (1948, June 22). *BBC newsprint reports on the arrival of the Empire Windrush, 22 June 1948*. The British Library; The British Library. <https://www.bl.uk/collection-items/bbc-newsprint-reports-on-the-arrival-of-the-empire-windrush-22-june-1948>
- The British Psychological Society (BPS). (2006). *Promoting racial equality within Educational Psychology Services: A report from the DECP Working Party on Anti-Racism*. The British Psychological Society Division of Educational and Child Psychology.
- The British Psychological Society (BPS). (2017). *Practice Guidelines*. British Psychological Society. <https://www.bps.org.uk/news-and-policy/practice-guidelines>
- The British Psychological Society (BPS). (2018). *Code of Ethics and Conduct*. British Psychological Society. <https://www.bps.org.uk/sites/www.bps.org.uk/files/Policy/Policy%20-%20Files/BPS%20Code%20of%20Ethics%20and%20Conduct%20%28Updated%20July%202018%29.pdf>

The Health and Care Professions Council (HCPC). (2016). *Guidance on conduct and ethics for students*. Health and Care Professions Council. [https://www.hcpc-](https://www.hcpc-uk.org/globalassets/resources/guidance/guidance-on-conduct-and-ethics-for-students.pdf?v=637106442980000000)

[uk.org/globalassets/resources/guidance/guidance-on-conduct-and-ethics-for-students.pdf?v=637106442980000000](https://www.hcpc-uk.org/globalassets/resources/guidance/guidance-on-conduct-and-ethics-for-students.pdf?v=637106442980000000)

The Health and Care Professions Council (HCPC). (2023a, July). *HCPC Diversity Data—July 2023*

[[https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.hcpc-](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.hcpc-uk.org%2Fglobalassets%2Fresources%2Fdata%2F2023%2Fedi%2Fpyl%2Fmodalities%2Fdiversity-data-educational-psychologist-modality-july-2023.xlsx&wdOrigin=BROWSELINK)

[uk.org%2Fglobalassets%2Fresources%2Fdata%2F2023%2Fedi%2Fpyl%2Fmodalities%2Fdiversity-data-educational-psychologist-modality-july-](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.hcpc-uk.org%2Fglobalassets%2Fresources%2Fdata%2F2023%2Fedi%2Fpyl%2Fmodalities%2Fdiversity-data-educational-psychologist-modality-july-2023.xlsx&wdOrigin=BROWSELINK)

[2023.xlsx&wdOrigin=BROWSELINK](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.hcpc-uk.org%2Fglobalassets%2Fresources%2Fdata%2F2023%2Fedi%2Fpyl%2Fmodalities%2Fdiversity-data-educational-psychologist-modality-july-2023.xlsx&wdOrigin=BROWSELINK)].

[https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.hcpc-](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.hcpc-uk.org%2Fglobalassets%2Fresources%2Fdata%2F2023%2Fedi%2Fpyl%2Fmodalities%2Fdiversity-data-educational-psychologist-modality-july-2023.xlsx&wdOrigin=BROWSELINK)

[uk.org%2Fglobalassets%2Fresources%2Fdata%2F2023%2Fedi%2Fpyl%2Fmodalities%2Fdiversity-data-educational-psychologist-modality-july-](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.hcpc-uk.org%2Fglobalassets%2Fresources%2Fdata%2F2023%2Fedi%2Fpyl%2Fmodalities%2Fdiversity-data-educational-psychologist-modality-july-2023.xlsx&wdOrigin=BROWSELINK)

[2023.xlsx&wdOrigin=BROWSELINK](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.hcpc-uk.org%2Fglobalassets%2Fresources%2Fdata%2F2023%2Fedi%2Fpyl%2Fmodalities%2Fdiversity-data-educational-psychologist-modality-july-2023.xlsx&wdOrigin=BROWSELINK)

The Health and Care Professions Council (HCPC). (2023b, September 1). *Standards of proficiency: Practitioner psychologists*. HCPC. [https://www.hcpc-](https://www.hcpc-uk.org/globalassets/resources/standards/standards-of-proficiency---practitioner-psychologists.pdf)

[uk.org/globalassets/resources/standards/standards-of-proficiency---practitioner-psychologists.pdf](https://www.hcpc-uk.org/globalassets/resources/standards/standards-of-proficiency---practitioner-psychologists.pdf)

The Quechua people of Peru. (n.d.). *I'm doing what I can...*

Thomas, M., Giles, P., Browne, L., Robinson, M., Bunn, H., & Rowley, J. (2020).

Professional Doctorate in Educational and Child Psychology at the University of East

London: Position statement on anti-racism and decolonisation. *Educational*

Psychology Research and Practice, 6(1), 1–7.

<https://www.uel.ac.uk/sites/default/files/10031.pdf>

- Thompson, J. A., & Bunderson, J. S. (2003). Violations of principle: Ideological currency in the Psychological Contract. *The Academy of Management Review*, 28(4), 571–586.
<https://doi.org/10.2307/30040748>
- Timpson, E. (2019). *Timpson Review of School Exclusion*. Department for Education (DfE).
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/807862/Timpson_review.pdf
- Towner, M., Jones, L., & Shariyf, C. R. (2015). *Emmett Till archives* [Dataset].
<https://www.emmetttillproject.com/archives> (Original work published 1955)
- Turner, D. (2021). *Intersections of privilege and otherness in counselling and psychotherapy: Mockingbird*. Routledge.
- Tyler, I. (2013). *Revolting subjects: Social abjection and resistance in neoliberal Britain*. Zed Books Ltd.
- UCL, & Browne, R. M. (2021, January 5). *Slave Drivers, Slavery and Managing Enslaved Labourers on British Caribbean Plantations*. UCL Institute of the Americas.
<https://www.ucl.ac.uk/americas/events/2021/jan/slave-drivers-slavery-and-managing-enslaved-labourers-british-caribbean-plantations>
- Umaña-Taylor, A. J., Quintana, S. M., Lee, R. M., Cross Jr., W. E., Rivas-Drake, D., Schwartz, S. J., Syed, M., Yip, T., Seaton, E., & Ethnic and Racial Identity in the 21st Century Study Group. (2014). Ethnic and racial identity during adolescence and into young adulthood: An integrated conceptualization. *Child Development*, 85(1), 21–39.
<https://doi.org/10.1111/cdev.12196>
- Umaña-Taylor, A. J., Yazedjian, A., & Bámaca-Gómez, M. (2004). Developing the ethnic identity scale using Eriksonian and Social Identity perspectives. *Identity*, 4(1), 9–38.
https://doi.org/10.1207/S1532706XID0401_2

University of East London (UEL). (2020, 2021). *Code of practice for research 2020-21*.

https://research.uel.ac.uk/file/b319bc2a019fc4e02e92b53eb9c43b839062dd2f0a3e1d7ca941c2a1138f1c17/309679/Code%20of%20Practice%20for%20Research%202020_21%20%28w%29.pdf?s=559c014bf190e2795e6fbe334bdc1a8bf0a5adcf5e89fba1c65d2938a64bafad

Valdebenito, S., Eisner, M., Farrington, D. P., Ttofi, M. M., & Sutherland, A. (2018). School-based interventions for reducing disciplinary school exclusion: A systematic review. *Campbell Systematic Reviews*, 14(1), i–216. <https://doi.org/10.4073/csr.2018.1>

van Daalen, K. R., Kaiser, J., Kebede, S., Cipriano, G., Maimouni, H., Olumese, E., Chui, A., Kuhn, I., & Oliver, C. (2022). Racial discrimination and adverse pregnancy outcomes: A systematic review and meta-analysis. *BMJ Global Health*, 7(e009227). <https://doi.org/10.1136/bmjgh-2022-009227>

van der Kolk, B. A. (2015). *The body keeps the score: Mind, brain and body in the transformation of trauma*. Penguin Books.

Wallace, F., & Giles, P. (2019). Participatory research approaches in educational psychology training and practice. *Educational Psychology Research and Practice*, 5(1), 1–9. <https://doi.org/10.15123/uel.8831x>

Walters, G. D. (2003). Changes in criminal thinking and identity in novice and experienced inmates: Prisonization revisited. *Criminal Justice and Behavior*, 30(4), 399–421. <https://doi.org/10.1177/0093854803253137>

Wanless, S. (2016). The role of psychological safety in human development. *Research in Human Development*, 13(1), 6–14. <https://doi.org/10.1080/15427609.2016.1141283>

Wardle, H., & Obermuller, L. (2018). The Windrush generation. *Anthropology Today*, 34(4), 3–4. <https://doi.org/10.1111/1467-8322.12445>

Wellman, D. T. (1977). *Portraits of White racism* (1st ed.). Cambridge University Press.

- West, K. (2025). *The science of racism: Everything you need to know but probably don't - yet*. Picador.
- Wheeler, R., Agyepong, A., Benhura, C., Martin, M., & Peter, M. (2024). *Black child SEND: Accessing special educational needs and disabilities (SEND) provision for Black and mixed Black heritage children: Lived experiences from parents and professionals living in South London*. (pp. 1–80) [Research]. Global Black Maternal Health.
- Williams, D. R. (2018). Stress and the mental health of populations of color: Advancing our understanding of race-related stressors. *Journal of Health and Social Behavior*, 59(4), 466–485. <https://doi.org/10.1177/0022146518814251>
- Williams, E. E. (2022). *Capitalism and slavery* (1st ed.). Penguin Books.
- Williams, J. L., Tolan, P. H., Durkee, M. I., Francois, A. G., & Anderson, R. E. (2012). Integrating racial and ethnic identity research into developmental understanding of adolescents. *Child Development Perspectives*, 6(3), 304–311. <https://doi.org/10.1111/j.1750-8606.2012.00235.x>
- Willig, C. (2013). *Introducing qualitative research in psychology* (3rd ed). McGraw-Hill Open University Press.
- Willig, C., & Stainton Rogers, W. (2017). *The SAGE handbook of qualitative research in psychology*. SAGE Publications, Limited. <http://ebookcentral.proquest.com/lib/uel/detail.action?docID=4882015>
- Worrell, F. C., Vandiver, B. J., & Fhagen, P. E. (2023). Nigrescence theory from 1971 to 2021: The critical contributions of William E. Cross, Jr. *American Psychologist*, 78(4), 389–400. <https://doi.org/10.1037/amp0001052>
- Wright, R. (2017). *The stain of colonialism: Is educational psychology 'haunted' by the effects of colonialism? Using decolonised methodologies to interrogate practice* [Doctoral Thesis, University of Sheffield].

<https://etheses.whiterose.ac.uk/20525/1/RW%20Thesis.%20The%20Stain%20of%20Colonialism.pdf>

Wright, R. (2020). Navigating Blackness in educational psychology: Reflections of a trainee Educational Psychologist. *Educational Psychology Research and Practice*, 6(1), 1–9. <https://doi.org/10.15123/uel.8911w>

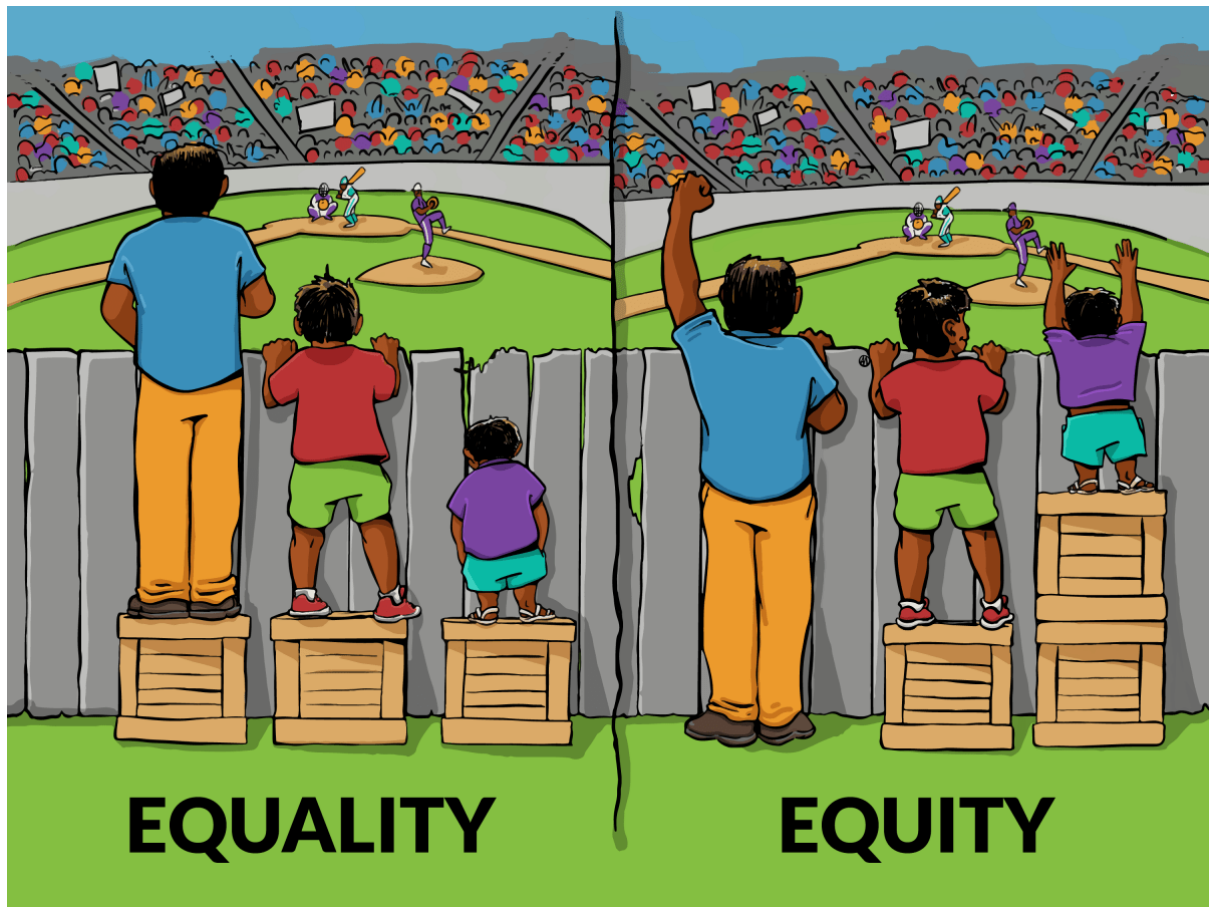
Yardley, L. (2017). Demonstrating the validity of qualitative research. *Journal of Positive Psychology*, 12(3), 295–296. <https://doi.org/10.1080/17439760.2016.1262624>

YMCA. (2020). *Young and Black: The young black experience of institutional racism in the UK* (pp. 1–46) [Research]. YMCA. <https://www.ymca.org.uk/research/young-and-black>

Zimmermann, C. R. (2018). The penalty of being a young Black girl: Kindergarten teachers' perceptions of children's problem behaviors and student-teacher conflict by the intersection of race and gender. *The Journal of Negro Education*, 87(2), 154–168. <https://www.jstor.org/stable/10.7709/jnegroeducation.87.2.0154>

Appendix A

The Difference Between Equality and Equity



https://i2.wp.com/interactioninstitute.org/wp-content/uploads/2016/01/IISC_EqualityEquity.png?fit=1200%2C900

Appendix B

Ethical Approval

NOTICE OF ETHICS REVIEW DECISION LETTER



**University of
East London**

School of Psychology Ethics Committee

NOTICE OF ETHICS REVIEW DECISION LETTER

For research involving human participants

BSc/MSc/MA/Professional Doctorates in Clinical, Counselling and Educational Psychology

Reviewer: Please complete sections in **blue** | **Student:** Please complete/read sections in **orange**

Details

Reviewer:	Please type your full name David Harper
Supervisor:	Please type supervisor's full name Miles Thomas
Student:	Please type student's full name Eartha Chaloner
Course:	Please type course name Prof Doc in Educational and Child Psychology
Title of proposed study:	A Qualitative Exploration of Black Parents' and Carers' Experiences of Working with an inner-London Educational Psychology Team

Checklist

(Optional)

	YES	NO	N/A
Concerns regarding study aims (e.g., ethically/morally questionable, unsuitable topic area for level of study, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Detailed account of participants, including inclusion and exclusion criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concerns regarding participants/target sample	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Detailed account of recruitment strategy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concerns regarding recruitment strategy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All relevant study materials attached (e.g., freely available questionnaires, interview schedules, tests, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Study materials (e.g., questionnaires, tests, etc.) are appropriate for target sample	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

NOTICE OF ETHICS REVIEW DECISION LETTER

Clear and detailed outline of data collection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Data collection appropriate for target sample	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If deception being used, rationale provided, and appropriate steps followed to communicate study aims at a later point	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If data collection is not anonymous, appropriate steps taken at later stages to ensure participant anonymity (e.g., data analysis, dissemination, etc.) – anonymisation, pseudonymisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concerns regarding data storage (e.g., location, type of data, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concerns regarding data sharing (e.g., who will have access and how)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concerns regarding data retention (e.g., unspecified length of time, unclear why data will be retained/who will have access/where stored)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If required, General Risk Assessment form attached	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Any physical/psychological risks/burdens to participants have been sufficiently considered and appropriate attempts will be made to minimise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Any physical/psychological risks to the researcher have been sufficiently considered and appropriate attempts will be made to minimise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If required, Country-Specific Risk Assessment form attached	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If required, a DBS or equivalent certificate number/information provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If required, permissions from recruiting organisations attached (e.g., school, charity organisation, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All relevant information included in the participant information sheet (PIS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information in the PIS is study specific	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language used in the PIS is appropriate for the target audience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All issues specific to the study are covered in the consent form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language used in the consent form is appropriate for the target audience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All necessary information included in the participant debrief sheet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language used in the debrief sheet is appropriate for the target audience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Study advertisement included	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Content of study advertisement is appropriate (e.g., researcher's personal contact details are not shared, appropriate language/visual material used, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Decision options

APPROVED	Ethics approval for the above-named research study has been granted from the date of approval (see end of this notice), to the date it is submitted for assessment.
APPROVED - BUT MINOR AMENDMENTS ARE REQUIRED BEFORE THE RESEARCH COMMENCES	In this circumstance, the student must confirm with their supervisor that all minor amendments have been made before the research commences. Students are to do this by filling in the confirmation box at the end of this form once all amendments have been attended to and emailing a copy of

NOTICE OF ETHICS REVIEW DECISION LETTER

	<p>this decision notice to the supervisor. The supervisor will then forward the student's confirmation to the School for its records.</p> <p>Minor amendments guidance: typically involve clarifying/amending information presented to participants (e.g., in the PIS, instructions), further detailing of how data will be securely handled/stored, and/or ensuring consistency in information presented across materials.</p>
NOT APPROVED - MAJOR AMENDMENTS AND RE-SUBMISSION REQUIRED	<p>In this circumstance, a revised ethics application must be submitted and approved before any research takes place. The revised application will be reviewed by the same reviewer. If in doubt, students should ask their supervisor for support in revising their ethics application.</p> <p>Major amendments guidance: <u>typically</u> insufficient information has been provided, insufficient consideration given to several key aspects, there are serious concerns regarding any aspect of the project, and/or serious concerns in the candidate's ability to ethically, safely and sensitively execute the study.</p>

Decision on the above-named proposed research study

Please indicate the decision:	APPROVED - MINOR AMENDMENTS ARE REQUIRED BEFORE THE RESEARCH COMMENCES
-------------------------------	---

Minor amendments

Please clearly detail the amendments the student is required to make

1. Section 3.7: there is reference to the use of dragon software. Please check that this is GDPR-compliant. Otherwise Teams provides transcription.
2. There is some confusion about whether anonymised transcripts will be retained beyond the end of your course. In Section 4.6 of the form no reference is made to retaining transcripts but section 4.8 says there will be sharing of anonymised data and it is mentioned in the Participant Information Sheet and Consent Forms. How long will these be retained for ('until the study is complete implies once the viva is passed) and who will store them?
3. Might there be some ethical issues involved in PAG members also being in the focus Group/interviews in that they will then be present whilst others are discussing their (anonymised) comments. If this happens it might be best to let the PAG know that some of their members may be in the transcripts discussed.
4. Participant Information Sheet (PIS): In the potential disadvantages section it states that there are unlikely to be disadvantages yet the Risk assessment form notes that there is the potential of distress in talking about past experiences. Please include that in the PIS. In case people get confused with all the jargon in the information security section please include a summary sentence (i.e. anonymised, password protected etc).
5. PIS and consent form for PAG: There's a potential ethical issue in not allowing PAG members to withdraw their data if they choose to withdraw from the study. This might

NOTICE OF ETHICS REVIEW DECISION LETTER

be worth discussing with the DoS whether these meetings need to be recorded (especially since they are meetings to analyse the data rather than data-collection in themselves)?

Major amendments

Please clearly detail the amendments the student is required to make

Assessment of risk to researcher

Has an adequate risk assessment been offered in the application form?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
If no, please request resubmission with an <u>adequate risk assessment</u> .		
If the proposed research could expose the <u>researcher</u> to any kind of emotional, physical or health and safety hazard, please rate the degree of risk:		
HIGH	Please do not approve a high-risk application. Travel to countries/provinces/areas deemed to be high risk should not be permitted and an application <u>not be</u> approved on this basis. If unsure, please refer to the Chair of Ethics.	<input type="checkbox"/>
MEDIUM	Approve but include appropriate recommendations in the below box.	<input type="checkbox"/>
LOW	Approve and if necessary, include any recommendations in the below box.	<input checked="" type="checkbox"/>

NOTICE OF ETHICS REVIEW DECISION LETTER

Reviewer recommendations in relation to risk (if any):	N/A
---	-----

Reviewer's signature

Reviewer: (Typed name to act as signature)	David Harper
Date:	02/05/2023

This reviewer has assessed the ethics application for the named research study on behalf of the School of Psychology Ethics Committee

RESEARCHER PLEASE NOTE

For the researcher and participants involved in the above-named study to be covered by UEL's Insurance, prior ethics approval from the School of Psychology (acting on behalf of the UEL Ethics Committee), and confirmation from students where minor amendments were required, must be obtained before any research takes place.

For a copy of UEL's Personal Accident & Travel Insurance Policy, please see the Ethics Folder in the Psychology Noticeboard.

Confirmation of minor amendments

(Student to complete)

I have noted and made all the required minor amendments, as stated above, before starting my research and collecting data

Student name: (Typed name to act as signature)	Eartha Chaloner
Student number:	U1632440
Date:	19/05/2023

Please submit a copy of this decision letter to your supervisor with this box completed if minor amendments to your ethics application are required

Appendix C

National Association of School Psychologists (NASP) Infographic



Appendix D

PAG Participant Information Sheet



PARTICIPANT INFORMATION SHEET FOR PARTICIPANT ADVISORY GROUP (PAG) – 19.05.2023

A Qualitative Exploration of Black Parents' and Carers' Experiences of Working with an inner-London Educational Psychology Team.

Contact person: Eartha Chaloner

Email: u1632440@uel.ac.uk

You are being invited to participate in a research study as a Participant Advisory Group (PAG) member. Before you decide whether to take part, please read through the following information carefully. It outlines what your participation would involve. If anything is unclear or you have any questions, please do not hesitate to contact me on the email address above.

Who am I?

I am Eartha Chaloner. I am a Year 2 trainee Educational Psychologist, working towards a Professional Doctorate in Educational and Child Psychology, at the University of East London.



As part of my course, I am undertaking a professional placement with Lewisham's Educational Psychology Team, and conducting the research study that you are being invited to participate in.

What is the purpose of the research?

The aim of my research study is to increase understanding about Black parents/carers experiences of working with the Educational Psychology Team (EPT). I am trying to find out what Black parents and carers think and feel about the local EPT. This is because the EPT would like to know why they are asked to work with fewer Black children and young people (CYP) than White CYP. I am hoping to help them find out the reasons for this so they can change anything that is not working well, because Black CYP are not getting all the help available to do their best learning. I am particularly interested in knowing:

1. How black parents/carers felt about working with an EP.
2. Whether their experience was good or bad, and what made them feel that way.
3. Whether Black parents/carers feel the local EPT provides a good/relevant service for black CYP, and their families.

4. Black parents/carers ideas about what an excellent service for black CYP and their families would be like.
5. Any questions/concerns Black parents/carers have about the work that educational psychologists do.

I hope my research will:

- Provide Black parent/carers with a safe and confidential space to talk about the EPT and be the start of regular conversations between the two groups, because Black and global majority CYP represent 76% of Lewisham's school-aged population.
- Help the EPT to understand whether fewer requests for work with Black CYP is linked with parent/carers experience of working with EPs and/or a lack of understanding what EPs do, and how they can help CYP and their families.
- Allow Black parents/carers to tell the EPT what information they need in order to decide whether to accept/ask for EP help, and the best ways to provide the information.
- Help the EPT to support schools and education settings to provide more positive educational outcomes for Black CYP.
- Promote increased levels of anti-racist practice and social justice resulting in improved access to resources and services for Lewisham's Black CYP.

Why have I been invited to take part?

You have been invited to participate in my research study because you are Black and a member of Lewisham Education Group (LEG), part of Ubuntu. I would like to create a group of up to 12 Lewisham residents called a Participant Advisory Group (PAG) to help me. At UEL, we are taught that meaningful research can only be carried out in partnership with the community concerned. You are the experts on your lives so can help me to ensure my research creates lasting and positive change by making sure that I am asking the right questions and accurately understanding the data gathered during the research process.

I also need your help to involve as many Black parents/carers as possible because there has been very little research regarding their thoughts and feelings about educational psychology services, in the past 25 years. Without knowing what Black parents/carers think about the service, the Lewisham EPT cannot ensure what they offer is relevant and appropriate to the needs of Black CYP and their families. I am not looking for 'experts' on the EPs job or on research. I am looking for 'experts by experience'. This means experience of living as a black person and parenting/caring for black children and young people. You are free to decide whether to participate and should not feel pressured. Taking part is voluntary.

What will I be asked to do if I agree to join the PAG?

If you agree to take part, you will be asked to:

- Identify a quiet, comfortable space where you can speak freely and privately so that the information shared by you and the other PAG members remains confidential.
- Attend scheduled weekly meetings and some training sessions, the majority of which will take place online via Microsoft teams, and work as part of the PAG to help me:
 - Confirm the research questions.
 - Decide whether it would be best/most effective to collect data (information) using focus groups or

individual interviews.

- Confirm which questions to ask people who attend the focus groups/interviews.
- Analyse the anonymized transcriptions of the focus group or semi-structured interview recordings to identify themes relating to the participants' views and experiences. (I will provide training for this.)
- Ensure that I write about the meaning of the data (information) as accurately as possible.
- Help me decide how best to share the information gathered as part of the research study to ensure it has an impact.

When you return the signed consent form and demographic information, I will email you a Microsoft Teams PAG invitation link. (You can email me photographs of the forms if you do not have access to a scanner.)

I will not be able to pay you for participating in the PAG, but your help will be very valuable in helping to develop knowledge and understanding about my research topic. The voices of Black parents/carers are almost unheard by educational psychologists across the country, and I would like to help to change this.

Can I change my mind?

Yes, you can change your mind and withdraw from the PAG without explanation, disadvantage, or consequence. However, if you decide to withdraw any information/contribution you have made as part of the group will still be used for the research.

Are there any disadvantages to taking part?

Given the nature of the study, it is very unlikely that there are any disadvantages to joining the PAG. However, thinking/speaking about the topic might be challenging, distressing or uncomfortable, so you will be offered a 15-minute group check-in at the end of each PAG meeting. There will also be information about sources of support in the debrief document that I will email to you after each meeting.

How will the information provided be kept secure and confidential?

Consent forms and demographic data will be stored securely using UEL OneDrive for Business in a password protected document, which only I will have access to. When I receive this information, I will allocate a pseudonym tag and/or PAG participant number to protect your confidentiality. This pseudonym tag will be used throughout the research process. All video data and related transcripts will also be securely saved on the UEL OneDrive for Business accounts. All of your research data will be deleted from the UEL OneDrive for Business by 30th August 2026 (in compliance with the UEL Data Management Policy).

I will ensure that all PAG members are invited as guests and adjust the MS teams settings so that no-one is able to access the video recording or chat after each meeting has ended.

For the purposes of data protection, the University of East London is the Data Controller for the personal information processed as part of this research project. The University processes this information under the 'public task' condition contained in the General Data Protection Regulation (GDPR). Where the University processes particularly sensitive data (known as 'special category data' in the GDPR), it does so because the processing is necessary for archiving purposes in the public interest,

or scientific and historical research purposes or statistical purposes. The University will ensure that the personal data it processes is held securely and processed in accordance with the GDPR and the Data Protection Act 2018. For more information about how the University processes personal data please see www.uel.ac.uk/about/about-uel/governance/information-assurance/data-protection

What will happen to the results of the research?

The research will be written up as part of my doctoral thesis and submitted for assessment. The findings will be disseminated to (shared with) assessors (UEL Professional Doctorate in Educational and Child Psychology Tutor Team and Examiners), UEL Professional Doctorate in Educational and Child Psychology students, and available publicly via the UEL Research Repository. The findings will be used to inform decisions about how the local EP team delivers services for Black CYP and their families. The information may also be presented in conferences or published in an academic journal. This would be an excellent way for Black parents and carers to have their voices heard. However, only focus group/interview extracts would be presented or published not the full transcripts. In all material produced, your identity will remain anonymous, in that, it will not be possible to identify you personally unless you decide that you would like to be named as a contributor.

Who has reviewed the research?

My research has been approved by the University of East London Research Ethics Committee. This means that the Committee's evaluation of this ethics application has been guided by the standards of research ethics set by the British Psychological Society.

Who can I contact if I have any questions/concerns?

If you would like further information about my research or have any questions or concerns, please do not hesitate to contact me via my university email address: U1632440@uel.ac.uk.

If you have any questions or concerns about how the research has been conducted, please contact my research supervisor: Dr Miles Thomas, School of Psychology, University of East London, Water Lane, London E15 4LZ.

Email: M.Thomas@uel.ac.uk

or

Chair of School Research Ethics Committee: Dr Trishna Patel, School of Psychology, University of East London, Water Lane, London E15 4LZ.

(Email: t.patel@uel.ac.uk)

Thank you for taking the time to read about my research and to consider joining the PAG.

Yours sincerely,

Eartha Chaloner

Year 2 Educational and Child Psychologist in Training
University of East London

Appendix E

PAG Consent Form



CONSENT TO PARTICIPATE IN A RESEARCH STUDY AS A PARTICIPANT ADVISORY GROUP (PAG) MEMBER

A Qualitative Exploration of Black Parents' and Carers' Experiences of Working with an inner-London Educational Psychology Team.

Contact person: Eartha Chaloner
Email: u 1632440@uel.ac.uk

	Please tick
I confirm that I have read the PAG information sheet dated 19.05.2023 for the above study in which I have been asked to participate, and I have been given a copy to keep.	
The nature and purposes of the research project have been explained to me and I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.	
I understand that anything discussed in the PAG meetings/training sessions should be kept confidential including any identifiable information about PAG members and participants, their attendance and content of discussions.	
I understand that my participation in the PAG is voluntary and that I may withdraw at any time, without explanation or disadvantage.	
I understand that if I withdraw during the study, my data will still be used.	
I understand that the PAG meetings/training sessions will be recorded using Microsoft Teams.	
I understand that my personal information and data, including audio and video recordings from the research will be securely stored and remain confidential. Only the researcher and her two research supervisors will have access to this information.	
I understand that my data will be deleted once the research has been completed and graded. Pseudonymised transcripts/recordings of my data and any analysis will be kept securely until the research study is complete.	
I would like to receive a summary of the research findings once the study has been completed and am willing to provide contact details for this to be sent to.	
I hereby freely and fully consent to take part in the above study as a Participant Advisory Group (PAG) member, which has been fully explained to me and for the information obtained to be used in relevant research publications, which are publicly available.	

PAG member's Name (BLOCK CAPITALS)

.....

PAG member's Signature

.....

Date

.....

PAG member's preferred meeting/training session days and time

Day, date and start time ☐

Day, date and start time ☐

Day, date and start time ☐

Researcher's Name (BLOCK CAPITALS)

.....

Researcher's Signature

.....

Date

.....

Appendix F(i)

Proposed Research Advertisement



Dear XXX

A Qualitative Exploration of Black Parents' and Carers' Experiences of Working with an inner-London Educational Psychology Team.

I am a Year 2 Trainee Educational Psychologist (TEP) at the University of East London. I am looking for black parents/carers to help me with my thesis research project.

1. Could you help improve services for black children, young people and their families in Lewisham?
2. Do you have children aged 0 to 25 years who are enrolled at (attend) a Lewisham school or educational setting? **OR** Do you have children aged 0 to 25 years who are registered with a Lewisham GP?
3. Have you or your children had contact with an educational psychologist (EP) in the past five years?

If you answered **YES** to the three questions above, please consider taking part in a confidential interview about your experience of working with an EP, whether good, bad, helpful or unhelpful. I am trying to find out why the local Educational Psychology Team is asked to work with fewer Black children and young people (CYP) than White CYP, because Black CYP are not getting all the help available to do their best learning.

If you are interested in joining me for 45-60 minutes to share your views, please reply to me at **u1632440@uel.ac.uk** by DAY/DATE/MONTH 2023 and I will contact you with further information. Interviews will take place on the following dates, starting **from 9am and finishing by 9.30pm**. You can tell me an alternative date and time on your consent form, if none of these work for you.

Day, date in full

Day, date in full

Day, date in full

Yours sincerely,

Eartha Chaloner

Year 2 Educational and Child Psychologist in Training
University of East London



Appendix F(ii)

Research Advertisement – Final Version

BLACK PARENTS' AND CARERS' EXPERIENCES OF WORKING WITH AN EDUCATIONAL PSYCHOLOGY TEAM



“ I am a dyslexic, disabled, Trainee Educational Psychologist and proud mum of a high-achieving neurodiverse child. I am looking for other Black parents/carers to help with my research. ”

Are your children aged 0-25 years and enrolled at a Lewisham school or education setting OR registered with a Lewisham GP?

Have you/your children worked with an Educational Psychologist in the past 5 years?

Are you interested in improving services for Lewisham's Black children and families?

If you answered **YES** to all three questions, please take part in a confidential **ONLINE** interview or focus group meeting about your experience, whether good or bad.

Many of Lewisham's Black children are not getting help from Educational Psychologists to achieve their best socially and educationally. I am trying to find out why.

Please help me by sharing your views for about **90 MINUTES** in **OCTOBER**.
(Appointments between 9am and 9:30pm)

Scan the QR code
to read the Participant Information
and consent to take part by **30/09/2023**



SCAN ME

Please email me on **u1632440@uel.ac.uk** if you have any questions.

Thank you

Eartha

Eartha

University of East London

Appendix G

Participant Information Sheet



Contact person: Eartha Chaloner
Email: u1632440@uel.ac.uk
Text: 07341 805 238

You are being invited to participate in a research study.

Before you decide whether to take part, please read through the following information carefully. It outlines what taking part will involve. If anything is unclear or you have any questions, please do not hesitate to contact me.

Who am I?

I am a Year 3 trainee Educational Psychologist, working towards a Professional Doctorate in Educational and Child Psychology, at the University of East London. As part of my course, I am undertaking a professional placement with Lewisham's Educational Psychology Team, and doing the research study that you are being invited to participate in.



What is the purpose of the research?

The aim of my research study is to increase understanding about Black parents' and carers' experiences of working with Educational Psychologists (EPs). I am trying to find out what Black parents and carers think and feel about Lewisham EPs. This is because Lewisham EP Team would like to know why they are asked to work with fewer Black children than White children. I am hoping to help them find out the reasons for this so they can change anything that is not working well for Black children and their families. At the moment, Black children are not getting all the help available to do their best learning.

I am particularly interested in knowing:

1. How you felt about working with an EP.
2. Whether the experience was good or bad, and what made you feel that way.
3. Whether you feel the local EP Team provides a service which meets the needs of Black children and their families.
4. Your ideas about what an excellent service for Black children and their families looks like.
5. Any questions/concerns you have about the work that EPs do.

I hope my research will:

- Provide Black parent and carers with a safe and confidential space to talk about the EP Team and be the start of regular conversations between the two groups, because Black and global majority children represent 76% of Lewisham's school-aged population.

This research has been designed with the kind help of volunteers from Lewisham's Black community, collectively known as a Participant Advisory Group.

- Help the EP Team to understand whether fewer requests for work with Black children is linked with parent/carers experience of working with EPs, or a lack of knowledge/understanding about what EPs do and how they can help. Or both.
- Allow Black parents and carers to tell the EP Team what information they need to decide about whether to accept or ask for EP help, and the best ways to provide the information.
- Help the EP Team to support schools and education settings to provide better educational outcomes for Black children.
- Promote increased levels of anti-racist practice and social justice resulting in improved access to resources and services for Lewisham's Black children.

Why have I been invited to take part?

You have been invited to take part because you are a Black parent or carer who has worked with or whose child has worked with a Lewisham Educational Psychologist (EP) at some time in the past five years. I am trying to involve as many Black parents and carers as possible because nationally and internationally there has been very little research regarding Black parents and carers thoughts and feelings about psychology services in the past 25 years. Without knowing what Black parents and carers think about the service, Lewisham EPs cannot ensure what they offer is relevant and appropriate to the needs of Black children.

I am not looking for 'experts' on what EPs do. I am interested in hearing about your experience of working with an EP, whether it was good, bad, helpful, or unhelpful. You will not be judged or personally analysed in any way, and I will treat you with respect.

You are free to decide whether to participate and should not feel pressured. Taking part is voluntary.

What will I be asked to do if I agree to take part?

If you agree to take part, you will be asked to:

1. Help me to understand your experience of working with Lewisham EP Team by taking part in an online, confidential **INDIVIDUAL INTERVIEW** for about 60 minutes, on Microsoft Teams.

It might take less than 60 minutes - the important thing is that you can talk about your experience/s without feeling rushed. It will be like having an informal video chat and I will ask questions to encourage you to talk about your experience and share your thoughts.

2. Let me audio and video record our meeting / interview using Microsoft Teams. I will need to record our meeting / interview so that I have very accurate notes and can look for similarities when I have typed them. This will help to identify 5 or 6 topics that all parents/carers have said are important. (Everyone who agrees to take part will be asked the same questions.)

3. Identify a quiet, comfortable space where you can speak freely and privately so that the information shared remains confidential.

4. Accept my Microsoft Teams invitation within 24 hours of receiving it. This will ensure I know the appointment is convenient for you or can offer you an alternative day/time.

I will not be able to pay you for participating in my research, but your participation is very valuable in helping to develop knowledge and understanding about my research topic. The voices of Black parents and carers are almost unheard by Educational Psychologists across the country, and I would like to help to change this.

Can I change my mind?

Yes, you can change your mind and withdraw from the research study without explanation, disadvantage, or consequence. If you decide to withdraw, your data will not be used as part of the research.

This research has been designed with the kind help of volunteers from Lewisham's Black community, collectively known as a Participant Advisory Group.

Separately, you may also ask to withdraw your data even after you have taken part, provided the request is made within two weeks of the interview date. After that, data analysis will have started, and it will not be possible to withdraw your data.

Are there any disadvantages to taking part?

Given the nature of the study, it is very unlikely that there are any disadvantages to taking part. However, speaking about your experiences might be challenging, distressing or uncomfortable, so you will be offered a 15-minute check-in at the end of the interview, should you wish to discuss anything further. There will also be information about sources of support in the debrief document that I will email to you after the interview has ended.

How will the information I provide be kept secure and confidential?

The consent forms and demographic data will be stored securely using UEL OneDrive for Business in a file protected with a password, which only I can access. When I receive this information, I will allocate a pseudonym tag and/or participant number to protect your confidentiality. This pseudonym tag will be used throughout the research process.

All video recordings and related transcripts will also be saved securely in the UEL OneDrive for Business account. All research data will be deleted from the UEL OneDrive for Business by 30th August 2026 (in compliance with the UEL Data Management Policy).

I will ensure that all participants are invited as guests and adjust the Microsoft Teams settings so that no-one is able to access the video recording, chat and any other participants' details after the interview.

What will you do with the material I provide?

I will transcribe the recordings (type exactly what we have both said) so that there is a written record for analysis. Once transcription is complete, the Microsoft Teams recording will be permanently deleted.

Your preferred pseudonym (alias) or allocated participant number will be used in all written information instead of your name. My recordings/transcripts (data) are unlikely to be listened to or looked at by anyone except me. My research supervisor or an examiner can ask to listen to/read them if they have a good reason, but this would be very unusual.

For the purposes of data protection, the University of East London is the Data Controller for (takes care of) the personal information processed as part of this research project. The University processes this information under the 'public task' condition contained in the General Data Protection Regulation (GDPR). Where the University processes particularly sensitive data (known as 'special category data' in the GDPR), it does so because the processing is necessary for archiving purposes in the public interest, or scientific and historical research purposes or statistical purposes. The University will ensure that the personal data it processes is held securely and processed in accordance with the GDPR and the Data Protection Act 2018. For more information about how the University processes personal data please see www.uel.ac.uk/about/about-uel/governance/information-assurance/data-protection

What will happen to the results of the research?

The research will be written up as part of my doctoral thesis and submitted for assessment. The findings will be disseminated to (shared with) assessors (the UEL Professional Doctorate in Educational and Child Psychology Tutor Team and Examiners), other UEL Trainee EPs, and available publicly via the UEL Research Repository.

The findings will be used to inform decisions about how the local EP team delivers services for Black children and their families.

This research has been designed with the kind help of volunteers from Lewisham's Black community, collectively known as a Participant Advisory Group.

The information may also be presented in conferences or published in an academic journal. This would be an excellent way for Black parents and carers to have their voices heard. However, only extracts would be presented or published not the full transcripts. In all material produced, your identity will remain anonymous, in that, it will not be possible to identify you personally (all personal information will be pseudonymised).

You will be given the option to receive a summary of the research findings once the study has been completed if you provide relevant contact details.

Who has reviewed the research?

My research has been approved by the University of East London Research Ethics Committee. This means that the Committee's evaluation of this ethics application has been guided by the standards of research ethics set by the British Psychological Society.

Who can I contact if I have any questions/concerns?

If you would like further information about my research or have any questions or concerns, please do not hesitate to contact me via my university email address: **U1632440@uel.ac.uk**.

If you have any questions or concerns about how the research has been conducted, please contact my research supervisor: Dr Miles Thomas, School of Psychology, University of East London, Water Lane, London E15 4LZ. (Email: M.Thomas@uel.ac.uk)

or

Chair of School Research Ethics Committee: Dr Trishna Patel, School of Psychology, University of East London, Water Lane, London E15 4LZ. (Email: t.patel@uel.ac.uk)

THANK YOU for reading about my research. To **TAKE PART**, please agree in the next section.

Thank you very much for taking the time to read about my research. If you would like to take part, please give your consent (agreement to take part) in the next section and answer the demographic questions.

Yours sincerely,

Eartha Chaloner

Year 3 Educational and Child Psychologist in Training
University of East London

This research has been designed with the kind help of volunteers from Lewisham's Black community, collectively known as a Participant Advisory Group.

Appendix H

Participant Consent Form



CONSENT TO PARTICIPATE IN A RESEARCH STUDY

A Qualitative Exploration of Black Parents' and Carers' Experiences of Working with an inner-London Educational Psychology Team.

Contact person: Eartha Chaloner

Email: u 1632440@uel.ac.uk

	Please tick
I confirm that I have read the participant information sheet dated 31.03.2023 for the above study in which I have been asked to participate, and I have been given a copy to keep.	
The nature and purposes of the research project have been explained to me and I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.	
I understand that anything discussed in the study focus group/interview should be kept confidential including any identifiable information about participants, their attendance and content of discussions.	
I understand that my participation in the study is voluntary and that I may withdraw at any time, without explanation or disadvantage.	
I understand that if I withdraw during the study, my data will not be used.	
I understand that I can withdraw my data from the study for two weeks after my focus group meeting or interview. After that, data analysis will have started, and it will no longer be possible.	
I understand that the focus group/interview will be recorded using Microsoft Teams.	
I understand that my personal information and data, including audio and video recordings from the research will be securely stored and remain confidential. Only the researcher and her two research supervisors will have access to this information.	
I understand that my data will be deleted once the research has been completed and graded. Pseudonymised transcripts of my data and any analysis will be kept securely until the research study is complete.	
I understand that anonymised quotes from my individual interview/group level data may be used in material such as conference presentations, reports, articles in	

academic journals resulting from the study and that these will not personally identify me. I give my permission for anonymised quotes from my responses to be used in publications resulting from the project.	
I would like to receive a summary of the research findings once the study has been completed and am willing to provide contact details for this to be sent to.	
I hereby freely and fully consent to take part in the above study which has been fully explained to me and for the information obtained to be used in relevant research publications, which are publicly available.	

Participant's Name (BLOCK CAPITALS)

.....

Participant's Signature

.....

Date

.....

Preferred focus group/interview date and time. Please tick all that will work for you.

Day, date and start time ☐

Day, date and start time ☐

Day, date and start time ☐

Day, date and start time ☐

Researcher's Name (BLOCK CAPITALS)

.....

Researcher's Signature

.....

Date

.....

Appendix I(i)

Samples of PAG Meeting and Training Slides

Community Group Briefing : PAG and Participant Recruitment

Creating a:
**PARTICIPANT
ADVISORY
GROUP (PAG)**

Doctoral Research
with
EARTHA
CHALONER
UEL COHORT-16

MONDAY 10TH JULY 2023

1

WHY AM I HERE?

- Nothing about us without us...
- Lived experience = expertise

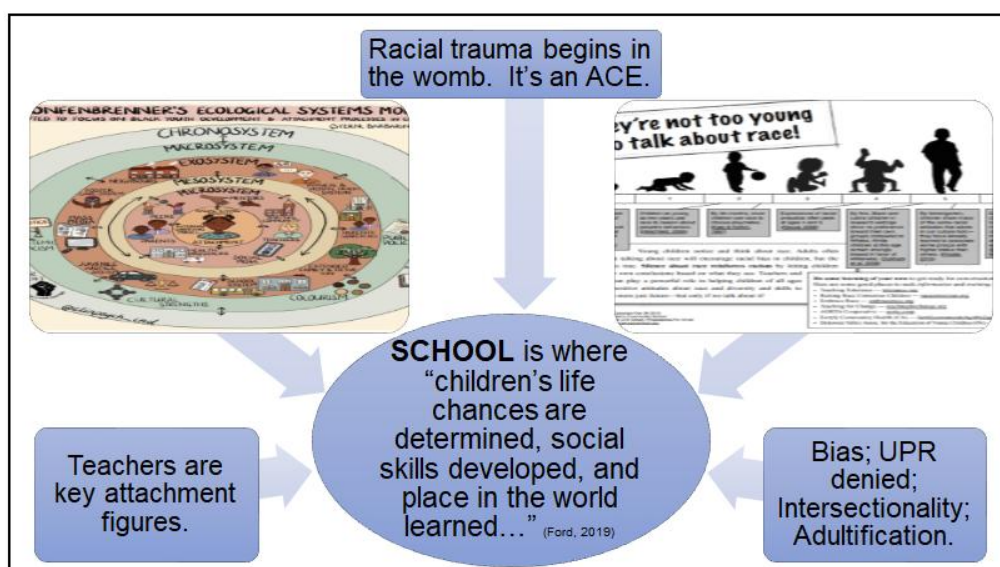
2

A qualitative exploration of
Black parents' and carers'
experiences of working with
an inner-London
educational psychology
team.

3

WHY THIS TOPIC?

4



5

CONTEXT

76%

Education Strategy 2022-2027

3x

- ACEs
- Resources
- Economics
- Duty
- Politics

(DfE & DoH, 2015; LBL, 2022; Rogers, 1951; UKG, 2014)

6

WHAT KIND OF RESEARCH IS IT?

QUALITATIVE

PARTICIPATORY

EXPLORATORY

EMANCIPATORY

TRANSFORMATIVE

AMPLIFICATION

7

What is a PAG?

A group of volunteers from the local community who get involved and use their lived expertise to help make the research the best it can be.

8

WHAT DOES A PAG MEMBER DO?



9

INDICATIVE RESEARCH QUESTIONS

How have Black parents/carers experienced working with local EPs?

How well do Black parents/carers feel the specific needs of their CYP were...

a) Accounted for in the EP's work? b) Reflected in EP's write up? c) Understood/Responded to by CYP's school?

What do black parents/carers think are the reasons schools/settings make fewer RfIs with Black CYP?

10



THANK YOU
FOR
LISTENING!

11



QUESTIONS?

u1632440@uel.ac.uk

Appendix I(ii)

Samples of PAG Meeting and Training Slides

PARTICIPANT ADVISORY GROUP (PAG)

For Doctoral
Research with
**EARTHA
CHALONER**
UEL COHORT-16

MONDAY 14TH AUGUST 2023

1

WHAT DOES A PAG MEMBER DO?

3

AGENDA

14TH AUGUST 2023

- Outstanding Consent Forms and Demographics Questionnaire
- Confirming the Research Question/s
- Discussing the Research Methodology
 - Focus Groups (FGs) or Semi-structured Interviews (SSIs) to gather data?
- Deciding where to advertise for participants and confirming the advert details
- A first look at the proposed questions for the FGs or SSIs.
- Topics raised by PAG members
- Any Other Business (AOB)
 - Meeting days/times for this phase?
 - PAG WhatsApp group?

4



DATA COLLECTION?

FOCUS
GROUPS

SEMI-
STRUCTURED
INTERVIEWS

PARTICIPANT INCLUSION CRITERIA

Black parents/carers of CYP 0-18 (OR 25 with SEND)

CYP enrolled in a LBL setting / registered with a LBL GP

Involvement with Lewisham EPT in past 5 years (since 2018)

11

Appendix I(i): Advert (Focus Group)



Dear XXX

A Qualitative Exploration of Black Parents' and Carers' Experiences of Working with an Inner-London Educational Psychology Team

I am a Year 2 Trainee Educational Psychologist (TEP) at the University of East London. I am looking for black parents/carers to help me with my thesis research project.

1. Could you help improve services for black children, young people and their families in Lewisham?
2. Do you have children aged 0 to 25 years who are enrolled at (attend) a Lewisham school or educational setting? **OR** Do you have children aged 0 to 25 years who are registered with a Lewisham GP?
3. Have you or your children had contact with an educational psychologist (EP) in the past five years?


If you answered **YES** to the three questions above, please consider taking part in a confidential Focus Group discussion about your experience of working with an EP, whether good, bad, helpful or unhelpful. I am trying to find out why the local Educational Psychology Team is valued to work with fewer Black children and young people (CYP) than White CYP, because Black CYP are not getting all the help available to do their best learning.

If you are interested in joining me and some other parents/carers for about 90 minutes to share your views, please reply to me at u1632440@uel.ac.uk by DAY/DAT/MONTH 2023 and tell me your preferred dates and times. I will contact you with further information. The Focus Groups will take place on the following dates. You will be able to tell me your preferred dates on the consent form I will send to you if you are interested.

Day, date and start time
Day, date and start time
Day, date and start time

12

Appendix (ii): Advert (Semi-Structured Interviews)



Dear XXX

A Qualitative Exploration of Black Parents' and Carers' Experiences of Working with an Inner-London Educational Psychology Team.

I am a Year 2 Trainee Educational Psychologist (TEP) at the University of East London. I am looking for black parents/carers to help me with my thesis research project.

- Could you help improve services for black children, young people and their families in Lewisham?
- Do you have children aged 0 to 25 years who are enrolled at (attend) a Lewisham school or educational setting? **OR** Do you have children aged 0 to 25 years who are registered with a Lewisham GP?
- Have you or your children had contact with an educational psychologist (EP) in the past five years?

If you answered **YES** to the three questions above, please consider taking part in a confidential interview about your experience of working with an EP, whether good, bad, helpful or unhelpful. I am trying to find out why the local Educational Psychology Team is asked to work with fewer Black children and young people (CYP) than White CYP, because Black CYP are not getting all the help available to do their best learning.

If you are interested in joining me for 45-60 minutes to share your views, please reply to me at v13244@uel.ac.uk by **DATE/MONTH YEAR** and I will contact you with further information. Interviews will take place on the following dates, starting from **8am** and finishing by **9.30pm**. You can tell me an alternative date and time on your consent form, if none of these work for you.

Day, date in full
Day, date in full
Day, date in full

13

A FIRST LOOK AT THE PROPOSED FG OR SSI QUESTIONS

14

Appendix E(i): Interview Guide(s) for Qualitative Studies

INDICATIVE guide for focus groups (to be confirmed by Participant Advisory Group)

- Introductions, welcome and thanks
- Purpose of the research

Hello and thank you for attending this focus group today. I am delighted you can join me to share your thoughts and feelings. Your contribution will be invaluable in helping to ensure the educational psychology service meets the needs of black children, young people and their families. Before we do the introductions, I need to tell you a few housekeeping rules.

- As we are using a virtual space for this focus group, we may encounter issues with WIFI connectivity at times. If you are experiencing any technical difficulties, please let me know. If you need to leave the meeting and re-join, please use the link I sent you in the original email invitation.
- This is a confidential space and everyone's experience is valued. It's important that we each respect one another's views and opinions, even if they are different from your own. If you are using headphones, please do not share names of young people, their carers, school staff or other professionals.
- If you need a break at any point and wish to turn your camera off temporarily, please feel free to do so.
- I would like this session to be as interactive as possible so please do open your microphone and contribute whenever you like, but try not to interrupt anyone else. I will try to ensure that everybody has a chance to speak.
- A reminder that the session is being recorded. The recording will be used for the purpose of transcription and analysis by the Participant Advisory Group (PAG). However, the recording will not be shared and will not be available to participants after the Focus Group.
- I have planned this session to last for up to 90 minutes.

Okay, let's each take a minute to introduce ourselves. Please feel free to share as little or as much information as you are comfortable with, and to use your pseudonym.

- Right to withdraw
- Any questions before beginning

- Please could you each say when your family worked with an EP and in what circumstances? I will invite you to speak in the order that I can see you on my screen.**
 Prompt for CYP's own group and reasons for request, if necessary:
 - What led to your contact with an EP?
 - Who else was involved?
- Please describe your experience of working with the EP?**
 - What was it like?
 - What was good/best/worst?
 - What would have made it better?
 - What makes you think/feel that way?
- How did you feel about being asked to work with an EP? OR What led you to ask to work with an EP?**
- What information were you given about the EP's role and what you could expect from them?**
 - How well did the information you were given match what happened?
 - Were your expectations met?
- What did you know about EPs before working with one?**
- What do you wish you had known before working with the EP?**
- What changed after you worked with the EP?**
 Prompt for school's discourse/approach/relationship with home/own understanding...
 - How did the EP contribute to this?
 - What else would you have liked the EP to do?
 - Did your view of EPs change after working with one?
 Prompt for what changed...
 - Would you recommend working with an EP to other black parent/carers?
 Prompt for what would change their mind if the answer is no...
- Was race discussed during your work with the EP?**
 - How well do you think the EP understood the challenges experienced by Black children?
 - What was the school's response to the discussions?
 - Did the EP write about your child's specific needs and circumstances as a Black child in the record of the meeting?
 - How did you feel about that?
- Three quarters of school-aged children in the borough are from Black and global majority backgrounds, but there are fewer requests for them to work with an EP than White peers. Why do you think this is?**
- Please tell me anything else you feel the service needs to know.**
 After the research ends, would you be interested in joining a group that meets formally with the EP? and helps them to think about how to work more effectively with black families? If yes, request permission to retain preferred contact information.

Endnote:

15

Appendix E(j): Interview Guide(s) for Qualitative Studies

INDICATIVE guide for semi-structured interviews (to be confirmed by Participant Advisory Group)

Introduction

Hello XXXX,

- Introductions, welcome and thanks
- Recap purpose of the research

Thank you for agreeing to meet with me today to share your thoughts and feelings. Your contribution will be invaluable in helping to ensure the educational psychology service meets the needs of black children, young people and their families.

So, just a quick note regarding housekeeping before we begin:

- If you have any issues with WiFi connectivity or technical difficulties, please let me know. If you need to leave the meeting and re-join, please use the link I sent you in the original email invitation.
- This is a confidential space and your experience is valued and respected. If you are using examples, please try not to share names of young people, their carers, school staff or other professionals.
- If you need a break at any point, please let me know. I have allowed enough time for this if necessary.
- I do have a list of questions but please also feel free to keep your microphone open and contribute whenever you like.
- Just a reminder that this session is being recorded. The recording will be used for the purpose of transcription and analysis by the Participant Advisory Group (PAG). However, the transcription will not be shared outside of the PAG and only I have access to the recording.
- I have planned this session to last for up to an hour so please feel free to share as much information as is comfortable.
- Right to withdraw
- Any questions before beginning?

1. **Please could you say when your family worked with an EP and in what circumstances?**
Prompt for CYP's own group and reasons for request, if necessary.
 - What led to your contact with an EP?
 - What was it like?
 - Who else was involved?

2. **Please describe your experience of working with the EP?**
 - What was good/worked well?
 - What would have made it better?
 - What makes you think/feel that way?

3. **How did you feel about being asked to work with an EP? Or: What led you to ask to work with an EP?**

4. **What information were you given about the EP's role and what you could expect from them?**
 - How well did the information you were given match what happened?
 - Were your expectations met?

5. **What did you know about EPs before working with one?**

6. **What do you wish you had known before working with the EP?**

7. **What changed after you worked with the EP?**
Prompt for school decisions/approach/attitude/relationship with home/own understanding...
 - How did the EP contribute to this?
 - What else would you have liked the EP to do?
 - Did your view of EPs change after working with one?
Prompt for what changed...
 - Would you recommend working with an EP to other black parents/carers?
Prompt for what would change their mind if the answer is no...

8. **Was race discussed during your work with the EP?**
 - How well do you think the EP understood the challenges experienced by Black children?
 - What was the school's response to the discussion?
 - Did the EP write about your child's specific needs and circumstances as a Black child in the record of the meeting?
 - How did you feel about that?

9. **Three quarters of school-aged children in the borough are from Black and global majority backgrounds, but there are fewer requests for them to work with an EP than their White peers. Why do you think this is?**

10. **Please tell me anything else you feel the service needs to know.**

After the research ends, would you be interested in joining a group that meets termly with the EP? and helps them to think about how to work more effectively with black families? If yes, request permission to retain preferred contact information.

16



18

Appendix I(iii)

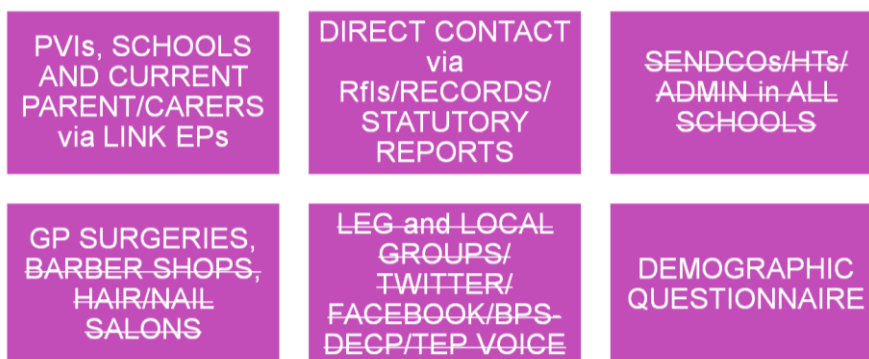
Samples of PAG Meeting and Training Slides

RESEARCH METHODOLOGY

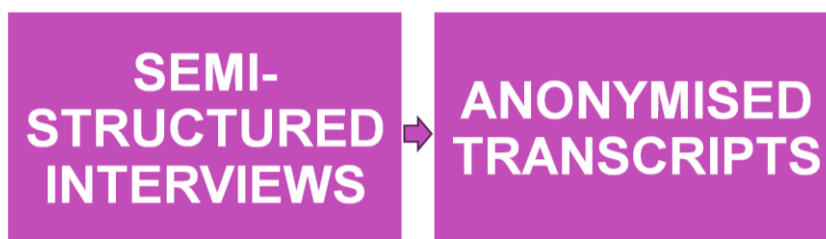


RECRUITMENT

(PURPOSIVE and SNOWBALL)



DATA



OBJECTIVE

ANONYMISED
TRANSCRIPTS



TELL THE
PARTICIPANTS'
STORY

THEMATIC ANALYSIS



A way of finding,
labelling, thinking about and
interpreting patterns in
qualitative data.

CODING

Labelling words or phrases
that respond to the research
question.

Appendix J

Agreed Interview Schedule

Interview Guide for Semi-Structured Interviews

Introduction:

Hello XXXX.

- Introductions, welcome and thanks
- Recap purpose of the research

Thank you for agreeing to meet with me today to share your thoughts and feelings. Your contribution will be invaluable in helping to ensure the educational psychology service meets the needs of black children, young people and their families.

So, just a quick note regarding housekeeping before we begin:

- If you have any issues with WiFi connectivity or technical difficulties, please let me know. If you need to leave the meeting and re-join, please use the link I sent you in the original email invitation.
- This is a confidential space, and your experience is valued and respected. If you are using examples, please try not to share names of young people, their carers, school staff or other professionals.
- If you need a break at any point, please let me know. I have allowed enough time for this if necessary.
- I do have a list of questions but please also feel free to keep your microphone open and contribute whenever you like.
- Just a reminder that this session is being recorded. The recording will be used for the purpose of transcription and analysis by the Participant Advisory Group (PAG). However, the transcription will not be shared outside of the PAG and only I have access to the recording.
- I have planned this session to last for up to 90 minutes so please feel free to share as much information as you are comfortable with.
- Right to withdraw
- Any questions before beginning?

1. Please could you say when your family worked with an EP and how it came about?

Prompt for CYP's year group and reasons for request, if necessary.

- What led to your contact with an EP?
- What was it like?
- Who else was involved?

2. Please describe your experience of working with the EP?

- What was good/worked well?
- What would have made it better?
- What makes you think/feel that way?

3. **How did you feel about being asked to work with an EP? OR What led you to ask to work with an EP?**
4. **What were you told about the EP's role and what did you expect from them?**
 - How well did the information you were given match what happened?
 - Were your expectations met?
5. **What did you know about EPs before working with one?**
6. **What do you wish you had known before working with the EP?**
7. **What changed after you worked with the EP?**

Prompt for schools decisions/approach/attitude/relationship with home/own understanding...

 - How did the EP contribute to this?
 - What else would you have liked the EP to do?
 - Did your view of EPs change after working with one?

Prompt for what changed...

 - Would you recommend working with an EP to other black parents/carers?

Prompt for what would change their mind if the answer is no...
8. **Was race discussed during your work with the EP?**
 - How well do you think the EP understood the challenges experienced by Black children?
 - What was the school's response to the discussions?
 - Did the EP write about your child's specific needs and circumstances as a Black child in the record of the meeting (report)?
 - How did you feel about that?
 - EP race?
9. Three quarters of school-aged children in the borough are from Black and global majority backgrounds, but there are fewer requests for them to work with an EP than their White peers. **Why do you think this is?**
10. **Please tell me anything else you feel the team needs to know.**

After the research ends, would you be interested in

a) joining a group that meets termly with the EPT and helps them to think about how to work more effectively with black families?

OR

b) coming to a gathering of research participants for celebration and support?

If yes, request permission to retain preferred contact information.

Ending:

Thank you so much for your contributions today – I really appreciate your support with my research.

I have allowed an additional 15 minutes in case you wish to discuss anything further before we end the call. Please also refer to the sources of support outlined in the debrief document which I will email you when we finish.

Appendix K

Anonymised Interview Transcript Coded by a PAG Member

SPEAKER		CODE/S
BPCX	Hello. Can you hear me?	
Interviewer	I can. Hello, good evening.	
BPCX	They take it.	
Interviewer	Alright.	
BPCX	I'm using my phone. I, I didn't get time. I literally just came in, came in from the outside so I didn't have time to log onto the laptop, So I thought I'd just log on, on my phone.	
Interviewer	Oh, that's amazing, thank you so much. I was just going to message you to see if the connection was working, because some people have been struggling to actually make the link work.	
BPCX	Right.	
Interviewer	How are you doing?	
BPCX	I'm all right, I'm OK. It's been a very busy day; just been busy constantly.	
Interviewer	Yah. How did Monday go?	
BPCX	It was lovely. It was a really lovely and evening, night.	
Interviewer	Oh good, good. Excellent.	
BPCX	Thank you for asking.	
Interviewer	No, no, not at all. Thanks for, you know making it work for me because I know there's a lot going on for you, so I appreciate it.	
BPCX	No worries.	
Interviewer	So, before we start, I should probably recap on just what we're here for, etc. Umm, so obviously, I'm asking you to share your thoughts and feelings about working with the educational psychology service, particularly in relation to how the team meets the needs of Black children and their families.	
BPCX	Mm-hmm.	
Interviewer	So, it's a confidential space and you will be anonymized in the transcript I make of the interview. Umm, I do have. Ohh, you've disappeared. Ohh you are there.	
BPCX	Someone is trying to find something, sorry.	
Interviewer	That's OK, I can wait. <u>You</u> OK?	

SPEAKER		CODE/S
BPCX	Um hmm.	
Interviewer	Okay, So basically, the interview is recorded, and the recording is deleted after transcription. It's a confidential space and everything you have to say is valued and respected, and I'm not in the process of trying to analyse you. Um, I have allowed an hour for the interview. It might not take an hour; some people have taken a bit longer depending on how much they have to say ((BPCX nods and laughs)).	
BPCX	Yeah. Mm-hmm.	
Interviewer	And you know, feel free to speak. I have got questions, but please speak and then if I think there's anything I need to go back on, I'll come back to you and check in.	
BPCX	Umm.	
Interviewer	As you know, you do have the right to withdraw your interview data for up to two weeks from today. After that I'll have started the analysis, so it won't be possible, so I just want to make sure that you're really aware of that.	
BPCX	OK.	
Interviewer	Do you have any questions before we begin?	
BPCX	No, no, I don't. I'm very clear so far.	
Interviewer	Great. Thank you. So please could you begin by telling me when your family worked with an Educational Psychologist and how that came about?	
BPCX	OK. So, in year 8, yeah, it was year 8, so my CHILD's second year at secondary school ((rubbing back of neck)) um, having some issues with THEIR behaviour um, mainly with teachers, THEIR interactions with adults. That that was kind of the trend that was coming out especially in year 8. In year 7, there had been some issues again with behaviour, CHILD's cohort of students across the board they were badly affected by COVID, so CHILD hadn't had that transition period from year 6 to 7. CHILD missed so much learning in year 6, there was no residential trip to support social skills, etc. So, I remember when THEIR year group actually started in year 7, the head of year, luckily, CHILD went up with the year group all the way up to year 9. <u>CHILD's</u> with them now in year 10, but obviously I've moved CHILD since then.	Additional impact of Covid-19 on vulnerable children Some continuity for stability
Interviewer	Mm-hmm.	

SPEAKER		CODE/S
BPCX	Um, but she even mentioned that CHILD's cohort of kids they've been so different to all the previous years, just in terms of how they've settled ((shaking head)), the way they interact with one another, teachers, etc. So, I think that impacted uh, CHILD's behaviour and the behaviour s/he was displaying, so THEIR peers as well, and equally in primary school, THEY always kind of struggled socially with other children.	
Interviewer	OK.	
BPCX	Like, THEY had a good friendship group, but then there would also always be problems with maybe one or two people.	Difficulty of child with navigating relationships
Interviewer	Is that involving THEM?	
BPCX	Yeah ((nodding)), involving THEM. It could be it could be physical, just kind of, I think just also CHILD being an only child, that whole um, kind of relationship around sharing, having empathy for others. That was lacking in CHILD, and I noticed that from nursery. So, when THEY got to year three, I'm kind of backtracking now kind of ((mimes going backwards with hands)) ...	Realisation of difficulties at an early age
Interviewer	No, no, no. It's good to understand the context.	
BPCX	...but it's all relevant, it all kind of relevant to why we ended up working with the EP service ((laughs)). But in year 3, I did some training myself at the school that I was at, around autism [REDACTED] and just a lot of the traits that were coming out that we were discussing in the staff meeting made me think of my CHILD. I was just constantly thinking NAME, NAME, NAME. So, I remember on that day, I went to pick THEM up from after school club and I spoke to one of the teachers, I don't know if it was executive head, but it was someone senior cause I always was speaking to someone ((shaking head)) when I when I used to pick THEM up, especially in that school, and that was THEIR first school from Reception etc.	Parent the first to spot indicators Made links from CPD to personal experience
Interviewer	Mm-hmm.	
BPCX	But um, I remember saying to them, I've just had some training [REDACTED] autism, and one of the things that I'm worried about is that it won't get picked up until THEY'RE in secondary school, etc., so I'd really like an assessment. All I kept getting for a long time from the executive head, the head of school was, NAME's a really bright CHILD; NAME doesn't have autism; NAME is really smart; ((each emphasised	Pushback from school, dismissive of parent's concerns School's ignorance of gender differences around autism

SPEAKER		CODE/S
	with head movement)) because CHILD was at 'greater depth' all the way through, from Reception all the way until...	
Interviewer	So, they basically didn't understand autism?	
BPCX	Yeah, basically ((loudly, wide eyes)). Absolutely. And I remember still just like kind of noticing these traits that came out in the staff meeting and I thought to myself, well no, CHILD is definitely displaying some autistic traits, and I think because [REDACTED] [REDACTED] and I think in particular, Black CHILDREN, they get labelled as 'rude children' ((speaks emphatically and moves head in unison)). Um, so finally I wasn't, I didn't accept what the teachers, and the executive head, and head of school were saying. I said, could I speak to the SENCO? I would just like to speak to the SENCO alone, without anyone else ((shaking head)). I sat down and spoke to the SENCO. The SENCO asked me a few questions even about my labour, and I told her I had a very hard labour, actually... ((uses hand to punctuate speech))	Double discrimination on grounds of race and neurodivergence Asserting rights Diagnostic conversation with SENCO
Interviewer	Umm. Mm-hmm.	
BPCX	...that's why CHILD has a squint, CHILD wears glasses, and she said all of those things can contribute to the fact that CHILD may have these certain autistic traits. So, she said, absolutely, I'm gonna send a referral over to OFFICE. So that is how we initially got CHILD um, an assessment at OFFICE.	SENCO listening and working with parent
Interviewer	OK. Was that with the paediatricians?	
BPCX	So, the paediatric, yeah, absolutely um, in LOCATION2 and we had the assessment, CHILD was meant to go back for a follow up, but we actually moved to LOCATION3 because I got a flat in LOCATION3, and I also moved jobs, and I was given a place for my child at one of the other schools that was a part of the ORGANISATION ((uses hand to indicate distance)). So, I moved out of borough and that delayed the whole process of CHILD getting the follow up. So, when CHILD um, went to the school in LOCATION3, they didn't really pursue anything, they did um, manage to get all of the kind of reports from the doctor at OFFICE, and obviously that was important information to support CHILD with strategies etc., because CHILD was still kind of displaying some difficulties socially.	Simultaneous stressful life events – added pressures Assessment process not focused on the child's dynamic circumstances

SPEAKER		CODE/S
Interviewer	Mm-hmm.	
BPCX	But what I've noticed with CHILD is, now that s/he's now year 10, and all the way through from nursery till now, I can see that, and I know this as a teacher, that children all children develop at different rates.	Seeing child as an individual
Interviewer	Umm. Mm-hmm.	
BPCX	And I think with CHILD, those social skills came a lot later for THEM, because THEY'RE doing so well socially, now.	
Interviewer	Yeah, yeah.	
BPCX	But essentially, what happened was, when CHILD finished primary school, obviously COVID, the impact of that, especially not going to school properly, I've...	Detrimental impact of Covid
Interviewer	So, CHILD was out of school, the COVID year was THEIR year 6 effectively?	
BPCX	Exactly, exactly. So, basically, from March up until September, CHILD hadn't had that transition period and wasn't in school. And then obviously they had locked down again, I remember Autumn 2 into Spring, coz I was working from home, I was helping to lead from home, primary school. Um, so yeah, that all impacted THEM ((moving hands to mimic the mass of change)).	Detrimental impact of Covid
Interviewer	Mm-hmm. Hmm.	
BPCX	So, when CHILD finally got back to school, in, in, the end of year 7, so that, I think all of that impacted the behaviour that we then saw in year 8, hence now, speaking, having numerous meetings with teachers, about CHILD's behaviour, etc., and also the fact that CHILD has had a few traumatic events happen in THEIR life, you know CHILD's only 14, so there's a lot that's happened in a short space of time, which I also think impacts, impacted the way that CHILD interacted with the adults and, as I said earlier, that was the main trend. CHILD not getting on with THEIR teachers ((shaking head slowly)). Basically, um, myself and THEIR Head of Year decided that it would be good if we did a referral to the EP and got the EP to assess THEM and, that's...	Complex needs compounded by Covid led to behavioural issues Joint referral for EP
Interviewer	When was that?	
BPCX	That was in, oh, I think it was, um autumn, autumn term ((screws up face and tightens eyes trying to remember)). I believe, autumn or spring term of year 8, so that would have been 2021.	

SPEAKER		CODE/S
Interviewer	OK. Can I just ask you a question? You said you noticed that CHILD wasn't really very sociable or empathetic from nursery, can you just tell me what you were seeing and what made you think that, and how that then later influenced your decision making?	
BPCX	Well, I noticed when CHILD entered preschool, coz CHILD went to nursery from 10 months all the way through to 4 and then CHILD went to Reception.	
Interviewer	Mm-hmm.	
BPCX	When CHILD got to preschool, where s/he was able to kind of talk, s/he's talking really well, CHILD talked really well quite early on anyway, but s/he was talking, writing. CHILD just found it difficult, all of those aspects, so in the early, early learning, the early learning targets children have to meet, CHILD was exceeding in every area apart from the kind of social area. So, CHILD would hit other children like if they annoyed CHILD, or if they had something CHILD wanted, CHILD didn't know how to, you know, say to er, THEIR keyworker, maybe, oh so and so's got this toy, can I...? CHILD didn't understand <u>that</u>, THEY'd just lash out, and I noticed that consistently from preschool, and it just lessened, but CHILD was still doing it as THEY started Reception, but it lessened once CHILD got to like, year 2, year 3. That's when it pretty much stopped, to be fair.	Intelligent child with early indicators of social difficulties
Interviewer	Do you think that coincided with much less play, so CHILD just got on with 'the learning', which sounds like THEIR strength?	
BPCX	Possibly. Possibly. You know, I've never really spoken to CHILD about kind of THEIR journey, and how s/he was able to kind of stop those behaviours. I, I, I, coz CHILD is a very intelligent child, s/he's very smart, um, so CHILD has a very good understanding of what's going on and what s/he's doing. But, at the same time, it's almost as if CHILD doesn't understand, because of the actions that CHILD displays. It's very, it's quite complicated ((holds head in her hand)).	Hidden difficulties
Interviewer	So, CHILD understands, but struggles to stop THEMSELF?	
BPCX	Right. That's it. It's like impulse. Yeah.	
Interviewer	OK. Sorry. So, go back, you and THEIR Head of Year - this is THEIR year 8 Head of Year, decided on an EP assessment. So, what made you decide that? What happened?	

SPEAKER		CODE/S
BPCX	Well, there was a number of different behaviours that um, CHILD was displaying um, in school, with regards to other students. I mean it, for me, it was very much how CHILD interacted with teachers. It was very much about THEIR interactions with teachers, so CHILD would come, CHILD is very expressive.	Difficult relationship with teachers Expressiveness perceived as negative
Interviewer	Mm-hmm.	
BPCX	So, THEIR facial expressions, if a teacher says something to THEM , CHILD 's facial expressions would just demonstrate what exactly CHILD 's thinking ((uses hands to illustrate high-level of whole-face involvement)), and those facial expressions would really irritate a lot of the teachers since you could look at that as rude.	Labelled by teachers as rude
Interviewer	Mm-hmm.	
BPCX	And I was trying to explain to the teachers that that is just CHILD 's way of expressing THEMSELF . It's not, THEY'RE not deliberately trying to be disrespectful, etc. So, because I knew CHILD also, I'm THEIR mother and no-one knows THEM better than me and because I've seen my CHILD 's journey, and I know that when CHILD had the assessment in year 3, the doctor said that CHILD was on the spectrum, but he didn't want to label THEM , and THEY'LL need a follow up assessment. So, I knew that CHILD , which was really weird, but equally, I, I wasn't sure myself kind of how the whole process worked, so I kind of accepted that and was gonna wait for the follow up...	Trying to advocate for child but unsure of the process
Interviewer	Which bit was weird?	
BPCX	Well, what was weird was that the doctor said that he felt CHILD was on the spectrum. He felt that CHILD was on the spectrum, but he didn't wanna label THEM , so essentially not giving THEM a diagnosis because he didn't want to label THEM , which I thought was really strange. Now, after kind of a few more years of, especially understanding SEND a lot more in my career, I think it was quite strange that they knew that CHILD 's clearly got some type of underlying need, but you don't wanna diagnose it, which would enable THEM to get funding, support in school, etc. I found that pretty strange, but they were basically saying that because CHILD 's so bright and CHILD 's coping really well in class, CHILD 's not struggling academically, he didn't wanna label THEM , but they would give THEM a follow up assessment where	Mixed message from doctor delayed diagnosis and support Felt she had to trust the 'experts'

SPEAKER		CODE/S
	THEY'd have a blood test and things like that. So, I accepted that, because I thought, OK, if CHILD has the follow up then they would make an informed decision and maybe diagnose THEM then. But, because we moved out of borough, we were unable to get that follow up, but a referral was sent at the end of year 8 to ILLA, THEY'RE still in a ILLA school now, um, and I've not had any correspondence since then. I did know, I was aware that it would probably take like maybe a year or more.	Services slow to follow up
Interviewer	Is that for Paediatrics?	
BPCX	That's for the paediatric team at ILLA, yeah. I've not heard anything since the end of year 8 coz I have the, I actually have the paediatric referral letter in my emails. I actually have the letter, but I've not heard anything since the referral has been sent.	Abandoned
Interviewer	That was a re-referral, so basically you were asking for them to pick up where they left off?	
BPCX	Exactly. Exactly.	
Interviewer	OK.	
BPCX	But I do need to chase that up myself.	
Interviewer	So, does CHILD still not have a diagnosis?	
BPCX	No.	
Interviewer	Oh, my goodness. OK. So, when CHILD went to the other school, the LOCATION3 school, they didn't pursue anything?	
BPCX	No. No.	
Interviewer	OK, so now CHILD's back in the ILLA school, you and the Head of Year 8 decided to do the EP referral and the referral to Paediatrics, and what has happened in terms of the EP? So, describe your experience of working with the EP.	
BPCX	Umm, to be quite honest with you, it wasn't, I didn't feel like I was working with the EP. I'm gonna. I'm very transparent, so I felt almost as if er, the Head of Year and I decided that this is the route we would go down to get CHILD some support. Because CHILD didn't have a diagnosis of Autism, um, we felt that that would be the best route to go down because there were a few children in the year group or across the school that had EP referrals and because they were working quite closely, they was like, OK, we're gonna give CHILD an opportunity to work with the EPs for them to assess CHILD, to give us some strategies to support THEM in school.	Leveraged relationship with Head to <u>fast track</u> referral

SPEAKER		CODE/S
Interviewer	OK.	
BPCX	And that was absolutely fine, they did the referral. The EP, whenever they, the school had decided for the EP to come in to class, the EP went in. Um, they did speak to me initially, they sent me, I think we either spoke on the phone and I know there was some email correspondence of what the intention was um around the assessment, and what the aim was to help with strategies to support THEM in school. They also assessed THEIR reading age, um, THEIR literacy and maths, I believe, and CHILD scored above average in reading, and I think CHILD was at age-related for the other areas. Um...	<u>Arms length</u> relationship with EP during assessment
Interviewer	Mm-hmm. So, can I ask you, because you said you didn't feel as though you were working with the EP ((BPCX nodding agreement)) and then you also described the fact that they contacted you and had a conversation, does that mean you didn't actually ever meet with them?	
BPCX	I did. I did, after they had done the assessment.	
Interviewer	Right. OK.	
BPCX	Yeah, so after they, when they arranged whenever for the EP to do the assessment. Once the assessment was done, I met with the EP, to discuss the findings.	
Interviewer	Mm-hmm.	
BPCX	That was really useful exercise, and I felt like I was very much involved in that aspect of the outcome of the assessment. Then that was sent to me in an email.	Positive - good to speak directly with EP
Interviewer	Mm-hmm.	
BPCX	The report was also sent to me by post, so I had a hard copy, one electronic, so like communication was very good.	Positive – report sent in different formats
Interviewer	Mm-hmm.	
BPCX	I did think that the assessment was very accurate. I think it very much reflected CHILD, and it was very much about CHILD and a lot of the questions CHILD was asked, it was all very much kind of coming from the child so that they could analyse, essentially, these are the things that we're noticing based on CHILD's responses etc.	Positive – accuracy of assessment Child voice comes through in report
Interviewer	Yah.	

SPEAKER		CODE/S
BPCX	So, I did think it was accurate and I felt involved at that part of the process.	Collaborative process – parent included
Interviewer	The latter end?	
BPCX	Yeah, the latter end ((nodding)).	Qualification: Included in <u>part</u> of the process (not the beginning)
Interviewer	Mm-hmm.	
BPCX	So, the targets that they set, that the EP set for CHILD, I was made aware of that and the things that CHILD needs to work on, and I think there was another assessment, I think he did two in total. I believe that I think there was a follow up, I'm sure because I <u>did</u> have.	Targets
Interviewer	So, the targets that were set...	
BPCX	Mm-hmm.	
Interviewer	...you didn't set them together with the EP, SENCO and/or CHILD?	
BPCX	No, no, CHILD wasn't in that meeting. No, no, CHILD wasn't in the meeting with the EP when I was told the findings.	
Interviewer	Ok, and CHILD didn't join later or anything?	
BPCX	No, not with me.	
Interviewer	OK. So how did the targets come about? Did you agree them when you were talking about the outcomes? ((BPCX nods in agreement.))	
BPCX	Yeah, exactly. When I was, when we had the meeting with the outcomes, the targets were underneath for kind of each section of what was assessed, and I agreed with them. In terms of how they were executed and like strategies put in place in school, I'm not sure of how that worked ((shaking head)), to be quite honest.	Parent agreed (pre-determined) targets suggested No explanation of how strategies were applied
Interviewer	OK. Please, can you? Sorry to interrupt you. Please can you go back to tell me what you meant by you didn't feel like you worked with the EP?	
BPCX	Mm-hmm.	
Interviewer	I think that's really significant.	
BPCX	Mm-hmm. I mean so from the outset essentially, um, kind of like when the assessments, I personally feel like when the assessments were being carried out on CHILD, I don't know if the questions that CHILD was asked potentially could have also	Top-down tick box approach by EP

SPEAKER		CODE/S
	<p>been asked to me. Or maybe changed slightly to find out kind of what I feel, and to speak ((shoulders raised)) I, I, I just don't feel as if I, ((shrugs)) I worked with the EP. It was more of this is the service that we're kind of offering, and this is how, this is what we can do to help you and I just kind of was told this is what's gonna be done, this is the outcome. It wasn't working with the EP. I, I didn't feel it was that. It felt very much like an external agency and the school just using them to tick a box, essentially. I do believe that CHILD's Head of Year, she loved CHILD, and had a great relationship with THEM, so she pushed for that. The SENCO for example, I think there were like two or three SENCOs or maybe assistant SENCOs, I'm not sure of their full titles, but I barely knew them, and I barely spoke to them, given that CHILD had a SEND need even though THEY didn't have a diagnosis, s/he still was on the SEN register. And to be fair, I met with the SENCO probably two times, two or three times, and CHILD was there from year 7 to January of year 9. So, CHILD was there for a quite a little length of time. I didn't really meet the SENCO about CHILD's needs. For me, it very much felt like because CHILDS's behaviour could be challenging for some of the teachers, if I wasn't the type of parent that I am ((punctuates with fingers)) in, in the sense that I've got an educational background, I know my child very well and I know the type of things that they should be doing to support HIM/HER. If I didn't have that knowledge ((punctuates this with whole hand)), I don't even think CHILD would have got the support that CHILD got. I firmly believe that CHILD probably would have been permanently excluded from that school, if I hadn't been the parent that said, No, you need to look at X, Y and Z. This happened when CHILD was in primary school; this has been CHILD's journey. No, I do not believe that this is what you need to do - because I have challenged them to do more, I was able to essentially, to kind of save my child. That's very much how I feel, and I took CHILD out of the school because I wasn't happy with THEIR progress academically, socially, as soon as I took CHILD out of that school, SECONDARY2, CHILD started progressing. I took THEM to SECONDARY4 in January, so that would have been last year. Yeah, last year, 2023 coz yeah, CHILD started SECONDARY4, [REDACTED] I also knew one of their old teachers, so I knew what</p>	<p>Head of Year advocated for child in contrast to SEN team</p> <p>Parent's educational & social capital was a protective factor for child</p> <p>Liberation by removing child from the school</p>

SPEAKER		CODE/S
	<p>the ethos is of the school and I really wanted CHILD to just [REDACTED] [REDACTED] have that kind of sense of competitiveness [REDACTED] through wanting to achieve. So, I moved THEM. Luckily, I was able to kind of just appeal to them ((holds forehead)), [REDACTED] [REDACTED] unfortunately, the school closed down because a lot of LA3 and LA4 schools, their intakes are very low, so a lot of schools have closed down, so unfortunately, CHILD's school was closed down, and I moved THEM to SECONDARY3.</p>	<p>Used networks to find a more suitable school</p> <p>Closure – more disruption due to factors beyond their control</p>
Interviewer	OK. Oh, my gosh, CHILD's had a lot of change ((BPCX nods in agreement)).	
BPCX	It's been very up and down, a lot of change and it's, I mean, CHILD has been so resilient. Even though it's been a lot of change for THEM, CHILD's been able to adapt brilliantly and it's the best thing that happened. I do not believe that if CHILD stayed at SECONDARY2 THEY'd be doing as well as s/he's doing now.	Child's strengths - resilience and adaptability
Interviewer	OK. Interesting. So sorry, is that because you don't feel they were invested in THEM or that they understood THEM, or...?	
BPCX	I pretty much feel that CHILD was labelled in that school ((leans head on hand and nods)).	
Interviewer	OK.	
BPCX	CHILD was very much labelled in that school, as you know, that kind of looking glass effect where one teacher said this, you know that child that they may talk about in the staffroom. I've been there, I see it, the child that they talk about in the staff room and rather than giving, it got to a point where anything that happened that CHILD was involved in, CHILD would just be deemed as the culprit. There would be no proper investigation, so CHILD wasn't given, I don't feel fully ((said with emphasis)) that CHILD was given er, fair chances of kind of explaining THEMSELF, saying THEIR side of the story, if there was any type of altercation or whatever it was, that, that's how it felt towards the end, and that's when I decided that I was gonna take THEM out. ((Tilts head thoughtfully.))	Child dehumanised – scapegoat
Interviewer	OK.	

SPEAKER		CODE/S
BPCX	And I, and I know that it's accurate also, because of how s/he's doing since s/he's left there. I, I I've I've, I do firmly believe that um, if it wasn't for me kind of like pushing for, for support, for CHILD, for them to look at the fact that, you know, that CHILD still needs a follow up assessment for autism, I don't think they would have done, they wouldn't even have got the EP involved. I believe that 100%. I know the school's changing as well, but that school in particular, and one of the things that I have a gripe with ILLA borough in fact, because when I applied for CHILD's secondary schools, I didn't apply for SECONDARY2. When SECONDARY4 closed down and I had to apply to ILLA, do an in-year application to move THEM to a ILLA school, they gave THEM SECONDARY3, which is literally 10 minutes up the road from our house. So, my question is, why didn't you put THEM in SECONDARY3 from the outset, in year 7? Why did you give THEM a place in SECONDARY2, and now your reason, your actual reasoning for giving THEM a place at SECONDARY3 is because it's the closest school to THEIR address ((shaking head)), so why did you not put THEM there in the first place?	Down to the parent to keep fighting Illogical reasoning from school replacement
Interviewer	Did you put that on your list when you were choosing?	
BPCX	I didn't. I didn't put it on the list, but equally, I didn't put SECONDARY2 on the list.	
Interviewer	OK.	
BPCX	You see what I'm saying?	
Interviewer	Yah, yah.	
BPCX	So, I do feel that ILLA also have a part to play, like that selection process, how do you figure that out? I would really like to understand that, because for me, if I reflect on everything, you should have just placed THEM in SECONDARY3 in the first place, if you're going by location; because that's what's happened three years down the line, which I find quite interesting, and since THEY'VE been at SECONDARY3, THEY'VE been the most settled that THEY'VE ever been. Even you know, I spoke to THEIR teachers this morning, funnily enough, because there were some CHILDREN that were actually picking on THEM, and um, because CHILD wears glasses, [REDACTED]. THEIR dad is COUNTRY and also, I'm COUNTRY, so THEY'VE got, you know, very full features and don't get me wrong, CHILD doesn't let it get to THEM,	Better able to manage difficulties as in a more supportive environment

SPEAKER		CODE/S
	but there are times when it does, and that happened on DAY, and I think everything going on with my FAMILY MEMBER made THEM very emotional. But I met with the teachers today and they've all said to me, you know, that CHILD seems really happy in school; THEY'VE got a good friendship group. CHILD even stays behind to finish up, complete THEIR work for textiles. Even today, CHILD couldn't wait to get to Art. CHILD literally wanted to come out of the meeting so THEY could go to Art. I've not seen CHILD be that enthusiastic about THEIR learning since primary school.	Happier at school Keen to learn
Interviewer	That's so lovely. That's lovely to hear.	
BPCX	Yeah. So, CHILD is making progress, but I'm not really sure how beneficial the EP service has been in terms of that progress that CHILD's made.	Progress despite EP (not because of)
Interviewer	So, what do you think would have made it better?	
BPCX	Erm, if for example, the targets that were set in year 8, if there was some type of kind of review period, which there was actually, there was a review period of the EP, but the EP very much led that and drove that kind of review, and I know it's the EP's job, but I equally think that the school should have been kind of checking in with me, around those targets.	Insufficient progress monitoring
Interviewer	So, were you at the meeting?	
BPCX	I was at the meeting for the outcome, but what I'm talking about is that the targets that were set for CHILD to support THEM in school, like I would have liked to have known how were you actioning those targets? What does that look like in practice? Coz you've got different subjects as well. Also, relationships with teachers. How well do the teachers know about these targets? Those are some things that I feel like should have been more transparent, I should have been included more, and I don't really know to be quite honest with you, how, how effective they were? I don't know.	Lack of transparency
Interviewer	OK. So, when the review happened, what did that look like?	
BPCX	Um, it was very similar to kind of the outcome of the assessment. It was looking at the targets that were set and doing kind of like a like a review essentially from THEIR Head of Year, from me, from CHILD, how CHILD is kind of coping. But I mean it's a little bit vague, I don't remember fully how the targets were kind of assessed or measured.	Lack of clarity – unclear success measures

SPEAKER		CODE/S
Interviewer	How everybody understood whether they were successful or not, you mean?	
BPCX	((Nodding.)) Exactly. That's what I think was very much missing.	
Interviewer	And then so out of that meeting were the targets then tweaked or revised?	
BPCX	Yeah, they were. I can't remember in detail, kind of which ones, but there were some revisions made and things that CHILD was working or doing well on, um, kind of adjusted slightly; and the things that CHILD still needed to develop that was there from the outset was continued ((hands used to illustrate point)). So, I do remember that, but just in terms of...	
Interviewer	You said some things that were there from the outset hadn't changed with the intervention?	
BPCX	So yes, so the targets that were initially set, like the one around empathy. I do remember that one. That's the main one that I do remember, but the one around empathy was kind of an ongoing target. That's one of the, that's one of the things that's stuck, definitely stuck out of all the conversations, er, was the findings that CHILD doesn't have empathy and I think that's what the EP was saying, it's not that CHILD doesn't have empathy, it's that CHILD has a very a matter-of-fact attitude around ((makes circular motion with hand)) how other people feel. It doesn't affect THEM that much ((pats centre of chest to illustrate 'feelings' whilst speaking)).	Targets misrepresent/misunderstand child Autism assessment should make this clear
Interviewer	So, CHILD has a flat affect?	
BPCX	Right.	
Interviewer	Which is often typical of young people who are on the spectrum, so it might be helpful if CHILD had the diagnosis...	
BPCX	Absolutely!	
Interviewer	So, in terms of what happened after the EP saw THEM,	
BPCX	Mm-hmm.	
Interviewer	...what changed?	
BPCX	Um. Not much, to be fair. I mean. ((Looks up thoughtfully, whilst shaking her head.)) Not much, to be honest with you. When THEY got to year 9, after year 8, coz that's when CHILD had the assessments with the EP, that's when the paediatric assessment was sent. When CHILD got to year 9, CHILD tried really, really hard because we spent, we, I think we went to COUNTRY that summer, but we talked a lot about starting a	Child engaging and working hard

SPEAKER		CODE/S
	fresh, you know, it's the last year before your GCSEs, before Key Stage 4 and CHILD tried really, really hard with THEIR behaviour, THEIR manners, everything. All the teachers noticed it. I had lots of phone calls, even from THEIR Head of School. Umm.	
Interviewer	Yeah.	
BPCX	And then then CHILD kind of dipped and went to the behaviour CHILD was showing in year 8.	Lapse
Interviewer	Yah, because it's hard to keep that up.	
BPCX	Right. And I, I, do feel that maybe environment played a huge role because when I took THEM out of the school, CHILD had maybe ((screws up face trying to remember details)), CHILD had one, I think CHILD had one detention and that's from January all the way to summer, one detention and CHILD had internal exclusion once and that's because of friends as well, and most CHILDREN actually got suspended. CHILD was the only one who got internally excluded because CHILD told the truth, and CHILD actually didn't do the acts. The other CHILDREN had been smoking in school and CHILD didn't even touch it, CHILD was just there. Um, and other than that, that's all the incidents that happened. One detention and truanting, and that's in the space of six months.	Behaviour management failed to take neurodivergence into consideration (poor 'choice' of friendship groups, speaking literally with nuance, etc)
Interviewer	OK.	
BPCX	When CHILD was at SECONDARY2, I'm telling you, literally every other day CHILD would have a detention or something. It was unbelievable. Um, so I do think the environment of the school made a huge impact to um, the attitudes and behaviours CHILD was displaying, um, because CHILD was able to kind of control it a lot more once CHILD wasn't in that environment.	Punitive approach failed; more supportive environment led to better self-management
Interviewer	OK. So, you don't feel like anything changed particularly as a result of the EP working with THEM?	
BPCX	I don't. Honestly. ((Looks a bit dejected.))	Let down by EP
Interviewer	So, what would you have liked to change? ((BPCX is silent.)) What would you have liked to be different, in an ideal world?	
BPCX	Erm ((pauses for thought – 5 seconds)). I. I don't. I mean, I don't know how educational psychologist's work. I don't know how many assessments they're meant	Unclear about the EP role

SPEAKER		CODE/S
	to do, how they're meant to kind of review progress, but I think one of the things that I think would, for me as a parent to have seen, OK, this is the EP service working with my child, and after 3-6 months, to 9 months a year, these are the changes that I'm seeing in my child. I would like maybe the EP service, or the EP to have had more kind of checking points with CHILD over like a timeline, a period where OK, after three months let's observe THEM here, in the same type of environment, same type of situation, same subject and see if there is a difference based on these targets that we've set. So, there's a clear picture and a clear timeline of progress. I think for me as a parent, <u>that</u> would have been clear to see how it's supporting THEM, how the targets are being used, this is how CHILD was 3 months ago, these are the things that THEY'RE doing now. These strategies might help THEM to progress even further. So maybe after 3 months at this point, we're gonna try this and maybe stop this, d'you see what I mean?	Need for EP to provide <u>longterm</u> continuity
Interviewer	Yes, I understand.	
BPCX	I didn't get any of that and like I said, I don't know if that's how EP's work, but for me as a parent, I don't really know what the impact is of this service.	Questioning the value of EP
Interviewer	So, you obviously knew what an EP was before the referral was done ((BPCX nodding)), how did your view of what EPs do change after you worked with one?	
BPCX	Erm ((pauses for thought - 6 seconds)). See, it's weird because as a teacher, I see the whole process of the EP coming into the class, talking to the teacher, observing the child. So, I see that in a working capacity, but as a parent you don't see that aspect with your child. So, even a joint observation, maybe for a parent like me ((places hand on chest)), that would be brilliant.	Parent lens is different to the teacher/professional lens Need to include parents more in observations and assessment activities
Interviewer	Mm-hmm.	
BPCX	Some parents might not want that, but for me, that would be great to see my child in action in class, and even it might not be a professional, um, observation in terms of <u>a</u> EP, but it would be an observation from a parent's perspective that could be shared between the EP and the parent, for example. As a parent, I would love to do that. I've, when CHILD was in year 1, I asked to come in and just sit at the back and just watch	Benefits of having a lay observer – fresh pair of eyes, different perspective, etc.

SPEAKER		CODE/S
	THEM and straight away, I picked up for example, and it was, the teacher was an NQT , funny enough as well, but she had CHILD sat by THEMSELF on a chair, while all the other children were on the carpet and, I remember saying to the teacher at the end of the lesson. I didn't say anything during the lesson, but I said, how do you think CHILD feels sat on a chair by THEMSELF and the rest of the class are on the carpet? I said, I know that you're thinking CHILD focuses better because CHILD's on the chair, I said, but don't you think CHILD probably feels not included with the other children?	Inexperienced teacher not equipped to support SEN children
Interviewer	Umm. Mm-hmm.	
BPCX	CHILD feels that because THEY'RE here, and funny enough that NQT , the teacher didn't even think about that. She didn't think about, like, the emotional aspect. It was just the logistics of, this works better, I can get my job done, but how do you think CHILD emotionally feels when you're doing those partner talks or talk-threes? How's CHILD going to interact with the other kids if CHILD's sat high up on the chair and they're all on the carpet talking to each other? So that changed once I picked it up and I'm a more experienced teacher than you, so I was able to give her that feedback as a parent and luckily, being in the same profession ((hands moving)), I could also give her professional ideas around it as well.	See above
Interviewer	Yes, OK.	
BPCX	So, like, I know that helped in year 1, so having that opportunity in secondary and at the time, I wasn't a secondary teacher, I was a primary teacher, I only recently transitioned to secondary. But you know, that would have been helpful for me, even as a parent too, you know. ((Uses hand to communicate point.))	
Interviewer	What do you think CHILD would have thought about you observing THEM as a parent?	
BPCX	((Rests head in hand and leans to side in thought.)) See, because it's happened before, I don't think CHILD , (pauses for thought). I don't think CHILD would mind...	
Interviewer	OK. Umm.	
BPCX	... simply because we're extremely, extremely close and CHILD knows that I'm very much involved in, and I would do as a parent, but probably a lot more than the average parent because of my profession and it's always been that way.	Child knows parent is on THEIR side
Interviewer	Yah, OK. Yeah...	

SPEAKER		CODE/S
BPCX	So, I don't, there would be a potential that CHILD may kind of be on THEIR best behavior because I'm there, but equally, CHILD is a very kind of, CHILD's very much a free spirit, a free soul.	
Interviewer	OK.	
BPCX	So, if CHILD wanted to say something, it would come out regardless, if I was there or not ((uses hands when speaking)). I would still get a clear picture of CHILD coz CHILD doesn't know how to kind of stop THEMSELF. As I said, when we spoke earlier about the impulse, It would come out ((both smile)).	
Interviewer	I suppose I was just thinking that lots of the children that we meet in secondary schools don't want any adults observing them. So, we ask for their consent, and they will tell us plainly, don't come into the classroom! ((Both laugh.))	
BPCX	And I can I believe that too ((laughs and covers eyes)). I believe that too. ((Nodding and smiling.)) I, I, I, I definitely believe that, yeah.	
Interviewer	...which is a pity because actually it can be a really useful space to be in and I also really like it when I can go into the class and work with that young person because it means I understand more about what it is that's not working in terms of the intervention they're getting, ((BPCX nodding in agreement)) what am I doing differently that means they can access it, and usually they can't, or whatever, whatever, you know. ((BPCX nodding in agreement)) but we have to respect their wishes because we're invited in...	
BPCX	Yeah.	
Interviewer	...so, it's all driven by that young person, particularly once they're the age where they're Gillick competent.	
BPCX	Umm-hmm.	
Interviewer	So, the other thing I wanted to ask you about was whether race was discussed during your work with the EP?	
BPCX	No, not at all ((voice becomes higher – surprised by question??)). It wasn't ever discussed. ((Shakes head and sits upright.))	Race not perceived as an issue
Interviewer	And how well, so OK, it wasn't discussed, but how well do you think the EP understood the challenges experienced by Black children, for example?	

SPEAKER		CODE/S
BPCX	I mean, I can only assume, or give a judgement based on the EP that was assessing THEM and wrote the report, and I would say they'd have a very limited understanding of the challenges for young Black children, because ultimately, I think, as a young White [EP] [REDACTED] from out of London as well. ((pauses for 4 seconds)) I would assume they'd probably have a limited amount of understanding apart from the knowledge that they'd probably be able to research or gain around kind of like Black communities and growing up in an inner-city environment.	Sense that EP had limited cultural competence re. Black children
Interviewer	OK.	
BPCX	It was never something that was talked about or mentioned in the reports, um or any meetings that I had with THEM . Um...	No discussion with EP on race
Interviewer	Did you talk about it at all? Because you know, you've spoken very eloquently about what you believe was going on and how CHILD was being judged and positioned as a Black child and how THEIR behaviour was being positioned ((BPCX nodding in agreement throughout)), so I'm just wondering whether you spoke with the EP about any of that?	
BPCX	I didn't, actually. ((Shakes head)) I didn't. I have had separate conversations with the teachers and the assistant heads ((uses hands in emphasis)), one of the assistant heads in particular, um, around race.	Some discussion with teachers about race
Interviewer	Mm-hmm.	
BPCX	Uh, because of some of the, because CHILD is a very confident young Black child ((uses hands in emphasis)) and having direct ancestry to COUNTRY [REDACTED] and my dad being Rastafarian, THEIR culture is very, very important to THEM , so some of our ideologies could be taken out of context. So, I've had to very much educate one assistant headteacher in particular because he tried to label my child as racist ((face expresses disbelief)), something THEY said as racist. Um, covers eyes and holds forehead)) I can't even remember what it was, I can't even remember what it was, uh, but essentially it wasn't racist once I made him aware, understand what CHILD , Oh, I can't even remember it was.	Needed to educate school about racism
Interviewer	Mm-hmm.	
BPCX	It was something to do with one of the one of THEIR friends who is a White CHILD who I think basically, I think the friend was displaying some type of cultural	Racist system labels victim of racism as racist!

SPEAKER		CODE/S
	appropriation, and CHILD basically called THEM out on it, and the teacher tried to turn around and say that my child was racist ((uses hands in emphasis)) because CHILD essentially was calling THEM out on cultural appropriation. That was basically what the whole thing was, so I had to make him aware that actually, what CHILD was doing was upholding THEIR culture and letting THEIR friend know that this is not yours ((tone becomes higher in emphasis))! And essentially that is not racist! ((Laughs disbelievingly.))	
Interviewer	That's fascinating.	
BPCX	Yeah, yeah. That school...	
Interviewer	But it's also fascinating that the teacher doesn't know that actually, as a Black person, it's not possible for us to be racist...	
BPCX	Absolutely! ((Loudly, eyes open very wide in disbelief, and nodding.))	
Interviewer	...because we don't have the power structures in place to be able to be racist. ((BPCX nodding in agreement)).	
BPCX	Absolutely! ((Loudly.)) Oh, I made a very big deal about it. I wrote an email to the head. I actually met the headteacher, and his PA wrote minutes and everything, because I really felt offended that he actually had the audacity to say that to me, as a Black woman about my Black child, so I made it very clear that he was out of line. Umm yeah, so that was...	Speaking truth to power
Interviewer	Was that at the current school?	
BPCX	Sorry?	
Interviewer	Was that THEIR current school?	
BPCX	No, that was at SECONDARY2. That was at THEIR first secondary school and that is the school where CHILD had a lot of issues around behaviour, and again ((moving hands)), when COVID happened and that whole transition period. They kind of, that was THEIR introduction to secondary, essentially.	Toxic environment
Interviewer	So, OK, you and the EP didn't talk about Black issues or culture ((BPCX shakes head)), but did the EP mention anything in the record of the work about the fact that s/he's a Black child, and that THEIR behaviour might be being misjudged, or that there was this historical information about THEM potentially having Autism or an Autism Spectrum Condition, and	

SPEAKER		CODE/S
	what that means in terms of Blackness... ((BPCX shaking head throughout.)) OK, how do you feel about that? You know, would you have wanted that, for example?	
BPCX	I think that, that analysis, and I think when it comes to just Black people in general, um, unfortunately, it's not considered, but it should be ((nods emphatically)). It should be something that is considered because we have to be transparent, and we have to be clear on the challenges that Black people face. It's very different to every other race. It is. Um, and I think if that understanding was a part of the process, I think it would probably definitely be more purposeful, and more beneficial for the child, because you're looking at the whole child, not just the behaviour, the physical behaviour that you're seeing, but you're going a lot deeper. You're going a lot deeper into the environment, all the other challenges that impact what we're seeing. So, I definitely think it would have been more, it would be beneficial for everybody, in any Black family, you know.	Need for the education/SEND system to recognise and address the specific oppressions metered out to Black people
Interviewer	It's interesting though because some families, some parents are quite adamant that they wouldn't want it mentioned, which I think is a really interesting position...	
BPCX	It is.	
Interviewer	...and it's one of the reasons I asked the question, because I think it's really important that it's spoken about...	
BPCX	Umm. I think it is.	
Interviewer	...but there are parents who feel like, well, why should that be an issue...	
BPCX	But it is a factor.	
Interviewer	...perhaps they don't see it. I don't know, but yeah, it's interesting. So, it's good to know what your view is...	
BPCX	Umm-hmm.	
Interviewer	...and would you recommend working with an EP to other Black families?	
BPCX	((Exhales deeply twice and pauses for thought.)) Honestly, based on my experience. No. ((Looks directly at me, shakes head and shrugs almost imperceptibly.))	No confidence in current cohort of (white) EPs
Interviewer	OK. And what would...	
BPCX	The reason why I say that, the reason why I say that, and I can only go, I can only base it on my experience with my child. Um, I really feel that the progress CHILD has	Had to do it largely by themselves

SPEAKER		CODE/S
	made has been down to, has been more down to me and my child. Has been more down to our family, to, um the teachings and the knowledge that I'm instilling in my child about THEMSELF , and it goes back again, down to race as well, race plays an important factor in how CHILD can portray THEMSELF , what CHILD strives for in life. So, because of that, I've seen a huge change in my child. I don't feel that the EP service has helped us to get to the point where CHILD is now. I think that what it did help to do was make the teachers understand that there is more going on with this child's behaviour than just labelling THEM as a child that doesn't know how to behave, essentially.	EP flagged issues but beyond that, contribution was minimal
Interviewer	OK.	
BPCX	But, in terms of CHILD's progress ((shakes head and shrugs.)), no. I couldn't really say that it's been helpful, really.	
Interviewer	OK, and what would change your mind? What would you have wanted to see specifically? I know you've talked about the progress reviews, etc...	
BPCX	Umm-hmm.	
Interviewer	...but in terms of THEIR needs as a Black child in this system, what would have made you feel like it was more appropriate or worthwhile for you to kind of invest the time in getting involved with an EP?	
BPCX	I hoped that any assessment done by the EP would have supported CHILD in, like the Paediatric Assessment, for example. I would hope that it would have helped to get CHILD support that's gonna support THEM long term, not just kind of short-term support to support the school. Something that's fundamentally going to support CHILD as s/he progresses even into higher education. I mean it, it happened, the assessment, it was helpful for that period, but I mean now, it even now that s/he's in year 10, I don't know, I can't see how that assessment is helping THEM now in year 10, in another school, because of the fact that it's still a ILLA school, um, I don't know how ((shaking head whilst speaking)) it's really supported THEM. So, I would like to have seen something that had been more, I don't know, as I said earlier, something that could be measured ((pauses for thought – 5 seconds)). ((Sighs)) It's difficult really, but I would have liked to have seen, I don't know, maybe some type of change	Lack of long-term support from EP service

SPEAKER		CODE/S
	in CHILD ((punctuates with head)). Um, CHILD being able to talk about the strategies that, the EP has given THEM, even now, even though THEY'VE moved to another school, saying OK, I remember when I met with the EP, this is what, one of the targets that has stuck for me. Even CHILD, for example, s/he never talks about, um, that kind of process or that experience that CHILD had, because I think if it was a significant experience for CHILD, it would be something that THEY would remember and something that THEY would continue to use. But I think it was very much an exercise to demonstrate that these are things we've done with CHILD. We've done X, Y, Z and if it's not working, if these things, we've done all these things. CHILD's still displaying these type of behaviours. Well, we can't manage THEM. I think it was done as an exercise just to help the school to say that these are the things that we've done to support this child.	Support was mainly a paper exercise to protect the school
Interviewer	OK, so not about CHILD?	
BPCX	No, not really, no.	
Interviewer	So, as you probably know, three quarters of the children in the borough are from Black and Global-Majority backgrounds...	
BPCX	Umm. Umm.	
Interviewer	...but we receive fewer requests for working with them...	
BPCX	Mmm.	
Interviewer	...than for working with their White peers...	
BPCX	Mm-hmm.	
Interviewer	...Can you tell me why you think that might be? What do you think the barrier is for Black parents' accessing an EP service, and maybe based on what you thought the service would be like before you did it, if that makes sense.	
BPCX	Well, I think firstly, a lack of understanding around what Educational Psychologists are, what they do. Um, I think that with some parents, and this is not all Black parents, but there are a proportion of Black parents who very much leave their, even though schools are responsible for educating children, yes, they very much leave it up to the school to educate their child, but ultimately you've got to be driving that as the	Most Black parents unclear about the role of an EP Parents too trusting/passive

SPEAKER		CODE/S
	parent, and I think some Black parents, they just leave the school to do whatever they're doing. Um...	
Interviewer	Do you think that's because they're a bit intimidated ((BPCX nods)), or do you think it's because they think that's the school's job, not theirs?	
BPCX	...I think it's a bit of both...	
Interviewer	OK.	
BPCX	...I think for some parents it can be quite intimidating, um because we know as Black people and I mean, I don't know how every Black person feels, but I was born in this country, born and bred in London. I very much feel like a Black-British-Caribbean person...	System is confusing and unwelcoming to Black parents
Interviewer	Mm-hmm.	
BPCX	...However, sometimes when you walk into, I'm very confident in myself and my culture and who I am, so I'm not intimidated by any kind of White professionals that sit around. However, I also know that it can be a very kind of isolated <u>feeling</u> and I can imagine that for a parent who hasn't got kind of the confidence or educational background to, you know, defend their child and speak, um, articulately so that those professionals can understand, so I do believe that there is a bit of intimidation there as well. Um, and I think ultimately though, a lack of understanding, a lack of education around the external support that there are for parents and children, because I think even schools are lacking in parental engagement. That was what I was meant to write my dissertation on for my MA. That's why I ended up getting a Postgraduate Diploma because I was going through a really difficult time and I didn't get to finish my dissertation, but that was what my dissertation was gonna be about, kind of community cohesion and parental engagement, and I think in most schools I've worked in, parental engagement has been so limited. Um, there's a lot more that schools can do; schools can hold really short workshops, they could be online, they could be videos. Send those out to parents and give them an understanding. If those parents choose not to watch those videos or attend, then they have to accept that ((punctuated with head movement)). But schools have <u>a</u> obligation and a lot of schools forget that parents are key stakeholders in schools, and they don't treat them	Parents who lack awareness and social capital are intimidated to engage with school Parents not treated with respect Schools doing very little to meaningfully engage with parents

SPEAKER		CODE/S
	as if they are. So, I think if schools were giving those parents more um, education around the external agencies that schools work with, then they might be a bit more inclined to say, ohh you know, I came to that workshop about Educational Psychologists, and you talked about these types of traits that you see in children. I've noticed that in NAME or whatever. Um, is there any way...? Maybe they'd be more inclined, but as a parent, I've never, and as a teacher, I've never delivered a parent workshop around external agencies and I've worked in about 8 schools in 12 years, and as a parent I've never been to a workshop around external agencies. So that says a lot really in terms of how well parents are educated.	
Interviewer	[REDACTED]	
BPCX	[REDACTED]	
Interviewer	[REDACTED]	
BPCX	[REDACTED]	
Interviewer	[REDACTED]	
BPCX	[REDACTED]	
Interviewer	[REDACTED]	
BPCX	[REDACTED]	
Interviewer	So, before we finish, what would be helpful is if you could tell me if there's anything we haven't covered that you think the educational psychology team needs to know about how to serve Black children and families?	
BPCX	((Pauses for thought)). Erm, well, essentially, they definitely need to understand the demographics of the students and the children they're working with, and I think that if three-quarters of those students are Black and other ethnic minorities, I don't like to say minorities because we're not really a minority...	EPs MUST understand the demographics and socio-cultural context
Interviewer	Global-Majority?	
BPCX	Yeah. I think an understanding of the demographics is crucial, because if they've got an understanding of those demographics that's gonna help to inform kind of your practice as well, especially if you're dealing with predominantly Black and ethnic groups.	

SPEAKER		CODE/S
Interviewer	Umm. Mm-hmm.	
BPCX	<u>So</u> I think that would that definitely will be helpful for any EP coming into school working with the child, and maybe even as a part of their training. A part of their training, even prior and during, just like teachers, ongoing CPD, around the demographics of the students that they are going to be working with, and even like you know, just having an understanding of the environmental, social factors like crime rate, gangs, safeguarding and um, just having that understanding because different areas, different boroughs have got different levels of you know, um, crime, etc., and especially the kids in secondary school, a lot of them are exposed to things um, and that is because of the communities that they live in. So, I think having an understanding of like those type of statistics when you're going into schools is gonna help you also to make more informed or even more accurate kind of assessments, because they're linked to those societal factors or cultural factors, as well.	Understanding should be through mandatory training
Interviewer	And would you want the EP to be raising with you as a Black parent whether you felt there were things that needed to be considered specifically for your Black child, rather than you having to raise it. Would you kind of welcome them saying, so, let's talk about race.	
BPCX	I would absolutely, because I think unfortunately in our society, race, it's such a huge and complex issue, but it's one that, especially for Black people, it's one that very much shapes us. It's always gonna be a factor in the things that we do, the way we speak, it plays a part in, if you're looking at a child, you've got to look at their race, especially Black children in this country because of the historical factors. All of those things play a part in what we see from our kids, so I think it has to be considered because it is a very central part of a person ((nodding)) and like I said, in particular, Black students and Black children because of the history, erm, and I'm just going back to what you were saying, that some of the parents were saying that it shouldn't be a factor, and I get that. I get why they're saying that because we do want equality but the difference ((uses hands in emphasis)), and <u>the</u>, funny enough I was having a conversation with my mum about this, because my mum just won an award. She's a retired teacher, and she just won an award for advocacy for educational equity.	EPs must be able to have informed empathic conversations about race with parents Intergenerational advocacy
Interviewer	Oh fantastic.	

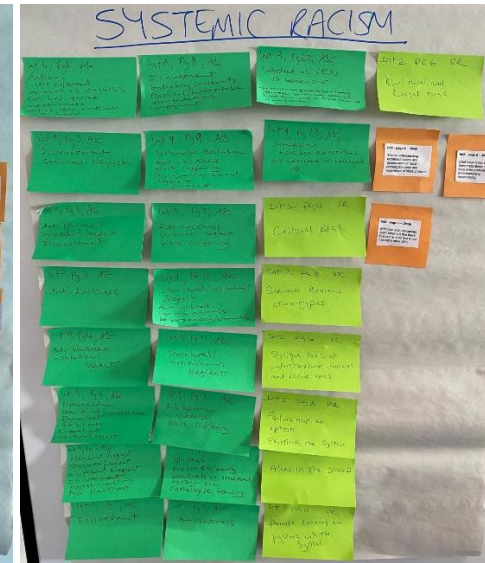
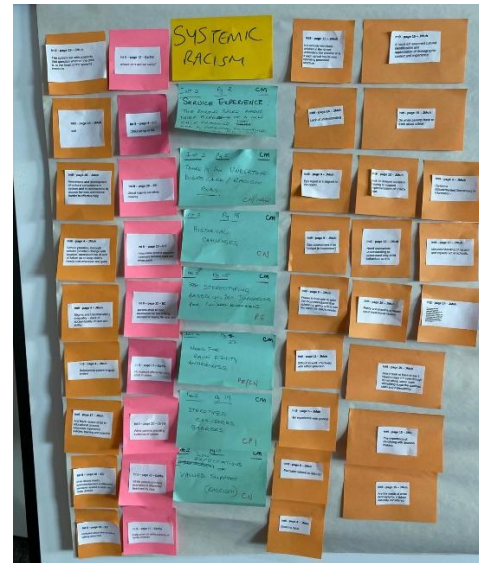
SPEAKER		CODE/S
BPCX	Yeah, and that's what, that's the thing. Even though there should be that sense of equality, and we shouldn't have to look at the child based on their race...	Race matters
Interviewer	Mm-hmm.	
BPCX	...it's because, the reason why we need that is because we need equity, and our kids need access. There's just, like your research, for example, like access to EPs, so there's got to be, there's got to be some type of, um, discourse around race, because that is what's gonna support and enable understanding of what adjustments need to be made, or what adaptations need to be made so that there is equity for these Black students to access. So, I think it is crucial, and whether we want to um, admit it or not, I think it has to be considered.	
Interviewer	OK. Thank you.	
BPCX	Mm-hmm.	
Interviewer	After the research is finished, we are hoping to bring together a group of parents to do some work with our service and I'm wondering whether that's something you might be interested in being a part of? The team has been trying to talk to Black parents/carers for three years and haven't been able to. So, what they would like is to use this as a starting point to connect with Black parents, and for us to, even if it's once a term, come together, think about the service, what it looks like, what's working, what isn't working, what we need to think about, because we can't be in a situation where three quarters of the children are Black and we have no connection or communication with them and their families. Especially when we know that <u>it's</u> mostly Black children being excluded and it's Black children entering the youth justice system. So, we know something isn't working, and we want to do something about it. ((BPCX nodding throughout.))	
BPCX	I would love to be a part of that, because you know, I don't teach for, I definitely don't teach for the money ((both laugh)), but every day I go in and you know, I love all the students I teach regardless of their race, but I know that some of the Black students that I teach, they come into my classroom and they feel safe because, because I understand them and because I don't judge them based on what I just see.	Commitment of Black teachers
Interviewer	Mm-hmm.	

SPEAKER		CODE/S
BPCX	Um, so I would, I would love to be a part of that because it, you know, I can only, I would just wanna do my part to help the next generation. So, if I can support, definitely.	Ubuntu
Interviewer	Thank you. So, what I'll do is I'll keep your details.	
BPCX	OK.	
Interviewer	I don't finish my doctorate until the end of August...	
BPCX	OK.	
Interviewer	...but I will be staying with the service.	
BPCX	Umm-hmm.	
Interviewer	I trained so that I could become a <u>a</u> ILLA EP ((BPCX smiles and nods.)). So, luckily, I've had an interview and been offered a job, so I'll be staying.	
BPCX	Brilliant ((smiling and nodding)), well done.	
Interviewer	And so, once I've finished, we'll start work on creating the group and stuff.	
BPCX	Right.	
Interviewer	So, I'll definitely be in touch kind of September onwards...	
BPCX	That'll be great.	
Interviewer	...but thank you so much for, you know, giving up the time to talk with me.	
BPCX	No problem.	
Interviewer	...The clarity in terms of your responses has been really, really useful.	
BPCX	Thank you. No, I'm really happy to be a part of this and thank you for getting in touch.	
Interviewer	No. Thank you.	
BPCX	All right. Well, thank you for your time as well. I know it's late, so...	
Interviewer	Oh no, no. Thank you. I appreciate you making the time, so the time doesn't matter. Thank you so much. Take good care...	
BPCX	You too.	
Interviewer	...and see you post September. I'll remain online for 15 minutes in case our discussion causes you distress, and you'd like to come back. I'll also send you a debriefing sheet with sources of support; but do please feel free to leave.	
BPCX	OK. Bye. I hope the research goes well and take care ((waves and smiles)).	
Interviewer	Thank you. Thanks so much. Bye, bye. Bye.	

Appendix L

Themes and Quotes Day





Appendix M

PAG Member Reflections

Four members of the PAG with the Researcher on Themes and Quotes Day



Anthony
Q1: What is your personal/professional/ lived interest in the research topic?
Personal: Living in ILLA and Schooling in ILLA Professional: Working in schools in ILLA and being a member (researcher) of ILLA PRESSURE GROUP.
Q2: What did you hope to gain from becoming involved in the research?
Contribute anyway possible to improving the educational outcome of black children in ILLA.
Q3: Did you achieve your objective?
It depends on what we do with the research once the findings are published.
Q4: What have you liked most about being a PAG member?
It's like being in an ILLA PRESSURE GROUP meeting. If you know you know.
Q5: Three words to sum up your experience are?
Sobering Comprehensive Pertinent Social justice
Crystal
Q1: What is your personal/professional/ lived interest in the research topic?
I became interested in this research project because when my own two children entered education into secondary school 1999-2005 and 2005-2011, ILLA's secondary schools really were undesirable, yet I found I had no means with which to offer them better options. When they left their ILLA primary school, they both attained a reading age of 13yrs as noted in their end of year 6 assessments. Their year 11 grades, and experiences were more than predictable their futures were set in inner-city London state school, education stone and so that is what happened – a failure to thrive coupled with an on-going future of struggle to succeed in the workplace; despite the six-year gap – meaning when one had left secondary education the other had begun. I had every reason to hope for improvement, though none manifested. Both my sons finished school at the age of 16. The first struggled with finding well-paying work and homelessness before his untimely death in 2013, aged 25 years. Likewise, his younger brother became mired

in a crumbling state school system and by the age of 19 years would be in prison with a four-year sentence. At this point, I understand that these two black boys saving grace was that they developed good reading skills early in their lives.

Yet the 2016 Education Commission Report (by) which was published that year, had hidden among its pages some of the answers about what was not working in our local schools for African/Caribbean pupils. They were failing to achieve 5 GCSE at A* - C grades and this also included maths and English. From that report I understood that on ILLA Education Department's watch it was OK for both of my two Black British children and its school providers to fail – after all the expectation for this cohort to fail has a long and well documented history. In short for me that report was the reason I felt there was an intrinsic need to raise the bar for all our children, whatever their age or ability in the local schools; so, they could meet their own aspirations to that of a level playing field, for better economic and social mobility within my community. If the children who most need support are not identified or only poorly so, I was deeply aware that their future outlook and aspirations would only add to their individual and by association our collective struggle and that would work against a desire for change or improvement.

Q2: What did you hope to gain from becoming involved in the research?

It is my hope that:

- this research when completed provides a radical overhaul of the provision of the local Education Psychology service. One that compels both that service and education providers to empower parent and child to remove barriers to success through open, transparent and honest to goodness equity of opportunity.
- this research improves the fiscal application to target the gaps of service and increase status and value of this service as a tool that helps parent and child by elevating their own expectation for success coupled to challenges that barriers can cause and ways some of them can be reduced.

Q3: Did you achieve your objective?

My personal objective for taking part was to provide a fair and balanced view to the subject. I felt I could do this because I have experiences that I could lean on at this time and use without personal opinion. I was present with an opportunity to scrutinise and evaluate without bias or favour. I believe that such an approach would best serve this purpose and provide good information around what it means for the Black parent and child in this day and time within an environment that is entrusted up close with the privilege of educating children.

Q4: What have you liked most about being a PAG member?

I have enjoyed being hosted by our researcher. She has been an inspiration and conveyed a clear passion and commitment that made me feel safe and confident in the PAG space. I was more confident about the process (even with no experience to lean on). I knew this learning experience would help me continue to campaign for better educational standards to alleviate barriers for children from my community. The notion that with one such as herself involved in or around the education spaces of our children really offered a confidence of trust and positivity. This meant the work became easier to do. On a personal note, the collective story sharing of our own youth, parental guidance and cultural affinity was an invaluable bonus.

Q5: Three words to sum up your experience are?

Inspirational
Informative
Confident

Jannett

Q1: What is your personal/professional/ lived interest in the research topic?

My interest is on all three fronts.

My (now adult) son is dyspraxic; as a parent, I often felt lost and unsupported, even though I was a teacher in post-16 education. This partly led to me undertaking postgraduate training to be a dyslexia assessor and tutor. One of the first things I learned was “dyslexic children become dyslexic adults” so I wanted to support those who slip through the net because they are failed by the school system.

In 2008 I set up my own inclusive leadership consultancy which focuses on race equity and neurodiversity in the workplace.

Q2: What did you hope to gain from becoming involved in the research?

An opportunity to do something tangible in my local community. This research has the potential to be a powerful catalyst for sustainable change and I felt honoured to be a part of it. Also, I hope to do a PhD in the future and so this was an invaluable opportunity to develop research skills from an African perspective.
Q3: Did you achieve your objective?
Yes, and yes.
Q4: What have you liked most about being a PAG member?
The unity, right from the get-go. This was a true partnership. Finding participants was initially a challenge but we never gave up. Reading the transcripts was often painful but we lent on each other and were inspired to keep going by U1632440's tenacity, never ending passion and her total respect for our contributions. The coding day at OFFICE was where everything came together in a cacophony of colour – awesome!
Q5: Three words to sum up your experience are?
Transformation Liberation Ubuntu
Juney
Q1: What is your personal/professional/ lived interest in the research topic?
I am interested as a mother with experience of children educated from early years provision to higher education in borough of ILLA. What it took getting children through the education system decade after decade was endurance and knowhow. My role as a SENCO school governor reinforced the continued need to be involved in improving local education and school experience and the empowerment of community/parent engagement. This was further informed by working with: local women's groups, families with mental health issues and CAMHS, young people in schools and social settings, promoting positive identity and wellbeing to influencing good mental health, as a health expert practitioner for over 20 years, across all populations and organisations. Recently achieving my master's in public health, my dissertation topic dovetailed perfectly in the challenges to achieve this type of research.
Q2: What did you hope to gain from becoming involved in the research?
The opportunity to support the research through participation, and share knowledge and experience, as well as research methodology.
Q3: Did you achieve your objective?
Yes. It was powerful being involved in the process activities, the approach and discussions.
Q4: What have you liked most about being a PAG member?
I felt valued and enjoyed opportunities to work together such as discussing our individual coding and Themes and Quotes Day.
Q5: Three words to sum up your experience are?
Vision Passion Determination
Susan
Q1: What is your personal/professional/ lived interest in the research topic?
I am a very proud black woman. I am the mother to 3 productive hard working, young adults and have 7 grandchildren. My formal training is in Construction Management, and I commenced my working career in Commercial Real Estate. Due to the professional and working skills that I acquired, I embarked on my own journey of property re-development fairly successfully. I moved to the USA aged 33 and embarked on a business venture which resulted in a business with 52 employees and an annual income turnover of £4,000,000. I returned to the UK 9 years ago when my daughter secured a place at a Russell Group University to read Medicine (specialising in obstetrics). During this period, I noted how degraded comprehensive education had become which was extremely negative for young black children, parents and teachers. We formed ILLA

PRESSURE GROUP to review the whole system based on data published via the council and education department and to hold the relevant statutory agencies accountable.

I joined the Housing Board, Children and Young people Services Steering Group, The Safeguarding board for ILLA and we front lined many ideas and concepts manifesting into comprehensive action. I am also on the board of the National Black Parent Association, London Black Parent Forum, Mentivity Hub, and Vice Chair of the ILLA Black Voluntary Network. I am passionate about Social Mobility and Inclusion and can often be found carrying out public speaking engagements about both.

Q2: What did you hope to gain from becoming involved in the research?

I hoped to understand more about how EPs support children in schools to facilitate the community activism and advocacy work I began seven years ago.

Q3: Did you achieve your objective?

The objective was achieved. I now have a far superior understanding of the role of an Educational Psychologist. Their ability to fundamentally change the role and projection of a child's life. The blueprint of guidance for child and parents to navigate the school environment, whilst supporting the school and its educators in this process also. The EPs legal and professional status was important to establish in understanding the chain of command within education services.

I also understand the historical role of the EP profession in undermining black children's achievements in the past 50 years plus. Hence the work needed to repair the image of the service is imperative. When an EP is working in a school, I would like to see the upper management team being present and taking responsibility for ensuring the recommendations are followed through.

Through research, interviews and evaluation of the researched data, we established an insight into why more black families are not accessing the EP service:

- Lack of information about the service.
- A reluctance of schools to work with black families.
- The need for more black EPs that can also process race through the lenses of anti-blackness.
- A system that enabled more white parents to benefit from the service because they understand the processes by which to advocate more effectively.
- Established hardcore bias and racism in a system with long held racist attitudes towards black people.
- Understanding who the gate keepers are in this system and why?

Whilst reviewing the poor outcomes for young black people and their families and the long-term implications for these young adults' social mobility. The parents that fight and struggle for help are often already in the education system and are acutely aware of all the negative stereotyping, whilst observing behavioural conduct from a system that is already failing their children.

Q4: What have you liked most about being a PAG member?

Our PAG members were determined to obtain a factual truth. The determination and persistent methods to obtain the information was epic. We kept the faith when hope appeared to be lost at times. U1632440 executed good directions throughout. Our weekly PAG meetings where informative and enabled us to bond in our shared knowledge and understanding, coming from different sections of the community. But most of all we all feel empowered with our new knowledge and understanding to push for the required changes and will do so.

U1632440 is a force of nature. Her passion and excellence for the achievement of all children is truly outstanding. I am humbled by her dedication and extremely proud to have been included in this research.

Q5: Three words to sum up your experience are?

Informative
Racism
Change

Appendix N

Johnstone & Boyle's PTMF: Types of Power (2018b, pp. 94–95)

“Biological or embodied power operates through the possession of embodied attributes and their cultural meanings, for example strength, physical appearance, fertility, skin shade and colour, embodied talents and abilities, physical health.” (p. 94)

“Coercive power or power by force is always part of war and conflict but also involves any use of violence, aggression, threats or greater physical strength, to frighten, intimidate or ensure compliance. Although often negative, coercive power can be used positively for example when parents remove young children from danger.” (p. 94)

“Legal power may also involve coercion, such as power of arrest, imprisonment or hospitalisation. It also refers to a wide range of rules and sanctions which regulate and control many areas of our lives and behaviour, support or limit other aspects of power, offer or restrict choices and so on.” (p. 94)

“Economic and material power involves having the means to obtain valued possessions and services, to control others’ access to them and to pursue valued activities. This includes housing, employment, transport, education, medical treatment, leisure, legal services, safety and security, and privacy.” (p. 94)

“Ideological power involves control of meaning, language and ‘agendas’, so that certain issues or groups may be held back from public scrutiny or people may be brought to see their interests and wants in particular ways. Ideological power also involves power to create beliefs or stereotypes about particular groups, to interpret your own or others’ experience, behaviour and feelings and have these meanings validated by others, and the power to silence or undermine.” (p. 95)

“Interpersonal power although all forms of power can operate through relationships, this refers more specifically to the power to look after/not look after or protect someone, to abandon or leave them, to give/withdraw/withhold love.” (p. 95)

The operation of power is related to Pierre Bourdieu’s concept of cultural capital, a mix of valued qualifications, leisure activities, knowledge, skills and social connections which can be passed indirectly to the next generation in a kind of symbolic inheritance process, making a vital contribution to the ongoing capacity of some groups to enhance themselves (Bourdieu, 2010; Savage et al., 2015).”

Appendix O

McIntosh's 50 White Privileges (1988/1990, pp. 3–6)

1. I can if I wish arrange to be in the company of people of my race most of the time.
2. I can avoid spending time with people whom I was trained to mistrust and who have learned to mistrust my kind or me.
3. If I should need to move, I can be pretty sure of renting or purchasing housing in an area which I can afford and in which I would want to live.
4. I can be pretty sure that my neighbors in such a location will be neutral or pleasant to me.
5. I can go shopping alone most of the time, pretty well assured that I will not be followed or harassed.
6. I can turn on the television or open to the front page of the paper and see people of my race widely represented.
7. When I am told about our national heritage or about "civilization," I am shown that people of my color made it what it is.
8. I can be sure that my children will be given curricular materials that testify to the existence of their race.
9. If I want to, I can be pretty sure of finding a publisher for this piece on white privilege.
10. I can be pretty sure of having my voice heard in a group in which I am the only member of my race.
11. I can be casual about whether or not to listen to another person's voice in a group in which s/he is the only member of his/her race.
12. I can go into a music shop and count on finding the music of my race represented, into a supermarket and find the staple foods which fit with my cultural traditions, into a hairdresser's shop and find someone who can cut my hair.
13. Whether I use checks, credit cards or cash, I can count on my skin color not to work against the appearance of financial reliability.
14. I can arrange to protect my children most of the time from people who might not like them.
15. I do not have to educate my children to be aware of systemic racism for their own daily physical protection.
16. I can be pretty sure that my children's teachers and employers will tolerate them if they fit school and workplace norms; my chief worries about them do not concern others' attitudes toward their race.
17. I can talk with my mouth full and not have people put this down to my color.
18. I can swear, or dress in second hand clothes, or not answer letters, without having people attribute these choices to the bad morals, the poverty or the illiteracy of my race.
19. I can speak in public to a powerful male group without putting my race on trial.
20. I can do well in a challenging situation without being called a credit to my race.

21. I am never asked to speak for all the people of my racial group.
22. I can remain oblivious of the language and customs of persons of color who constitute the world's majority without feeling in my culture any penalty for such oblivion.
23. I can criticize our government and talk about how much I fear its policies and behavior without being seen as a cultural outsider.
24. I can be pretty sure that if I ask to talk to the "person in charge", I will be facing a person of my race.
25. If a traffic cop pulls me over or if the IRS audits my tax return, I can be sure I haven't been singled out because of my race.
26. I can easily buy posters, post-cards, picture books, greeting cards, dolls, toys and children's magazines featuring people of my race.
27. I can go home from most meetings of organizations I belong to feeling somewhat tied in, rather than isolated, out-of-place, outnumbered, unheard, held at a distance or feared.
28. I can be pretty sure that an argument with a colleague of another race is more likely to jeopardize her/his chances for advancement than to jeopardize mine.
29. I can be pretty sure that if I argue for the promotion of a person of another race, or a program centering on race, this is not likely to cost me heavily within my present setting, even if my colleagues disagree with me.
30. If I declare there is a racial issue at hand, or there isn't a racial issue at hand, my race will lend me more credibility for either position than a person of color will have.
31. I can choose to ignore developments in minority writing and minority activist programs, or disparage them, or learn from them, but in any case, I can find ways to be more or less protected from negative consequences of any of these choices.
32. My culture gives me little fear about ignoring the perspectives and powers of people of other races.
33. I am not made acutely aware that my shape, bearing or body odor will be taken as a reflection on my race.
34. I can worry about racism without being seen as self-interested or self-seeking.
35. I can take a job with an affirmative action employer without having my co-workers on the job suspect that I got it because of my race.
36. If my day, week or year is going badly, I need not ask of each negative episode or situation whether it had racial overtones.
37. I can be pretty sure of finding people who would be willing to talk with me and advise me about my next steps, professionally.
38. I can think over many options, social, political, imaginative or professional, without asking whether a person of my race would be accepted or allowed to do what I want to do.
39. I can be late to a meeting without having the lateness reflect on my race.
40. I can choose public accommodation without fearing that people of my race cannot get in or will be mistreated in the places I have chosen.

41. I can be sure that if I need legal or medical help, my race will not work against me.
42. I can arrange my activities so that I will never have to experience feelings of rejection owing to my race.
43. If I have low credibility as a leader I can be sure that my race is not the problem.
44. I can easily find academic courses and institutions which give attention only to people of my race.
45. I can expect figurative language and imagery in all of the arts to testify to experiences of my race.
46. I can chose blemish cover or bandages in "flesh" color and have them more or less match my skin.
47. I can travel alone or with my spouse without expecting embarrassment or hostility in those who deal with us.
48. I have no difficulty finding neighborhoods where people approve of our household.
49. My children are given texts and classes which implicitly support our kind of family unit and do not turn them against my choice of domestic partnership.
50. I will feel welcomed and "normal" in the usual walks of public life, institutional and social.

Appendix P

Visual Representation of the Hummingbird: 'I'm doing what I can...'



(The Quechua people of Peru, n.d.)

"I have met very few men ... truly distressed about systemic, unearned male advantage and conferred dominance. And so one question for me and others like me is whether we will be like them, or whether we will get truly distressed, even outraged, about unearned race advantage and conferred dominance, and, if so, what we will do to lessen them."

(McIntosh, 1990, p. 6)