CESAME:

Culturally Engaged and Sensitive Approaches to Mental health Education

Visual stories mapping lived experiences of young people from ethnically diverse groups

Collaboratively created with young people

CESAME is a research collaboration between:

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CHICKEN NOODLE
16 yrs

Words that describe you..

Spontaneous
Mysterious

IDENTITY

ETHNIC AND CULTURAL IDENTITY

"I thought cultural and ethnic was the same thing, I find them confusing."

British and Jamaican
"I'm born here and British culture is all I know. My mum is Jamaican, so she has taught me all about Jamaican culture."

Cultural icon
Bob Marley

Doing my hair

Jamaican patois
It is spoken by most Jamaicans - combination of languages

Humming bird
Our national bird.

Food
Ackee, saltfish and dumplings is the typical breakfast, with plantain or yam.

Racism
"I moved to another primary school where there was a lot of racism, particularly from European pupils who would say 'go back to where you come from'."

Diversity
"I think things are getting better, but I remember when I was in school in England and when I was in primary school, the tevere just two black pupils."

Small groups
"I always worked well in small groups, I absorb everyone's actions, and then I explode. So I work well one-to-one."

School trips
"I loved going on trips , that's when everyone forgets about things and who they're with , no one is stressed and they're there to have fun."

TRANSITION FROM PRIMARY TO SECONDARY SCHOOL

Positive

Negative

During years 5 and 6 of primary school

Lonely child
"I needed help and I didn't get the help that I needed".

Making friends really hard
"There were days when I would rather be alone and other times I wanted to make friends."

Picked last
"I was the one who always got picked last. I was told I was annoying."

Couldn't get support
"I have dyslexia, and social mental health issues. I couldn't get any support."

Would be a better person if I had got help
"Growing up I didn't know who I was so I would pretend to be someone I'm not by watching the actions of others so through the years I had acted a different person person and if I got the help that I needed when I got to where I am today I would be a better person maybe more confident within myself."

My mother was my strength
"... as a child I wasn't open but I observed things. I always wanted to make things go well. I hid things from her in order to show her that I am strong."

Getting ready for and moving from primary to secondary school

Worried about appearance
"Am I too big? Am I too small? Am I too black? Will they accept me for who I am?"

Mixed emotions
"One minute I'm excited, next I'm not."

Making a good impression
"I want people to have a good picture of me, I used to mask who I actually am. I felt if I am who I truly am, people won't like me."

Change
"I don't like change, I need routine."

"They told it was 'gonna be fine'. But they didn't tell us how to communicate with people, how to have thicker skin. Don't sugar coat it."

School environment
"My school is a mixture of races, there are lots of people who have hair like me ... We're not allowed to colour our hair – my school is a strict, Catholic school. I wish I didn't go. I'm not Catholic, I'm Christian. They're a bit strict and there are a lot rules."

Racist behaviour from staff
"I experienced racism from a teacher, both verbal and in terms of his behaviour in year 10. For example, he used the 'N-word'. Everyone in the class was upset and the headteacher got involved, and he was fired. It was mainly the students who protested - left the room, filmed him on their phone."

Reflecting on the experience, what I would tell other young people
"Be open, but not too open. As I wanted to be was make friends. If you never do it, you can turn people away from you."

After joining secondary school

No positives
"There aren't any positives. Throughout the years, everything went down hill. I got in trouble for silly things, my anxiety went through the roof."

Things got difficult
"I missed a whole year of school because I was on suspension. I had fights, arguments with teachers. Work piled up and I still haven't caught up."

Took long to get help
"I was on the road to having an eating disorder, my mum picked up on it and I finally got some help. It's been 3 years, and it shouldn't have taken that long to get help."

Talking to others
"I opened up to my friends, but they shut me down. I told them something personal and they went and spread it. I don't wanna hurt my mum so I don't open up to her. My mum doesn't need to carry my problems on her shoulders, she has enough of her own. Year 10 was when I started talking. I used to miss days off school due to deep depression. I got transferred to CAMHS."

MENTAL HEALTH

KEY ISSUES/ AREAS OF IMPROVEMENT

"School ***staff should have taken my mental health struggles seriously, and acted much more quickly*** *to support me. This should be happening* ***throughout school. pupils need to be taken more seriously by adults*** *supporting them."*

IDEAS FOR FUTURE

Finding out 'why' to change behaviour
"Schools/teachers need to understand why and where it comes from and try to change it through education."

Education

Stop labelling
"I thought I was the only one who was struggling with my mental health and I was labelled a 'bad child', and it makes you want to change yourself to be someone else because you're told who you are is a problem."

Open conversations about mental health in school

Making it easy and less scary to talk about mental health
"Some students won't take about their mental health because they feel they can't, or they are scared."

Both students and teachers need to be educated
"Students and teachers need to take mental health more seriously, it's important both groups do."

Mindfulness sessions
"Doing mindfulness sessions at primary school was good at calming down pupils who were hyper after lunch."

Mood check
"At my secondary school we had a 'mood check' every day where we would rate our mood from 1to 5, and if you were low you had to speak to a teacher."

Activities to support mental health and positive behaviour

Other schools could also do this
"Mindfulness and mood checks will be good to put in other schools"

Caring about people's mental health
"Staff and pupils need to stop labelling/ generalising other people without caring about their mental health."

Changing culture

Courses to support self-esteem and provide encouragement
"At my school pupils could be nominated to take part in a course to support self-esteem and confidence, it really helped me. It would be good to nominate pupils who are considered 'troublesome' for these courses because there might be something much deeper going on."

Teach pupils to be sensitive and supportive
"I think it's important for pupils up to enjoy this, but schools need to teach pupils how to be supportive and sensitive in these situations."

"Pupils want to see a fight because it's exciting."

Learn how to support each other
"Can be challenging for pupils with ADHD...some other pupils try to encourage your behaviour, to stimulate you to behave in certain ways. There needs to be lessons on this so that pupils learn about other people's disorders. I think these kinds of issues was all be good for end of terms, helping pupils to wind down."

Mentors/ youth workers who give life stories
"...we watched a short film and told youth worker what we thought he is one of us. It changed my whole life perspective ... made picture bigger ... they left more positive (same as negative) knowing that they can do something..."

Support for neurodiverse pupils

Changing perspective

Learning about ADHD
"It's learning about something up to half terms we should have a whole different timetable make students learn about learning disability and needs so that they don't encourage the persons behaviour for example ADHD , people with attention deficit hyperactivity disorder seek attention and we have no filter we don't know when to stop."

ETHNIC AND CULTURAL IDENTITY

"I Googled ethnic groups and cultural groups. And it's really hard to make sense of the definitions"

Ethnic group: Black

Cultural groups: British and Zimbabwean

"I was born in Britain, but my parents are Zimbabwean and I have a lot of family there... So, I feel like I'm dual, but not either or the same time"

Showing culture

"When thinking about Zimbabwean culture, we make ethnic dishes, and there's clothes and there's music... and it's easy to express it that way... For British culture, I don't know how I would express it."

Words that describe you..

Strong
Independent

PERSEPHONE
16 yrs

IDENTITY

Very close relationship

"The teachers did have an awareness of it [ethnicity and culture] and because it was a very small primary, there was a very close relationship between teachers and students, so you could have these types of conversations."

Alone and part of the minority

I go to a school where there's not a lot of people of colour and not a lot of black people. Being alone and then being part of the minority certainly didn't help me with the whole bullying situations."

Treated the same

"In secondary school, I don't feel that teachers have the time to build connections with students. I feel like I actually doesn't even get brought up. Everyone was just kind of treated the same, which doesn't exactly work for everyone."

As British as possible

"For a while I used to lie my parents were British because it ended a lot of questions. I took back on it and laugh and I was really ashamed of myself in the past, but in school I tried to be as British as possible because it made things easier. It's not a great feeling to be different."

Blending in

"I did a lot of like trying to fit in. So I was never really trying to express my culture. I was trying to just blend into the background and just be like everyone else. I don't think I do that so much anymore."

Hairstyles policed

In school, certain hairstyles will be like, more normal than others... it's important that people feel that they're able to express their culture, because you know, it's a part of them. ... I would probably feel uncomfortable doing it in school, just because there are not a lot of black people."

Strict rules

"Less strict rules that stop people from being able to express themselves... would have made me feel more comfortable even if I wasn't going to use it"

TRANSITION FROM PRIMARY TO SECONDARY SCHOOL

Positive

Negative

During years 5 and 6 of primary school

Everybody knows each other really well

"I went to a small primary school, there was only one class for each year group. So by year 6, you've been together for years."

Doing great

"I was head girl in year 6, I starred in this musical. I was doing great, I was top of the class, I had a great group of friends."

A fun time

"I was Dorothy in our production, I'd be Wizard of Oz. And it was just a fun time going to rehearsals and being with everyone."

Peak of the mountain

"Everything that could go well for me was going well for me... There was nowhere to go... Year 5 and year 6 really kind of built up what I thought secondary school was gonna be like"

Abstractions with other people

"There were definitely instances of like, not quite bullying, but like, things did happen."

Getting ready for and moving from primary to secondary school

Excitement and hope

"I got a bus pass. That was really exciting because I could be like independent. Loads of stationary. I was that kid with like, the massive pencil case."

Bittersweet

"You're moving on, but obviously you miss the people that you're leaving behind."

Fly the coup

"Leaving the nest, all of that."

Coming to an end

"I thought that we'd [friends] all stay in contact and keep hanging out. But that didn't happen... it was hard, sad, because when you're in year 6, you think you're gonna be with these people forever."

After joining secondary school

People say mean things

"Primary school was a closer knit community. In secondary school ... you have all these people and nobody knows each other. You can just like pick on someone for having a hair style or for saying things a certain way."

Easy target to be picked on

"I was an easy target to be picked on... Because everyone else kind of had friend groups. If you were picked on, the friends were there, but I was always by myself."

Forces you to change

"I used to do things, I guess you could say expressing yourself. But those are the things that I got picked on for. So I felt that kind of forces you to change the way that you present yourself."

A tough adjustment

"So, I read a lot. I was just always in the library reading, or, you know, just by myself somewhere, reading a book."

You learned to adapt

"Somebody says something about like, I don't know, a hairstyle this week, you change your hairstyle next week. And you keep just trying to blend in almost."

First few months really hard

"It was more the social aspects ... I didn't really dip academically, it was more social where I'm struggling."

Harming me

"The way that I would physically isolate myself say, like, sitting in the library by myself, like, walking from lesson to lesson by myself. So that was like, another thing that I didn't really realise was harming me, I didn't really have any friends."

Never got it back

"I wouldn't say that I'm not extroverted now, but I was a very extroverted and like bubbly person. I don't think I ever really got that back."

School activities

"Joining school activities was a good way for me to meet people who liked things that I liked."

Things started to look up

"As time moved on, I started to make friends and stuff. We did Greece in year 7, which was one I made a lot of friends through."

MENTAL HEALTH

KEY ISSUES / AREAS OF IMPROVEMENT

"I think ***teachers being more aware of what's happening in their lessons****, like during certain history lessons, like* ***how it could make students feel****. Every black history month lesson or every slavery lesson,* ***where it's kind of just taught from a perspective, it doesn't take into account everyone in the room.****"*

IDEAS FOR FUTURE

People of colour to lead

"Having more people of colour in that school to kind of lead them"

More inclined to listen

"It's something that you kind of relate to more, you're more inclined to listen, teacher assemblies feels a bit more like a lecture, and a bit less engaging."

Eye opening for both students and teachers

"It can be very eye opening for other students and teachers to hear about what students have been going through and their experiences"

Aimed towards people that haven't engaged in commons but still need education and awareness

"Really beneficial because this could be more aimed towards people that haven't like engaged in any like discriminatory comments or anything like that, but still need education and awareness, and like, the one-to-one can focus on people that have engaged in that kind of behaviour and it needs to be dealt with because that's a lot more serious"

Student-led assemblies with follow-up activity

Talk about personal experiences and culture in a positive way

"If students wanted to talk about their personal experiences and their culture in a positive way. And short assemblies, you don't kind of pay attention in long assemblies, with some kind of action afterwards, like a lesson to go over what was said"

Persephone and Mali's ideas *"go hand in hand"*

A follow-up as a way to get people to listen

"Assemblies is definitely where some people will engage, and some people won't, having a follow-up thing afterwards, that's maybe more like hands on might be a way to get people to listen"

"It's very hit or miss with assemblies, depending on the school environment"

Drop-down days

Something where you've got the whole day out of normal lessons

"I know for my school, no one ever pays attention when it's like a big mass around. Student-led or teacher-led, no one listens. So I don't know that assembly would be the better idea over a drop-down day or something where you've got the whole day, out of like normal lessons to learn about different cultures, and different things like that"

Celebrate diversity in the school

Talk to people to accurately represent diversity

"My school tried to do something like that. But when you're not, you know, accurately representing the people in the school, it's hard to kind of celebrate that diversity. So maybe talking to those people..."

Not just Christmas and Easter

"There are loads of festivals that happen and stuff, we could have education on, like not just Christmas and Easter. That helps to break the stigma around learning about other people's cultures."

ETHNIC AND CULTURAL IDENTITY

"An English flag merged with an Indian flag... I can get on with most cultures. The Indian culture is the one I feel most connected to."

Daal roti

"It's the best summary I can think of. It represents what our ethnic group works for. This is what we have everyday. When you're happy you eat food, when you're sad you eat food."

ARJYBAJY
16 yrs

Words that describe you..

Thriving
Articulate

IDENTITY

Didn't feel these differences
"I didn't experience as much prejudice or racism at this point, because back then people didn't feel these differences."

Implicit racism
"There was some implicit racism within my friendship group - e.g. someone said the n-word to a black member of the group. It was dealt with seriously. However, when the same thing happened to a Chinese pupil, this wasn't taken as seriously."

Racist comments
"I received racist comments about my long hair as I am a Sikh, a group chat name was renamed to mock me. I responded by insulting the person but the racism wasn't taken seriously."

Dealt with less seriously
"Racism got worse at secondary school, and it was dealt with less seriously if you responded to it - if you said something back, it was turned into a 'conflict' rather than a racist incident."

Became more accepting
"I'm a Sikh, so I grow my hair, I've been bullied for this before. Over time I've become more accepting of it. It was the mental aspect of it that affected me more than the physical aspect."

Most comfortable showing identity in family/community
"The people I trust the most share the same values as me."

TRANSITION FROM PRIMARY TO SECONDARY SCHOOL

Positive

Negative

Big fish in a small pond
"Year 5 and 6 were the best few years of my life. We were the big fish in a small pond."

Relaxed
"We used to do activities, it was relaxed."

SATS
"Everyone was told we had to do well in SATS. I don't think I appreciated how important they would be. I worked hard for them."

Friends
"... if you fall out, you'd just run home and forget about it."

During years 5 and 6 of primary school

Small fish in a big pond
"This represents the changes. We were getting ready to leap into the big pond."

More freedom
"This is my school jumper... I was excited to go shopping for new stationary, uniform and more freedom. We were told you'd feel 'more like an adult'."

Good back then
"Me and my friend would stay up late playing xbox. I lived close to my friends so we would play out, sports and games. It all felt quite good back then."

Getting ready for and moving from primary to secondary school

"I found school fun in general."

Making friends
"I stayed with my friends through all schools, I've never struggled making friends, but I've also never had a 'best friend'. In year 7, I tried to make friends, I failed to make friends, and it was a cycle I felt trapped in."

Anger
"The first few days were fine, I remained a child .. in terms of behaviour.. so I used to shout out and have childish humour. It felt like my (friends) grew up and ridiculed me."

Didn't fit in
"I didn't want to fit it, I wanted to stick out, and that was probably the worst decision ever."

Tormented by bullies
"I have a condition where I feel strongly and emotionally attached to 'things'. Bullies would torment me, they would throw my stuff in the bin."

Anxiety
"My anxiety flared up, I just wouldn't eat, I lost a lot of weight back then."

After joining secondary school

Thriving
"Over the holidays in year 8, I decided I needed to give people less excuse to bully me. I gained me friends, I started to thrive in the school system, I don't have anyone causing me pain. I have no issues now."

Reflecting on the experience, what I would tell my younger self
"Quieten down, communicate and don't be too hard on yourself."

MENTAL HEALTH

Bottled it up
"My dad didn't give good advice. Both me and my sister had a hard time at school. My sister would tell my dad, he'd tell the teacher. Then I would get called a snitch. I bottled it up, because I didn't want to cause my mum stress, until it got to an uncontainable amount."

KEY ISSUES/ AREAS OF IMPROVEMENT

*"**Teachers' attitudes** to events needs to change to have a **more individual approach to supporting pupils**, specifically in secondary schools."*

IDEAS FOR FUTURE

Strong message from the school from the beginning
Needs to be a cross-environment approach: "Racism will not be tolerated from the beginning, against anyone."

First focus on environment

Not only in classrooms, but across the school
"Midday supervisors and form teachers ... we have a couple who are there only for lunch time (...) cleaners, line monitors, they are out in the fields where students are playing football. Teachers, head teacher and head of year - they can all alternate, similar to in my sister's school."

Monitors need to share with each other
"It's more down to one events/incidents up to see when there is repeat behaviour."

Reducing additional stress for pre-is BAME students
"Put under good wishes to reduce the additional stress put on BAME students - they already have stresses to deal with that we have covered, and experiencing racism/slurs can be the straw that breaks the camel's back."

Understanding behaviour in context - from being a joke to bullying or racism
"Need to recognise when it goes from being a joke to being bullying or racism. E.g. students are told not to sit in front of the class - one of who hangs out with who, so you can work out if they are friends and the context of what was said."

Monitoring and identifying repeat behaviour

Taking racism and slurs seriously
"The more we can get people to take racism and slurs seriously, it will eventually be phased out."

Older students imparting information and school ethos
"Year 9 pupils could speak to new year 7 pupils to help impart this information and the school ethos."

Educating about ethnicity and cultural backgrounds
"PSHE/RE teachers need to focus on racist bullying in the curriculum - can use examples from the school. My PSHE lessons were not very helpful so this would be more helpful, and RE teachers may be better placed to educate on ethnicity and cultural backgrounds."

Head teacher and older students involved
"Head teacher vrealdon, Enc afl. older students tell younger students how issues have changed since that time."

Next focus on education

Learning about significance and history of words
"In primary school, I remember how clear some words were but did not we weren't taught about where they came from. I think it would be beneficial to learn about the significance and history of words - it would help people realise the impact of the word. It would lead to people using slurs less trivially."

Videos showing consequences (of racist behaviour) - 'Would you like to be this person?'
"Videos on these topics aren't taken seriously by pupils, they find them funny etc. Schools could use specialist resources which are better quality - similar to BBC videos and documentaries, such as the BBC Three is good. (...) seeing consequences in video and asking pupils "Would you like be this person?"

Will benefit all
"A small group of pupils would benefit a lot from this, but educating all pupils about these issues would be beneficial to them all."

Personalised approach

Personalised approach by staff when dealing with incidents
"Personalised approach - there was a I good example of where a more personalised approach is needed by staff: staff can monitor the context of what was said, whether it was playground banter or actual hate-crime/bullying/racist."

ETHNIC AND CULTURAL IDENTITY

"I chose these images because I wanted to show things I've grown up around, things around me – food is very important and I try to stay in touch with both sides."

Ethnic groups

Cultural groups

Gels well
"I think it gels well together. Sometimes you feel more one side culturally, and then sometimes you feel more a different side. It mostly depends on the event or who you're around."

Out of place
"I never was ashamed of like, my culture back home. I definitely think I wasn't educated enough on it. But now I think it's a lot more on both sides, and I can happily just celebrate whatever I want to celebrate and do whatever I want to do and not feel so out of place. Because I think then I felt out of place, but now I don't."

MALI
16 yrs

Words that describe you..

Extrovert
Determined

IDENTITY

Identity
"I had to ask my mum some of these questions – you realise there is a lot more to your identity when you ask people in your family about it."

Hesitant
"When I was going from primary to secondary, I was definitely really hesitant [to express my identity]. But when I moved secondary schools again, I've been very open about everything because there's more diverse people around me. When you're the only brown person, you don't want to bring that kind of attention to yourself."

Difference in mindsets
"In the first few years of secondary I was the only brown person in my year. No one questioned it, but as I grew up and then moved to a more diverse school, I saw a big difference in people's mindsets and opinions."

Brown person
"[Transition] was very difficult for me because I didn't have a lot of foreign friends. On the first day of secondary, I was like the [only] brown person in my year."

If you know, you know
"I think I'm not that bothered anymore. There was a time when I was very offensive about who I was. But now I'm like, if you know, you know, it's just who I am like, if people have an issue with that, then that's their issue. It's not my issue because there's some sort of lack of education or some misunderstanding."

Getting educated
"Even though it's a lot more diverse, [my school is] not very focused on celebrating [culture]. I don't think necessarily it [culture] needs to be celebrated, but getting educated 100%. Because literally, I was fasting this whole last month for Ramadan, and people were like 'Oh my god, how can you do that?' and stuff like that. I think a bit of education on it would do people better than like actually celebrating a specific event."

Creates difference
"I feel like if you [celebrate specific events], it does kind of create a difference in people. I think maybe it's best not to do that. But I do think sometimes, like [schools] can celebrate events to maybe bring education and awareness around them."

More awareness
"Some people need more awareness, because the way they might say something could come across, like, insensitive or something like that... [In school classes] we've had case studies, and you just read some of them and think, 'oh, that's really stereotypical', and it was amongst teachers."

TRANSITION FROM PRIMARY TO SECONDARY SCHOOL

Positive

Negative

During years 5 and 6 of primary school

Sports
"Was very social then, did a lot of sports."

Exams
"I like having 'obstacles' like exams coz it can push me further, but also sometimes you just want to relax."

Getting ready for and moving from primary to secondary school

Growing up
"I was really looking forward to it. Going to a new school meeting new people that I don't know, I really liked that. Also just the idea of like big school 'Oh, you're growing up now' 'I'm going to be a teenager.'"

Transition period
"We had a full week to prepare from year 6 to 7."

Older sister
"I went to the secondary school my older sister went to and the main school everyone in my town would go to."

Confused together
"Because everyone else is in the same boat as you it's kind of like a joint confusion, but you get used to it... It was really nice. I think it's really like bonded."

After joining secondary school

Be myself
"...when I moved schools again, it was like, I could actually be myself and the way I was."

Enjoy change
"I moved schools at the end of year 9 ... Social-wise, that transition I don't think I had prepared myself for but I also enjoy change. So I was able to embrace it."

They (others) had a mindset
"From primary, people would always have this judgement that I was really smart, or whatever. And obviously with an older sister, like, she did really well in school... [Secondary school] already had like a mindset of 'oh she's like this or she's gonna be like this'. That in a way structured my personality and the way I was to people."

Harder to transition
"[In primary/first secondary] No one really had different views ... they weren't really open to other things. It was quite evident in the way people behaved or some of the stuff they said, so it did make it harder to transition being the only brown person in your year."

Praising people
"In my [first] school, we had a change in head teachers. It was kind of one of the main reasons I moved schools. It made the school very praising people for not misbehaving rather than praising people actually doing work."

Social aspect went down
"I definitely think like the social aspect really went down like sports, you don't have time for all of these things.... it was really fun in primary, like, all the sporting competitions and the winning were like, really mattered then."

Assemblies for the sake of it
"The whole assembly thing in my school, it doesn't really work. ... They mostly do it for the sake of knowing they've done something about it, but it doesn't actively do anything. Nothing really changes, it's only brought to awareness. Sometimes assemblies targeted around an issue, the issue sometimes only gets worse, like it doesn't actually get resolved."

Seeing the root of the problem
"I don't know [what would work]. Maybe not doing an assembly and actually dealing with an individual, instead of just speaking to them, because there's been instances where people just get spoken to, but that doesn't really do anything. Actually seeing the root of the problem. Where is this coming from? What's the mindset? Instead of just 'this is wrong'"

MENTAL HEALTH

Accessing mental health service
"When I was moving up from year six to seven. I was actually in therapy like I was accessing mental health services for like, other feelings I had and like a lot of anxiety that I had."

Stereotype
".. it was like was a conversation about mental health. 'I wouldn't expect someone like you to be getting mental health, like help.' And I was like, 'What do you mean?' 'Oh, just because you seem like the kind of person to be like, smart and like their life would be so well put together.' (...) because then there was also the stereotype where I was one of the only people out of my friendship group whose parents were like together and like culturally and like religiously like environment like it's not it's like it's not it's common, you can get a divorce. (...) it's like a lot of people just thought I had like a .. perfect family and I was I was meant to be really smart and things like that. And that you wouldn't in that you wouldn't expect me to then get mental health but like you'll have issues with that. And to like be told at such a young age was quite It was quite like not a good experience. By I definitely think that as I got older, I was able to reflect on it and then see the root of the issue and things like that."

KEY ISSUES / AREAS OF IMPROVEMENT

""Having to read case studies and lesson material which contributes to stereotypes."

*"In one of the points I've said about, there's been like instances where **case studies have been used in lessons that are like, following stereotypes**. And that maybe to avoid that. There should be like, maybe like, **it can be discussed in teacher training, programmes like that, to like how to tackle the issue of like stereotypes**."*

*"**When it comes to students, actually talking to them individually**, rather than like an assembly setting."*

*"Sitting in an **assembly** where people ridicule to teachers and **do not take matters seriously,** encouraging others to follow suit."*

IDEAS FOR FUTURE

*"**Reviewing the case studies or lesson material** provided to students to ensure it does not follow a racist narrative."*

Resources that break stereotypes

Minority ethnic students can help to make leaflets or posters
"Students that are part of minorities ... make a leaflet or poster outlining these stereotypes and things like that, but then also making something more detailed that can be turned into a conversation."

Impact: Decrease comments and bullying and raise awareness
"I feel like the impact that will have is not only will it decrease the amount of like, comments made and bullying that occurs, but also it's going to raise awareness."

"Teachers and staff members should be involved in designing"

One-to-one conversations, supported with resources

*"**one to one consultation** or session to discuss the reasons behind a stereotypical mindset."*

Ask people why they have these mindsets and explain why it's not appropriate or respectful
"Say there's an issue happening with like, two individuals say, like, racism or just any like stereotypical comment. ... If it happens like a few times, instead of doing an assembly just get the few like people that have acted on this and like asking them like where are these like, mindsets? ... and explain to them why it's not appropriate or respectful."

"And why moving forward, they cannot continue to act like this because of the impact it can have. ... [E.g.] In the workplace that's not like legally allowed because it's a discrimination."

Teachers are more of an authority and able to get points across
"I feel like it should be [delivered by] teachers, because they're more of an authority and more, you know, like, able to get the points across in the way that we will probably want them to."

"A lot of it comes from education, if you're educated, you're less likely to be ignorant."

Bring in parents to show this is serious
"For one to one conversations, maybe bringing in parents shows that this is like a serious thing that's happening. People like treat discrimination like bullying, it's really isn't the same thing. In the real world, discrimination has serious conseauences."

ZAYN MALIK'S WIFE
15 yrs

Words that describe you..

Lots Person

ETHNIC AND CULTURAL IDENTITY

"Ethnic group – parents were born in Pakistan. Culturally, I've got my experience of Britain, but I've also been introduced to my parents' culture like the cool weddings, the food etc."

IDENTITY

Different
"Me being brown, my identity... has meant that everything has been different and has been really important to my experiences."

"I wanted to be liked so badly. I wasn't my authentic self. I wish I hadn't done that."

"I was much more in touch with my culture back then."

Identity important
"It's important that your friends represent your culture, identity, values and morals. Your friends are representative of you. I now have a group that I am proud to call my friends."

TRANSITION FROM PRIMARY TO SECONDARY SCHOOL

Positive

Negative

During years 5 and 6 of primary school

Interests
"Pro flute player ;) ... I played the recorder, other instruments etc. I really enjoyed playing it and wished I carried on."

Friends - Double life
"I led a double life. I had friends at mosque, then I had my white friends at school. I was white during the day, and Asian girl in the evening."

Holiday
"Went on holiday to Turkey ;) ... There was a hot bar tender in Turkey."

First day of SATS
"I made myself ill from stressing about sats to where I started hallucinating :D"

Didn't like my appearance/ethnic features
"I used to hate the way I looked, majority were white, and I had a moustache, oily hair, big nose and I was really insecure about it. I asked my mum if I could wear it, she said no, so I stole my mum's razor, she was really angry about it."

"AAAAAAAAHHHHHH"

Getting ready for and moving from primary to secondary school

"Argued like everyday w(ith) my dad"
"... I've never really got on with my dad. That was a time when we argued a lot and things got a lot worse."

Nervous
"none of my friends were going to the same school as me. None of my primary friends went to my secondary. I had to start from new, everything is unknown."

Panic attacks
"Started to get lots of panic attacks, didn't know what was happening to me."

Making a good impression
"I convinced myself that this part of my life was so important... You need to make a good impression, you need to make lots of friends, you need to be really fit so people fancy you etc."

After joining secondary school

Joining in with others
"My best friend from primary school – he was a bit of a weird kid, people saw him as the annoying weirdo kid. I joined in, which caused us to no longer be friends, and meant he left the school. I really regret that and feel bad."

Felt tiny
"Felt like I was tiny compared to the building and everyone else. It was really scary to go from being so small at school. I remember being pushed down the stairs by a year 11. There are no rules, they don't tell you what to expect from the social side of it etc."

New experience
"Had my first crush on a girl, very scary... I can't share more about this because of people listening in my house."

Overthinking
"I wish I kept playing the flute & other instruments ;(I focused all my energy and time on going to extra clubs at primary school. As soon as I went to secondary school I stopped all that which stopped me getting involved, and meant I saw thought things instead."

Reflecting on making the mood boards
"I found it really hard to remember anything. I once got told that if you have a traumatic experience in the pass, your brain conditions you to forget everything."

MENTAL HEALTH

Could not confide in anyone
"I kept everything in, I didn't confide in anyone. There wasn't anyone at school either. I always found it hard to trust people, so I never talked to people about stress."

KEY ISSUES/ AREAS OF IMPROVEMENT

Microaggressions

*"Lack of engagement, **never taught about race** in any way in primary school."*

"Subtle types of racism that weren't taken seriously (by schools)."

*"I **didn't realise that I was facing problems because of my background** until I was looking back on it in the future: **I knew I felt different but I didn't know why**."*

*"Being in a majority white school caused **a feeling of no one properly understanding** you."*

IDEAS FOR FUTURE

*"More of a **zero tolerance** attitude towards racism and racist slurs."*

*"Instead of just talking about trauma and racism **focus on celebrating cultural diversity** too."*

Focus on zero tolerance, celebrating diversity and activities

"Assemblies with follow up activities."

*"Having **'People of Colour' role models** in every school."*

Support system and role models

*"Having a **consistent support system** (someone with shared experiences) for 'People of Colour', especially in majority white schools."*

PIPEDREAM
14 yrs

Words that describe you..

Academic
Introverted

IDENTITY

ETHNIC AND CULTURAL IDENTITY

"I've always said, dual heritage instead of Black, White African Caribbean. I've always just said dual heritage. It just takes in all of it."

"White and Black I don't think it really matters"

"Jewell heritage"

Food
"Cultural food is also important for me, I had Caribbean food for dinner!"
"When I was little, we went to this Caribbean festival, we had like, all these cultural dishes from the Caribbean."

Non-tolerance to prejudice/racism
"I was the only, like black girl in my class as well. So it was a very mainly white school. So but there's always been a non tolerance in the schools I've been to, there's always been like a non tolerance in like prejudice and stuff. And like, racism. So it's always been, like, very diverse in the schools, even if it's like, mainly white or something."

Did not think much about ethnicity
"I never really thought about it that way because I mean a lot of my friends are foreign as well (...) So I've kind of just grown up with like diversity and stuff. Because I mean, just in the family alone, it's very diverse. So I've kind of just got used to it and not really thinking about it."

Depends on personality not ethnicity
"I think it depends on the situation of how that person is and like, I think not so much like on the ethnicity or race but on the personality of the person will like whether or not they'll go up well or how they are as a person. It could all like go into how that they transition."

Never felt different
"... I've never really lived anywhere else I've always lived in same town, same place, or that I can remember anyways, but honestly, I've never really felt different than, like peers and my year group, even though they're like different cultures. I've never really known anything different if you know what I mean."

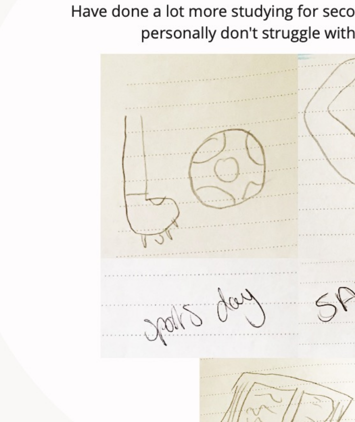
TRANSITION FROM PRIMARY TO SECONDARY SCHOOL

Positive

Negative

During years 5 and 6 of primary school

Reading and football
Didn't really study for SATS, did a lot of reading and football. Have done a lot more studying for secondary exams, but personally don't struggle with exams.



Disruption not tolerated
"... if someone was playing up in the classroom transition period, they would get detention, even though they're not actually part of the school yet. They would still be giving out detentions, just to show that those aren't tolerated, like the disruption of other people's learning and stuff. It showed it wasn't tolerated. Right away."

Two day transition period
"So like we had two days in the new Academy. So like, we had two days in year six, where we just had the day. And we got to try out all the subjects and get used to the feel of how it will be in like secondary setting."

Peer mentors
"... even the transition period there's, like certain peer mentors that are set with the group so that if you did need anything to like, ask about stuff, you'd ask the peer mentors and they'd help you through it."

Blazers

Getting ready for and moving from primary to secondary school

Reading and football

Support during transition
".. I guess my friends, I guess, just be able to be like, in a group with my friends."

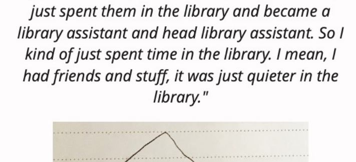
Structure is good
"It wasn't very chaotic, it was very structured, to be honest. Which is really good I guess because the more structured kid could, I think kids could use like structure when it comes to like moving up to, so they know where they go in and they know what they got to do. And they just know what they're doing basically when it's more structured."

Friends went to a mix of schools
Could have gone to one of the other schools too *"... but I didn't because this one, you know, it was close to home. But also it's where my sister goes. It was easier."*

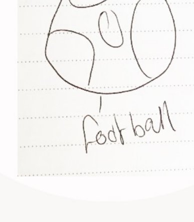
Getting used to the transition
".. You just kind of get used to it. But then every year the incentives get smaller and smaller.."

Judgement before knowing people
"Initially in my school, when we first moved up to secondary, I think there was a lot of, like, prejudice and like, judgement. Because, one, they (popular people) didn't know us yet. So they kind of just judged initially, because they didn't know us. So I think I think that can happen quite a lot. I guess, because a lot of people just judged before they even know people."

Spending time in library
".. I've always done a lot of reading and I've always done sport. So I mean, year seven, I kind of just .. because I was not very social. I kind of just spent them in the library and became a library assistant and head library assistant. So I kind of just spent time in the library. I mean, I had friends and stuff, it was just quieter in the library."



Sport
"Other than the four lessons of the week, I don't really do much sport." Haven't played football since year 8 because that's when Covid lockdowns started.



Mostly academics
".. you can have social, social, like, time and having friends and stuff, I think is important as well. But I think mostly school is about like the academic parts. Getting the grades, so you can have a good life."

After joining secondary school

Separate lunch time for older kids
"... in my school they kind of structured it so that the breaks and lunch are those like, Key Stage Three, or was it Key Stage Four or Five? What is it? Seven and eight is Key Stage Four? Is that? Yeah, they had like separate lunches. So it was like separated. (...) I think is a good thing because instead of just getting crowded and trampled on by all the older kids and like erm a lot taller and older kids, you just with the younger years. Oh, and it's like easier just to adjust over than having the whole school in one cafeteria. And it'd be absolutely crowded. I think that could overwhelm a lot of people."

'White people only table'
".. when I first went to the secondary school that I had to, I went to sit at a table and some of the people (from my year group) that were there were saying, Oh, no, this is a white people only table (...) so I kind of just stayed away from them."

Diverse and inclusive school
"...my schools anyways, has always been very, as I've said, we've always been very diverse. We've always had different cultures and everything in my school. (...) the school that we've got now there's like, the cafeterias, the normal cold food, but there's also world kitchen food from different cultures and everything. They do cook curries and all sorts in the world kitchen, so I think that's a good way of, what's the word? Like the provision the culture and just sharing it with people." (...)

".. there's always like a massive Christmas tree at my school. But then they've also got like, the, you know, the Hanukkah candles or something. (...) in the school down the music corridor by he'd go, like praying and stuff, to pray for different religions or stuff at certain times, you can go to that. So it's very inclusive, that there's the religious education, it's not just like religious education, it's like morals and stuff. And like, how to accept other people in religions and like, tolerance in general."

Assemblies on tolerance
"...There's definitely some sort of thing that they (school) do. But I've never really, like seen it. Because I mean, not so much like race or stuff, but there's a lot of like, sex like, homophobia.. that's the big thing at the moment. Is tolerance of like, what's the appropriate term at the moment?.. (LGBTQI+) (...) a lot of people are just very judgy. But then there's a lot of things that have been like there's been assemblies on tolerance and things that you should say and what you shouldn't say, and just what is accepted, really."

MENTAL HEALTH

KEY ISSUES / AREAS OF IMPROVEMENT

*"The point in mine is **not everyone has those problems,** but it is there, those problems are there for some people. But **some schools can deal with it better than others**. ... I don't really see an issue from mine."*

IDEAS FOR FUTURE

Period: 1 day
"Yeah, I had a transition day. But it was kind of just going into a school and getting the feel of walking yourself to lessons, that type of thing. I think a longer transition period would be great. It also was just a day, so you didn't really have a chance to like make friends or anything. We had like some students, like walk us around."

Period: 2 days plus 1 week summer school
"The rest of the [secondary] school was there [in our] transition days. There was some like peer mentors that helped us in the classrooms and stuff. We had separate breaks and stuff. And like, different like timings so that we wouldn't have to go through the corridors when it's crowded. We had two days, I think."

"They also do a summer school for Year 6s ... an extra week, so they get used to going into lessons and being there without the school there"

Period: 2 weeks
2 weeks... "With mine, it was with the rest of the school, but at lunch and break, we'd have like our own little area that we'd go outside to. We never had any, like mentors or anything like that. That could be because ours was two weeks long. So we had more time to adjust and get to know like our lessons and how the school runs and everything like that."

"When we went back to fully start in September, it would still be the same at break, but not lunch like you'd have lunch with everyone else."

Towards the end of (a longer) transition, same break areas as rest of school

More days in Year 6
"Like in Year 6, you could have more days, like actually at the school that you're going up to, so that you can get used to the [new] environment"

Longer transition period

Real-life situations to help prepare
"If more transition days, towards the end of transition, students are placed in, like a real-life situation where [e.g.] they will be having to go to lunch with everyone else. That could help them prepare a lot more"

Introduce Consequence System in primary school

Consequence System "totally different" in secondary school
"If you have that Consequence System like from Year 6, you can get into the right frame of mind to get used to that Consequence System and get your best learning out of it"

"Transition days prepare students to get to know their way around school, but not for things like the Consequence System"

Year 7s help Year 6s to transition

"I think Year 7s would be like happy to help Year 6s to get them prepared."

More relatable
"Year 7s will be a lot more relatable"

A day focused on culture, religion etc.
"You could do a transition period where you have like your typical lessons, but there could be a day, which is just focused on like cultures and awareness, education, religion, things like that. And that, like everyone is like in the same boat."

Drop-down day as part of transition period, to 'set the scene' for diversity

Setting the scene for a bigger school with more diversity
"Having that kind of setting the scene earlier on, kind of saying, 'Okay, look, you're going to a school where there is going to be a lot of different cultures'. So having that kind of day where you're focusing on teaching about culture, race, and religion, it sets the scene for the rest of the cohort to kind of make them aware, actually, I'm going to a bigger school, which will have a lot more diversity"

ETHNIC AND CULTURAL IDENTITY
"People need to understand culture and ethnicity, because that's how you respect it. [Schools should] educate people on morals and what culture is."
Ethnic and cultural groups
"I feel like desi, for both. I don't feel like I'm part of one thing. I feel like I've adopted to everything, like Indian, Pakistani. Like all of those are kind of the same. I think anyway, we all got same things in common."
Cultural groups
"I think British as well, like a massive part of British."
Showing culture
"I'd say home and with your own people as like brown people. I think it is important in a school context, because you kind of forget where you're from sometimes when you're like you with different people, especially British people."
IDENTITY
Showing culture in school
"I don't think you can. You're with people who are British. Like, everything that's different to them is abnormal. So you have to like, follow them, not them follow you."
Whitewashed
"I don't think I knew who I was at that [primary school] age. I feel I was influenced, I was quite whitewashed. It wasn't until I went to secondary where I seen other people the same as me, where I understood culture."
"I wish there was a bit more on it from primary, even if you didn't have friends like that, at least know who you are, kind of."
Finding myself
"I think I'm still in that, finding myself kind of thing."
S
14 yrs
Words that describe you..
Me
Independent
TRANSITION FROM PRIMARY TO SECONDARY SCHOOL
Positive
Negative
It was fun
"I just think it was fun. I can't really remember that much. But I do remember, like, positive stuff."
Racism and prejudice
"There wasn't enough of teachers challenging like racism and prejudice."
During years 5 and 6 of primary school
New people
"Getting to know new people."
Hit hard
"I think we weren't prepared to mature or realise how different life is compared to primary. In primary, you're kind of babyfied and spoon fed. Whereas secondary, you're kind of like independent."
Babify
"[Schools should] Not babify it, like maybe explain that it's going to be a lot different and how it's going to be different, and how to prepare for it."
Getting ready for and moving from primary to secondary school
Meeting new people
"The positive is meeting new people from different backgrounds and different opinions. But, that's also a negative because they've got different opinions. And you have to kind of accept that."
Hard to socialise
"I feel like you're expected to stay with your own people as in like, Pakistanis with Pakistanis. After the first month, I definitely changed friendship groups, but during the first months that's what it was like."
Confused
"Confused because you're expected to like, just fit in."
Whitewashed
"In secondary, I'd be whitewashed. And when I went home, I'd be kind of normal ... You've got white teachers, white friends. I feel like it's just expected. Especially when you're in Britain."
Racism and prejudice
"There wasn't enough of teachers challenging like racism and prejudice."
After joining secondary school
MENTAL HEALTH