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GLASGOW

Another Title Master

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UNIVERSITY OF GLASGOW

*the*  
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THE EXPERIENCES  
AND PERSPECTIVES  
OF  
WHITE  
AND  
BLACK & MINORITY ETHNIC  
CHILDREN

Following the Transition  
to Secondary School

At approximately age 11

# THEORETICAL AND POLICY CONTEXT

Majority-minority relations

Discrimination, assimilation, integration, anti-racism, multiculturalism

Cultural/ethnic identity

Black or specific identities, multiple identities, hybridity

Equality of opportunity

Educational disadvantage

School transitions

Changes in e.g. school size and structure, curriculum, peer and teacher relations

**Bases of Ethnicity**  
**Colour – Nationality – Family's National Origin –**  
**Religious tradition**

WHITE

British, Scottish, English, Irish

**Protestant, Catholic, No religion, Jewish**

BLACK AND MINORITY ETHNIC (BME)

Pakistani, Indian, Chinese, African-Caribbean

Also - British, Scottish, English, Irish

**Muslim, Hindu, Sikh, Buddhist, No religion,**

**Protestant, Catholic**

# Ethnicity of Scotland's Population

## SCOTLAND AS A WHOLE

2001 Census

88% White Scottish

10% Other White e.g. White British, Irish or English

2% Black and minority ethnic

– mainly Pakistani/Muslim, Indian, Chinese

## GLASGOW

5.4% Black and minority ethnic (whole population)

8.6% Black and minority ethnic (aged under 15 years)

# **THE STUDIES**

**Prompted by concerns about alienation  
among black and minority ethnic children  
starting after the move to secondary**

**1. Large surveys - 2002 – 3**

**(White and BME young people)**

Catherine Graham

**2 . In depth interviews - 2003 – 4**

**(BME young people)**

Catriona Caulfield

**3 . In depth interviews - 2005**

**(White young people)**

Nicola Ross

**SAMPLES  
IN THE SURVEYS**

**Study One**

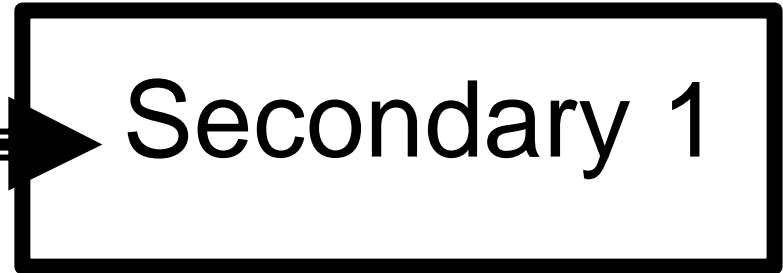
**A<sub>1</sub>**



**Primary 7**

**268**

**A<sub>2</sub>**

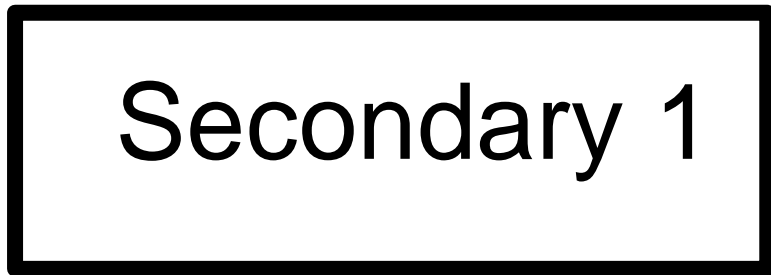


**Secondary 1**

**173**



**B**



**Secondary 1**

**343**

**A Two thirds white**  
**B Three quarters white**  
**Most others**  
**Scottish Pakistani or**  
**Indian**

## The surveys showed:

- most young people were anxious about the move, but settled quickly and well in secondary
- the transition programmes were seen by participant as helpful BUT over a quarter did not attend
- BME children more often reported parents as knowing about school work, but not personal matters, e.g. bullying

## The surveys showed:

- most young people thought their religion and culture were respected in school
- there were few major differences on nearly all questions according to ethnicity
- some BME children voiced concerns about racism or insensitivity to their customs
- teachers reported that BME performance on literacy, numeracy etc. was mainly at least satisfactory. Behaviour was *more* often good

# AIMS OF IN-DEPTH STUDIES

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Studies Two  
and Three

To understand in more detail the extent to which children felt their ethnicity was accepted and respected

To examine young people's perspectives on inter-ethnic relations

To explore changes associated with moving to Secondary School

**SAMPLES  
IN-DEPTH STUDY  
(BME Children)**

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**Study Two**

**56**

young people in S1 and S2  
attending a wide range of schools in Glasgow

Interviews: individual or small groups

All completed a similar short questionnaire

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**19** adults

(10 professionals and 9 parents )

Individual interviews

# CHILDREN'S SAMPLE IN-DEPTH STUDY (BME Children)

Study Two

Most had a double identity. Most preferred Scottish to British. Some favoured national origin (e.g. Pakistani), others religion (e.g. Muslim)

<b>Scottish Pakistani</b>	<b>23</b>
<b>Scottish Chinese</b>	<b>14</b>
<b>Scottish Indian</b>	<b>13</b>
<b>Other</b>	<b>10</b>
<b>TOTAL</b>	<b>56</b>

## Study Two

# NEW FRIENDS WERE MADE AT SECONDARY

“On the first day I made a bunch of friends.”

“It’s been easy to make friends.”

“The school helped us with making new friends.”

## Study Two

# **MOST CHILDREN HAD FRIENDS OF OWN AND DIFFERENT ETHNIC BACKGROUNDS**

**“Muslims play with Whites and Whites play with Muslims.”**

**“My friends are from all over”**

**But some clustered:**

**“In the first year I hung around with lot of different children  
by now I spend a lot of time with children from the same  
backgrounds as me.”**

**“Some Asians stick together .....It’s safer.”**

## **AWARENESS OF PARENTAL EXPECTATIONS**

“My parents want me to get a better education, so I need to work well and do well in secondary.”

“My Mum and Dad are really interested in what I do at school.”

## Study Two

### **PARENTAL EXPECTATIONS could be:**

Very specific e.g. “My Mum and Dad want me to be a lawyer.”

Experienced as pressure e.g. “They want me to do more than I can do.”

Experienced as respecting individuality e.g.  
“They’re not really bothered what I do as long as I’m happy.”

**NEARLY ALL HAD  
EXPERIENCED OR WITNESSED  
RACIST BEHAVIOUR IN SECONDARY SCHOOL**

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- **Mostly from peers**
- **Mostly verbal**
- **Some based on bullying and gang fights**

# **EXAMPLES OF RACIST BEHAVIOUR IN SECONDARY SCHOOL**

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**“They make fun of my name, because I’m Chinese.”**

**“She called me a racist name”**

**“They all call me names and leave me out”**

**“It’s the older people, like the gangsters and all that”**

**“There’s loads more fights happening now, sometimes about racism and sometimes about other things”**

## **Study Two**

**Racist incidents were reported to be more common in secondary than primary school**

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**Problems usually began later in the first year and increased in S2**

# **Primary-secondary contrasts in racism**

## **Study Two**

**“There are racist fights....  
and the teachers are a wee bit racist...  
It was alright in primary school,  
but it’s much worse here.”**

**“Its a lot worse - I’m getting called names and all that  
.... Primary school was a lot better. I got a lot more help with  
my English in primary school.”**

**“Our high school’s really racist  
and at primary school it wasn’t like that.”**

**MAIN WAYS OF COPING  
with comments**

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• **Ignoring**

• **Explaining**

• **Joking**

• **Confiding**



• **Reporting**

# **MAIN WAYS OF COPING**

## **Examples**

### **Study Two**

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**“They make racist comment to me sometimes,  
but I don’t really care.”**

**“I’ve never done anything about racism.”**

**“They make fun of my surname, which I don’t really mind.  
I just take it as a laugh.”**

**“I talk to my sister about racism at school.”**

**“The best way to deal with racism is to talk about it in PSE”.**

**“I would fight if anyone picked on me”**

# **TEACHERS and Transition According to children**

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**‘My parents and teachers helped the most because they told you what to do and how to make friends.’**

**“The school really helped a lot.....For the first couple of weeks all the classes were about talking to other people and getting to know them and relaxing.”**

# **TEACHERS AND RESPECT**

## **Study Two**

**“My religion is accepted at school”.**

**“They let us go to mosque .. A lot of schools don't do that.”**

**“I'm Sikh and they let me wear what I want.”**

**TEACHERS**  
**According to children**

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**Seldom acted in a racist way**

**BUT**

**Often seen as unresponsive or ineffective  
in dealing with peer racism**

## **Experience of discrimination**

## **Study Two**

“ Every time there’s a fight the black people get suspended and when the white people start it we get suspended and not them.”

### **Passivity / ineffectiveness**

“Sometimes the teachers seems to get embarrassed by racist comments that they kind of ignore it - maybe because their own race is kind of doing it to another.”

### **Repercussions**

**“Teachers don’t do anything - they just suspend them and if they see you in the street later you get battered.”**

## **SOME TEACHERS DID ACT**

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**“ I talk to some of the teachers about problems I’m having with bullying and racism and school and they do stuff about it.”**

**“(The class) used to always sing songs at me, shout across the room, use rubbers to hit me. I told my guidance teacher and they let me move class”**

# **Suggestions from young people**

**Study Two**

**“The best way to stop racism is for  
the head teacher to speak to the  
whole school for half an hour or  
something”**

**Male in Secondary 1**

# **Suggestions from young people**

**“The best way to deal with racism is  
tell the guidance teacher but there is  
not much they can do”**

**Female in Secondary 1**

# **Suggestions from young people**

**“You know what teachers are like –  
they can’t do anything.**

**You have to take things in your own  
hands”**

**Male in Secondary 1**

**Sample of in depth study  
(White children)**

**Study Three**

**91 young people took part**

**13 were interviewed individually**

**78 were interviewed in small friendship groups**

All completed the same short questionnaire as the BME children

They mostly:

- saw themselves as Scottish (not British)
- did not articulate a strong sense of being 'white'
- did not identify strongly with any religion

# **Friendships in school**

## **Study Three**

**The majority had more contact with BME children  
in secondary school than in primary school**

**Many indicated they had diverse friendship groups**

e.g. “You don’t care about the colour of their skin or their religion because they don’t matter. You’re not friends with their religion, but with who they are”

**Some reported friendship groupings in secondary school based on ethnic, cultural or religious lines**

e.g. “100% one side you’ve got white and 100% the other side is pure Black”

# **“White” children’s views on racism in school**

## **Study Three**

**Most did not identify teachers as discriminating  
between ethnic groups**

e.g. “Children sometimes have different views or values  
... but teachers never do. They’re always saying  
don’t be anti-racist”

**A small number did think BME children were favoured**

e.g. “They get more attention” “They get away with stuff and we don’t”

Just as a minority of BME young people thought  
white children were favoured

# **Primary- secondary differences**

## **Study Three**

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**Most thought teaching in secondary school gave more attention to anti-racism and awareness of diverse cultures than primary school.**

**Despite this, many thought that peer racism increased after the move to secondary school.**

**This supports the views of BME young people**

**[ Official Glasgow figures show a decline in reports of racist incidents in Secondary ]**

## **Views on multi-culturalism**

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**Most saw Scotland as being a multi-cultural society  
and approved of this**

e.g. “I think it is and people have to get used to that”

**A minority questioned or expressed  
discomfort with ethnic diversity**

e.g. “It’s not a bad thing, but you need to stop (people coming in)  
soon because it’ll start racial tension”

## **Some Conclusions**

**Most minority children had a dual ethnic self identity**

**Most BME children and parents were strongly committed to school**

**With few exceptions, children were supportive of living in a multi-cultural society**

**Peer racism was nevertheless seen as part of everyday life - and greater at secondary school**

**Usually BME children mediated racism passively or constructively**

Teachers were rarely seen as racist; minority children tended to see them as passive with regard to peer racism; more white children expressed awareness of an anti-racist ethos in school

A minority of both minority and 'white' children were disaffected with school and voiced inter-ethnic antagonism

## Some implications

At this stage, good peer relations and commitment to school have been achieved for most young people

Transition programmes could attend more to inter-ethnic issues

Teachers can be more active and responsive as regards peer racism

Particular care is needed to engage a minority of both white and BME young people who feel disaffected and discriminated against

**Reports of Studies 1 and 2 are available  
on:**

**[www.gccs.gla.ac.uk](http://www.gccs.gla.ac.uk)**

**Study 3 Report will be available early  
in 2006**



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To turn the noise off,  
**Slide Show/Slide Transition/Sound/No Sound**

# Thank You

