**Adults’ and Children’s Friendships Across Social Class and Ethnic Difference**

**Data deposit: Read Me**

**The interview data set consists primarily of** **interviews with 8/9 year old children, their parents and teachers, and governors in three London primary schools which we have called *Fernhill, Junction* and *Leewood*. We have also deposited drawings done by the children showing their friends.** The schools are all standard state primary schools (ie not academies and not faith schools).

We focused on one class of 8/9 year olds (Year 4) in each school. We spent some time in the classroom getting to know the children before we started the interviews. The children all chose to participate. We interviewed them in pairs, in a quiet space outside the classrooms, and the children drew pictures of their friends whilst we talked, as a prompt to discussion. These pictures are included in the data deposit. We asked the children to draw themselves in the middle of the page and their friends around them. Close friends are drawn near their self-portraits, other friends further away. (NB: we were interested in friendships within the classroom group, so children/pets/family members featured on the drawings but who are not in the class group, have been marked NIC (Not in Class). Drawings of our participant children have all been anonymised).

The interviews with the children covered issues such as: who the children were friends with, what games they played, whether they met their friends out of school, what they did when there were friendship tensions, and whether and how they considered their friends to be different from them or the same.

We contacted all the children’s parents/carers and invited them to participate in the research. With those who agreed, we arranged to meet them at a time and place convenient to them (they chose cafes, their homes or the schools). We asked them about their children’s friendships (who the friends were, any tensions, whether they met out of school etc), their relationships with their children’s friends’ parents, and who their own friends were and how they liked to spend time with them. We also asked them for their views on their local areas, and whether they attended/were involved in organising school social events (summer fairs, international evenings etc). We spoke to parents at all three schools who were or had been recently involved with the Parent Teacher Association.

We re-interviewed a small number of these parents 6 months to a year later to discuss any developments and pick up on themes emerging from our developing analysis.

We also interviewed the class teachers at all three schools, other staff involved in pastoral support (at Junction and Fernhill), senior managers (the headteachers at Leewood and Fernhill, the deputy head at Junction) and two chairs of governors (at Fernhill and Junction). Themes for these interviews included the children’s friendships networks, and the school policy and practices around friendship as part of Social and Emotional Learning.

Documents deposited are the data template record, consent forms, interview schedules and information given to teachers, pupils and parents.