

WORCESTERSHIRE
CHILDREN FIRST



WORCESTERSHIRE EDUCATION GUIDANCE

Supporting the Strengths and Needs of Refugee and Asylum Seeker Pupils

June | 2023

AIM OF THIS GUIDE:

This guidance document has been created with the aim of helping schools to support the strengths and needs of refugee and asylum seeker pupils in the educational context. In doing so, it is our hope that these pupils will have equal opportunity to reach their full potential and achieve positive outcomes.

The information and resources contained within this document are intended to be universally applicable to all educational establishments, including early years, first, primary, middle, secondary, high, specialist, and further education settings. However, some aspects will be more relevant for particular age groups, and we have done our best to accommodate all audiences by dividing into subsections.

There are a number of psychological models and frameworks underpinning this guidance and we focus in on some of those that inform our practice when thinking about the strengths and needs of refugee and asylum seeker pupils. Worcestershire Local Authority is committed to promoting equality, diversity and inclusion and we have adopted a culturally sensitive approach throughout.

Why this guide has been produced:

Every year the UK receives refugees and asylum seekers from around the world. It is anticipated (and hoped) that this guidance will be used to support them (regardless of their country of origin). In light of ongoing global conflicts, it felt timely to produce a guidance document so that together, we can welcome and make a difference to the lives of these children, young people and families.

Acknowledgements:

This guidance is based on a document produced by Camden Educational Psychology Service. Their guidance was reproduced with kind permission from Gateshead Council and Essex Ethnic Minority and Traveller Achievement Service (EMTAS).

This guidance arose out of the work between the WCF Educational Psychology Team, and the WCC Resettlement Team, and we thank this team for providing feedback about this guidance.



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INTRODUCTION: ABOUT THIS GUIDANCE

Guiding Principles:

Worcestershire Children First Educational Psychology Service (EPS): Our Commitment to Children and Young People:

- To keep children and young people at the heart of everything we do;
- To support and empower parents to care for their own children well;
- To value education as the best start in life for all children;
- To act in a professional and timely way to protect children from harm.

Worcestershire Children First EPS: Equality Statement:

- We declare our commitment to promote equality, diversity, and inclusion and to challenge prejudice and discrimination. We will actively promote a progressive culture of championing equality, diversity and inclusion in our work with children, young people, their families and their supporters.

Refugee and Asylum Seeker Pupils: The Educational Context:

Article 28 of the United Nations Convention on the Rights of the Child (UNCRC) recognises the right of the child to an education. In England, education is compulsory and can be provided at school “or otherwise” (as stated in Section 7 of the Education Act, 1996). As a Local Authority, we also have a statutory duty under the Race Relations (Amendment) Act, 2000 to promote race equality and to eliminate racial harassment.

Refugee and asylum seeker pupils (aged 5 – 16 years) have exactly the same entitlement to full-time education as other UK pupils and economic migrants. This rule applies equally across Local Authority schools, academies and free schools.

This guidance document has been produced to help schools to support the strengths and needs of refugee and asylum seeker pupils in the educational context and in doing so, to enable them to continue their education and reach their potential.

Psychological Principles Underpinning this Guidance:

Educational Psychologists (EPs) have a wealth of knowledge in children’s psychological development, which they apply to support children, to engage with learning.

EPs aim to work collaboratively with practitioners, children, young people and families to improve outcomes for children and young people. The EPS adopts an approach to practice that values and promotes positive relationships.

EPs use psychological models and frameworks to inform practice. Some of those underpinning our support for refugee and asylum-seeking pupils include:

- **Strength-Based Approaches** - Identifying and building upon individual strengths.
- **Positive Psychology and Resiliency-Based Frameworks** - Thinking about risk and resiliency (protective) factors for wellbeing.
- **Trauma-Informed Approaches** - Being trauma-informed and attachment-aware, without labelling pupils as 'traumatised'.
- **Relational Approaches** - Emphasising relationships and a sense of belonging. Narrative Psychology – Exploring experiences and the meaning attached through narratives and individual/shared stories.
- **Systemic Approaches** – Moving away from 'within-child' explanations of need, to a focus on the wider systems and environmental factors that facilitate and impede child development.
- **Culturally-Sensitive Approaches** - Understanding experiences through a cultural lens. This includes ethical practice, cultural humility, self-reflection, and engaging in respectful, collaborative and curious conversations with children, young people and families.



SECTION 1: KEY INFORMATION AND USEFUL DEFINITIONS

1.1 What is an 'asylum seeker'?

An asylum seeker is an individual who is forced to flee their home in the country where they live because a threat to their safety has placed their life in jeopardy. Upon arrival in another country, they apply for political asylum. There is not an age restriction on asylum seekers. The age varies from children to adults. Children may arrive with or without a parent, carer, sibling, relative or friend. Alternatively, some children may arrive with a stranger under an agreement to secure their safe passage to another country. In the event a child under the age of 18 arrives unaccompanied, they are taken into care. An unaccompanied minor has the right to seek asylum on their own.

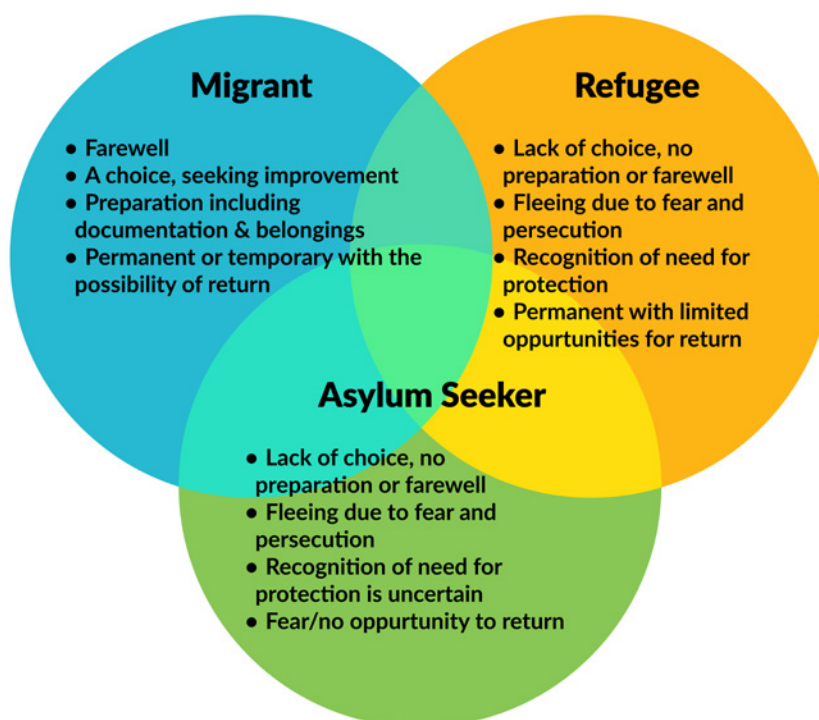
1.2 What is a 'refugee'?

A refugee is a child, young person or adult who has been granted approval from the Home Office to stay in a country. They arrive through either an official pathway, such as a recognised resettlement scheme (UKRS, ARAP/ACRS, Homes for Ukraine, Hong Kong Nationals program etc) or when their status as an asylum seeker has changed after approval has been granted to stay in the country where they sought asylum. The approval was granted based on evidence supporting the asylum seeker's inability to return home "owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion" (The Refugee Convention, 1951).

Please note that the Migrant & Refugee Children's Legal Unit offers a guidance to individuals of useful definitions, telephone numbers, and websites, which can be accessed at <https://miclu.org/who-is-who>.

The Strategic Migration Partnership also offers guidance to unaccompanied minors, which can be accessed at <https://smp.eelga.gov.uk/unaccompanied-minors/resources/>.

1.3. What is a 'migrant'?



A migrant is an individual who chooses of their own volition to relocate to another country. Migrants may not have had the threats of safety or fear of losing their life like asylum seekers.

1.4. How is asylum obtained?

The Refugee Convention of 1951 grants everyone the right to apply for asylum in a country who is also part of the Convention. Asylum seekers can also remain in the country where they seek asylum until their application is processed. The application outcome results in one of the following:

- Indefinite leave to remain (full refugee status)
- Temporary leave to remain for 1 to 5 years or until age 17 ½
- Asylum is refused, which can be appealed

Appellants can remain in the country until a decision is reached in the appeal. The standard application processing time is 6 months. However, if there are complications and additional documentation is needed, it could take much longer.

1.5. How are asylum seekers supported?

Asylum seekers typically do not have the right to work in another country. They have little or no access to money. Thus, they rely upon another country's benefit system for support. In the UK, asylum seekers are entitled to the full range of health care services. They are not responsible for NHS medical care costs and are eligible for free prescriptions like other citizens or migrants. Asylum seekers also qualify for housing benefits. They cannot choose where they live.



SECTION 2. REFUGEE AND ASYLUM SEEKER ORIGINS

The Journey of Migration

2.1. Overview

The journey to the UK will have been a traumatic and challenging experience and we must recognise that refugees can experience trauma before migration, during migration and after migration. It's important to think about the lived experiences of refugee and asylum seeker families and to think about, and wonder, what happened at each step of that journey.

Country of Origin:

Many refugee children and families flee their country when war or violence breaks out. This means that they have often been exposed to that violence prior to leaving. Some experiences that refugees may encounter before fleeing their own country include:

- Violence directed at themselves, their families, and others around them.
- Witnessing killings, rapes, and other physical assaults. This is often inflicted on members of their families and neighbours.
- Living in a state of fear prior to leaving their country.
- An arduous and dangerous journey to leave the country. This may involve leaving behind family members that cannot make the journey or losing family members along the way due to death, violence, or separation because of chaos.

The Home Office website www.homeoffice.gov.uk gives current information about countries of origin. Countries that asylum seeker and refugee children may come from, along with the language(s) they are most likely to know are included in the table below. See Appendix A for each aspect of each country's culture.

Country	Main Languages(s)
Afghanistan	Pashto/Dari
Syria	Arabic
Kosovo	Albanian
Pakistan	Urdu
Eritrea	Tigrinya
Sri Lanka	Sinhalese/Tamil
Sudan	Arabic
Nigeria	Yoruba
Albania	Albanian
Somalia	Somali
Ukraine	Ukrainian/Russian

During Displacement: Many refugees flee first to temporary refugee camps or countries where they are not in danger. They stay in this temporary accommodation sometimes for years at a time. Living in this state brings with it many experiences which can continue to traumatise. Some of the difficulties that refugees experience during displacement include:

- Accommodation is often inadequate for families and unsafe for children.

- There are food shortages.
- Many children, as well as adults, are the victims of rape and physical violence in these camps. Many may witness this occurring to others and may also be witness to murder.
- Significant numbers of young people and children are unaccompanied and may have lost parents or carers.
- Parents may be experiencing their own issues of grief, loss and trauma and may be less emotionally responsive to the needs of their children.
- There is ongoing uncertainty about their future and their safety.
- They are often required to re-tell their story to several people in order proceed through the process of seeking refugee status.

Resettlement in New Country:



Resettlement provides refugees with the opportunity to start a new life in a country where they will be safe. However, it also brings with it several challenges and adversities that may impact on children and families. These include:

- Difficulties associated with language, customs, and knowledge of services in a new country.
- Financial hardship, difficulties with finding employment and in some cases, suitable housing.
- Difficulties accessing transport.
- Difficulties in accessing help and assistance when unfamiliar with the way communities and services work.
- Feelings of isolation.
- Feelings of loss of home, family, and other connections.
- A sense of disconnection living in a country with different customs and expectations.

SECTION 3. EDUCATION

3.1. Admissions to your schools

Admissions to your schools should demonstrate an awareness of diverse groups of pupils and their needs. Refugee and asylum-seeking children have equal access to the full curriculum that is appropriate to their age, ability, and any special educational needs they may have. They are admitted to schools using the same local authority criteria that apply to any other child seeking a school place.

Unaccompanied children who are looked after should be admitted to a mainstream school within 20 school days of seeking asylum. They should not be enrolled at a Pupil Referral Unit (PRU) or any similar alternative provision.

Most unaccompanied asylum seeker pupils are children looked after (CLA). Asylum seeking and refugee children who are CLA should have a personal education plan and it is the school's responsibility to designate a named person to co-ordinate their educational provision. If CLA are moved, for example to a new foster placement, education must be in place prior to the move (unless it occurs in an emergency).

Schools might want to consider the following when admitting refugee and asylum seekers:

- Have systems in place to ensure effective communication with families. This can include arranging professional interpreters who understand the context of their migration and country of origin. It is also important to consider the interpreter's ethnicity and dialect. This should be the same as the family where possible and not from an ethnicity currently in conflict within the countries of origin.
- When communicating via the interpreter, ensure you talk directly to the parents and/or child, not the interpreter. Make efforts to pronounce and spell names accurately.
- Aim to establish an ethos of trust and partnership. Explain why questions are being asked, as many families will have prior experiences of interrogation by officials that may have been distressing.
- Establish parent/carer literacy levels in their first language before exploring the most effective form of communication between home and school.
- Ensure all key documents (e.g., letters, newsletters, reports, emails) are translated into the first language before being sent home.
- Clarify any entitlement to uniform grants, free school meals and transport and ensure the family is aware that the child is entitled to free ear, sight, and hearing tests.
- Proof of date of birth is required by the school, not passports or immigration documents. In some cases, the Home Office will 'age' a child. In these cases, the date of birth is always 1st January.
- Find out the names of any previous schools attended in their home country and in the UK so you can explore their strengths and weaknesses. If possible, contact schools attended in the UK for information about the pupil.
- Children are likely to have big gaps in learning from not having attended formal schooling for many years before joining the UK education system.
- Most children will have lived in highly challenging environments physically, emotionally and mentally that likely impact their behavioural responses in a range of school contexts. For example, consider whether a child has been working to support their family and unable to access education.
- Check with parents if they are aware of the school curriculum, school routines, homework requirements (see below) and expectations surrounding parental involvement in education.
- Share information about local agencies and community organisations that may provide support outside of school.
- If the new pupil is an unaccompanied minor, the designated teacher for Children Looked After should be invited to the admissions and subsequent meetings.

- Language and cultural difference may lead to some children isolating themselves despite having a desire to make friends.

3.2. Induction

The asylum seekers/refugees' emotional needs should be considered at the start of the induction process. Some children and young people (CYP) have experienced extreme violent conditions in their home country leading to anxiety, stress, or trauma. These experiences may present in the classroom as challenging behaviours. The school's SENDCo should contact the Local Authority Educational Psychology Service or other support agency to arrange a consultation.

Asylum seekers and refugees from a country in which English is not the native language may also have needs beyond English as an additional language (EAL). Schools should be aware of any physical or mental disabilities in need of SEN investigation in accordance with the SEND Code of Practice (2015).

Asylum seekers and refugees will need help to ensure a smooth transition to the learning environment. Some things schools can consider are:

- Arranging an admissions consultation with the child and their families to explain the learning process, policies and procedures, term time and holidays whilst being mindful of cultural differences.
- Negotiate a start date that allows families time to organise and prepare CYP return to school following the admissions consultation.
- Explore the family's access to technology (e.g., Wi-Fi, computers) outside school and IT literacy levels.
- Create a plan to help the CYP adjust to the school system, cycle, curriculum, and personnel whilst keeping in mind any religious accommodations or other special needs.
- Partner the CYP with a companion (with attention to cultural similarities) that will help them become familiar with school customs, transportation, and location of useful facilities (e.g., toilets, dining room, administrative offices).
- Partner the parent/carers with a companion (with attention to cultural similarities) that will help them become familiar with school customs, transportation, location of useful facilities (e.g. administrative offices) and routines (e.g., pick up and drop off, communication methods, school trip procedures, non-uniform days, teacher training days, homework).
- Monitor the CYP for attendance and learning progression immediately and conduct wellbeing checks regularly.
- Make arrangements for observations and assessments in a timely manner and when appropriate for a smooth transition.
- Provide updates to parent / carer regularly.

These considerations will help the school, CYP, and families adapt to their new environment whilst promoting collaboration and support to asylum seekers and refugees.

3.3. Curriculum Provision

Every child under the age of 16 has an entitlement to the full National Curriculum but often asylum seeking, and refugee children have had an interrupted education. Some children may never have attended formal education so schools may need to take steps to make the mainstream curriculum offer accessible for them. We should emphasise that a school which meets a child's social and academic needs is a one where they are likely to feel a greater sense of belonging.

Students who are not literate in their first language will need rapid intervention to learn to read and write in English using age-appropriate materials. Refugee or asylum-seeking children should join mainstream lessons and should not be placed in specialist provision for excluded pupils or SEN classes. It is important that schools avoid placing refugee and asylum-seeking children in low ability sets where possible. This is because children tend to learn better when working with peers who can provide good behavioural and linguistic models.

3.3.1. Homework and Extra-curricular Provision

Homework is often expected as a way of consolidating learning outside the classroom. This may create difficulties for families who are unfamiliar with the routines and/or do not yet have the language skills to fully facilitate completion of home learning tasks. This may be complicated further by lack of technological equipment and/or levels of IT literacy.

Extra-curricular activities can enrich the educational experience and contribute to school connectedness. Schools should help newly arrived families understand what extra-curricular activities are offered and how they are delivered (e.g., times, where they take place, equipment required, transportation, who can attend). Extra-curricular provision should be inclusive and access to equipment should not be a barrier to participation.

3.3.2. Primary (early years, first & middle) School Provision

It is important to explore different ways to make the curriculum accessible and inclusive for refugee and asylum seeker children. This can include the following:

- Making purposes and goals as clear as possible (e.g., using clear print and clear illustrations)
- Choose texts that are representative of all children's backgrounds and experiences
- Using drama, puppets, art, mime, and pictorially based tasks (i.e., photographs, charts, flow diagrams, storyboards, maps)
- Using cards, draughts, chess, backgammon, dominoes, noughts and crosses and board games, which may be familiar to them in different forms, as learning resources to encourage interaction with peers
- Involving EAL staff in using the home language when introducing new words and texts
- Prioritising interactive activities which encourage collaboration between pupils and help to speed up the English language acquisition
- Playing music and singing songs, using books with a strong visual content, or no words, for a range of year groups
- Using bilingual dictionaries and web-based translators and apps
- Providing audio visual support, taped stories and other ICT based support tools
- Make positive links with the child's home language, culture, and community. These mediating factors can help reduce children and young people from manifesting distress and becoming psychologically vulnerable

3.3.3. Secondary/High School and Further Education Provision

A significant proportion of unaccompanied refugee children who arrive in school are typically 14 to 16 years old. It is important to consider the following things:

- At KS4, a range of appropriate curriculum pathways need to be offered to match the young person's ability and potential. Since vocational courses require the same level of English as in Higher Level GCSEs, a less academic pathway should not be the automatic choice. Opportunities for extra study or EAL support should be offered and built in too.

- Some unaccompanied refugee children may benefit from access to vocational routes and work-related programmes. Therefore, these opportunities should be explored together.
- Asylum seeker and refugee pupils should be given an additional layer of careers guidance by considering their cultural context. For example, girls may not be aware that they can pursue any career they choose in the UK.
- For Post-16, schools might decide to make exceptions for young asylum seeker or refugee pupils so they can join Year 12 without the usual five or more GCSEs. Asylum seeking and refugee pupils can and do move on to study in Higher Education, such as university. These pupils should be supported to do so, which may be at a later stage than their peers. Pupils are generally unaware they can often study their first language at university level, possibly combined with another subject, so do suggest this as an option.
- Pupils aged between 16 and 19 are entitled to the 16-19 Bursary if they satisfy the residency criteria In the EFA Guidance. The bursary is £1,200 p/annum. More information is available at:
<https://www.gov.uk/1619-bursary-fund>

3.4. Useful Information for Headteachers and Learning Managers

Asylum seekers and refugee CYP will need a full range of support to become accustomed to the school system and their learning environment. Headteachers and Learning Managers should refer to good practice guidelines to guide them in support this vulnerable group. Some examples include:

- Access to and knowledge of educational policy and issues of educational entitlement in supporting asylum seeking and refugee CYP
- Awareness of the Worcestershire's Resettlement Team and other organisations that support asylum seekers and refugees transition to their new country
- Awareness of library and leisure resources that help asylum seekers and refugees in their language get acclimatised to their new environment
- Being sensitive to asylum seekers and refugees needs during and after school admission, which includes EAL and SEN
- Conferring with Local Authority Educational Psychology Services for support of asylum seekers and refugees
- Liaise with local community/youth groups to assist with clubs, leisure activities, after-school events, and holiday projects to support CYP's development and adjustment
- Involve early years providers to ensure access to educational services occur early for asylum seekers and refugee children under age 5 who may not be accustomed to early years education programmes
- Build cultural literacy and sensitivity to asylum seekers and refugees and make accommodations as needed
- Talk about equality and ensure refugee and asylum seeking CYP know they have the same right to help as all their class peers.
- Talk about religious events (e.g., Eid and Ramadan) and be aware that this could be a trigger time as they may be away from family/extended family and friends.
- Talk to parents first and give them time to prepare their children to be able attend lessons containing sensitive PHSE topics (e.g., sex education).
- Worcestershire County Council's Learning Services engage with parents through their family learning programme that can be offered in school where there is a high proportion of relevant need. There are also opportunities in the wider community that can support parents with the development of English language skills or seeking employment. Email: adultlearning@worcestershire.gov.uk
- Young adult learning is the post-16 part of Worcestershire's learning offer. This may be an appropriate referral route for young people who need to build their language skills post-16. See:
<https://www.worcestershire.gov.uk/learning-services-worcestershire/>

3.5. Useful Information for Class Teachers

In England, the National Curriculum (2014) states that it is the responsibility of all teachers to plan their lessons to ensure that there are no barriers for any child or young person, whether they have EAL or additional needs. It may be useful to consider the following:

- Newly arrived learners with EAL may be quiet and reluctant to join in class activities at first. The silent phase is a normal stage in second language development and does not mean the learner has a special educational need. Where new learners are grouped with those who speak their language or with supportive English speakers, they will typically join in within a few months.
- Recognise that having EAL is not a special educational need but that some learners may fall into both categories
- The English as an Additional Language Team at Worcestershire Children First can provide advice, guidance, and resources to support schools and settings to build their capacity to meet the needs of this vulnerable group. Email: EAL@worcchildrenfirst.org.uk
- Support is also available from the Learning Support Team at Worcestershire Children First Inclusion Support Service. This is free to maintained schools and traded for academies. Details can be found on the e-store.
- Self-esteem is boosted by achievement and a pupil's sense of worth. Focus on what the refugee or asylum-seeking pupil can do and does know. Maths, Physical Education, Design and Technology and Art lessons are often the first opportunities to explore children and young people's abilities accurately and praise good outcomes.
- Breaktime and lunchtimes can often feel upsetting, lonely, or unsafe for these pupils and they may be reluctant to leave the classroom if it does not feel safe to do so. Regularly check on their wellbeing following school breaks.
- Avoid using language that excludes a refugee or asylum seeking learner. For example, when setting up curriculum projects or homework, avoid involving or referring to 'parents' or the 'family' at home. Refugee children may not wish to talk about their family circumstances, sometimes due to fear they will jeopardise their chances of staying here or being seen as different. Try to take a genuine interest in the pupil's other language(s) and show you value their achievements in this area.
- Refugee and asylum-seeking pupils may have difficulty trusting adults due to fear of loss.
- It is important to be observant and to know when children are becoming distressed. Only then can the appropriate support be given. Manifestations of the following may indicate a child is deeply distressed:
 - Losing interest and/or being very withdrawn
 - Being aggressive or feeling very angry. Children may imitate the violence they have seen around them and/or feel unable to put their feelings into words and use violence as an outlet. Traumatic experiences can make children have intrusive thoughts, feel tense and irritable
 - Lacking concentration and feeling restless
 - Act out stressful thoughts through play or drawings
 - Physical symptoms (poor appetite, eating too much, breathing difficulties, pains, and dizziness)
 - Nightmares and disturbed sleep
 - Crying and feeling overwhelming sadness
 - Be nervous/fearful of certain things such as loud noises
 - Find it difficult to adapt to the environment or form relationships with peers or school staff

- Be aware that “endings” may happen suddenly and with little notice, when a refugee or asylum-seeking family has to move to another area. This will need to be managed reactively and sensitively taking into consideration the emotional needs of class peers as well as the needs of the refugee or asylum-seeking pupil. Endings form a significant punctuation in relationships that need to be acknowledged.

3.6. Useful Information for Pastoral Support Staff

Asylum seekers and refugees may have experienced injustice, violence, exploitation, abuse, human trafficking, or loss of loved ones. Thus, pastoral support staff should consider the adversities experienced and protective factors (e.g., support groups, safeguarding practices, etc.) that will help this vulnerable population transition to their new environment. Not only this, but it is also important for schools to provide resources and learning about loss, death, and bereavement. By using the pastoral curriculum, PSHE and citizenship to examine bereavement and loss, asylum seeking, and refugee children will not feel different and realise that other children may also have bad experiences.

Providing emotional support is an integral part of school policy. It works alongside other good school practices such as an open and welcoming environment, partnership and consultation with families, and EAL support. Pastoral support staff should know that when a CYP’s need are met, both academically and socially, they adjust more quickly to their environment.

The first step to providing pastoral support is awareness. Teachers and pastoral support staff should work closely together to build awareness around signs of distress. Open and transparent communication with CYP and their family’s is vital to developing trust.

SECTION 4. SUPPORTING THE STRENGTHS AND NEEDS OF REFUGEE AND ASYLUM-SEEKING PUPILS

4.1. Introduction

Section 4 of this guidance document aims to firstly, introduce models and frameworks that can be useful in guiding our thinking when planning support for refugee and asylum-seeking pupils in the educational context. Such models and frameworks include:

- I. Positive Psychology and Resiliency-Based Frameworks
- II. Systemic Approaches
- III. Culturally Sensitive Approaches

Secondly, an overview of culturally sensitive assessment approaches is introduced and some advice and guidance on interventions (at the individual, group, and whole-school level) is provided.

4.2. Psychological Models and Frameworks to Guide Thinking and Practice

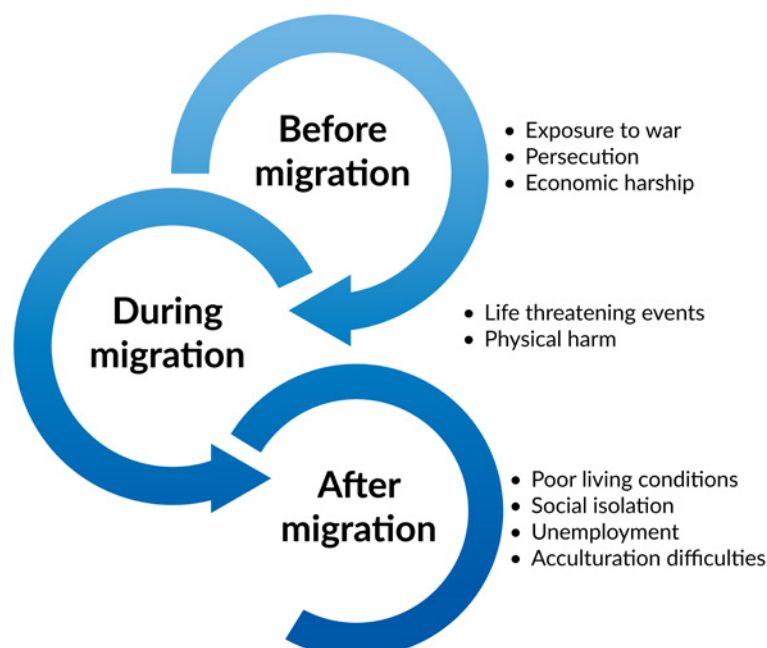
This section aims to provide a summary of the key psychological models and frameworks that guide practice in relation to supporting the strengths and needs of refugee and asylum seeker pupils. It is acknowledged that there are an array of models and theories and there is no universal, “one size fits all” approach. We advocate adopting a person-centred approach by recognising the uniqueness of each individual pupil and their circumstances. The following are intended to help schools to identify strengths and needs and to guide thinking regarding support/intervention.

4.2.1. Positive Psychology and Resiliency-Based Frameworks

Section 2 provided an overview of the journey and the experiences that many refugee and asylum seeker children encounter before, during and after their arrival to a new country. Unfortunately, this journey can contain many risk factors for mental health, as shown in Figure 1. (Giacco et al., 2018).

Through adopting a ‘trauma-informed lens’, we can begin to understand some of the behaviours that newly arrived refugee and asylum seeker children may display in the school setting (for example, a ‘fight’, ‘flight’ or ‘freeze’ response in relation to a stressor).

Figure 1



Despite experiencing significant trauma and multiple changes and transitions, many refugee and asylum-seeking children show incredible resilience. 'Positive Psychology' is the scientific study of human flourishing, and an applied approach to optimal functioning. It has also been defined as "the study of the strengths and virtues that enable individuals, communities and organisations to thrive" (Positive Psychology Institute, 2000). Positive Psychology links inextricably to resiliency frameworks and we can use these to guide our thinking about how best to support the strengths and resilience of refugee and asylum-seeker pupils, with the aim of enabling these pupils to 'flourish' and achieve their "potential".

Figure 2

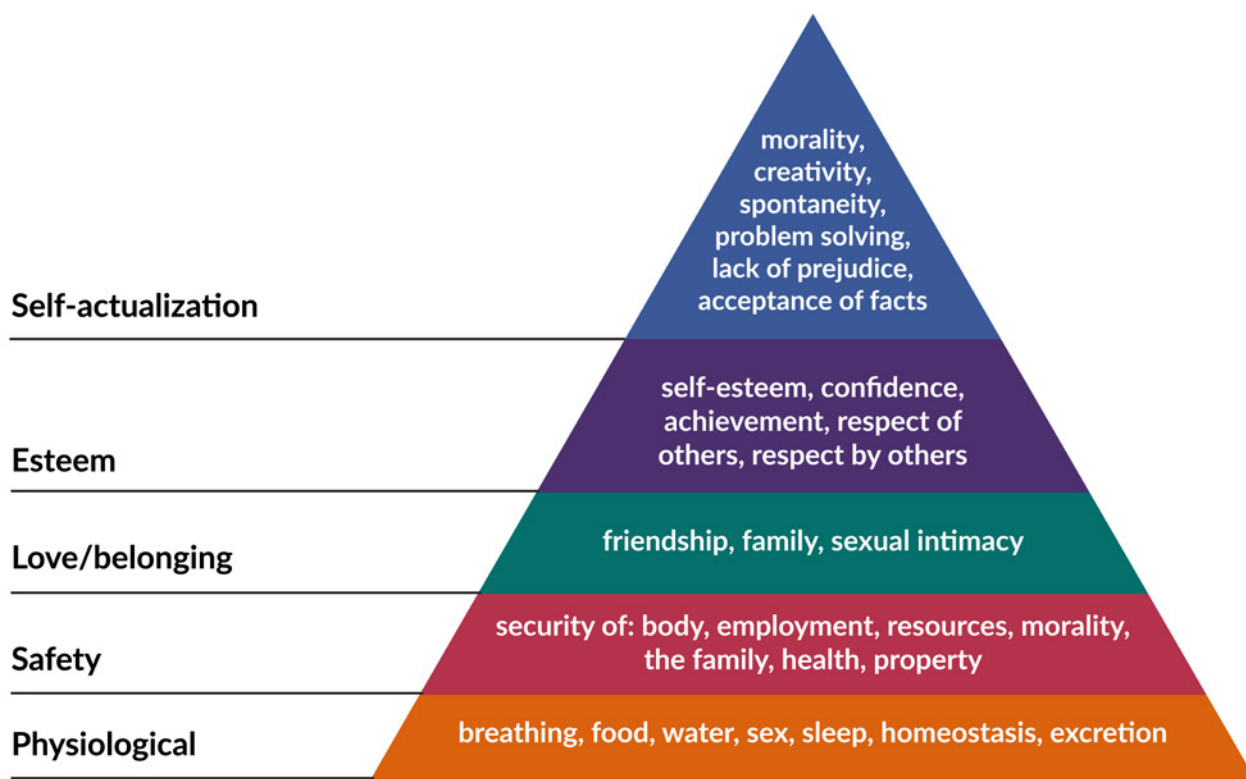
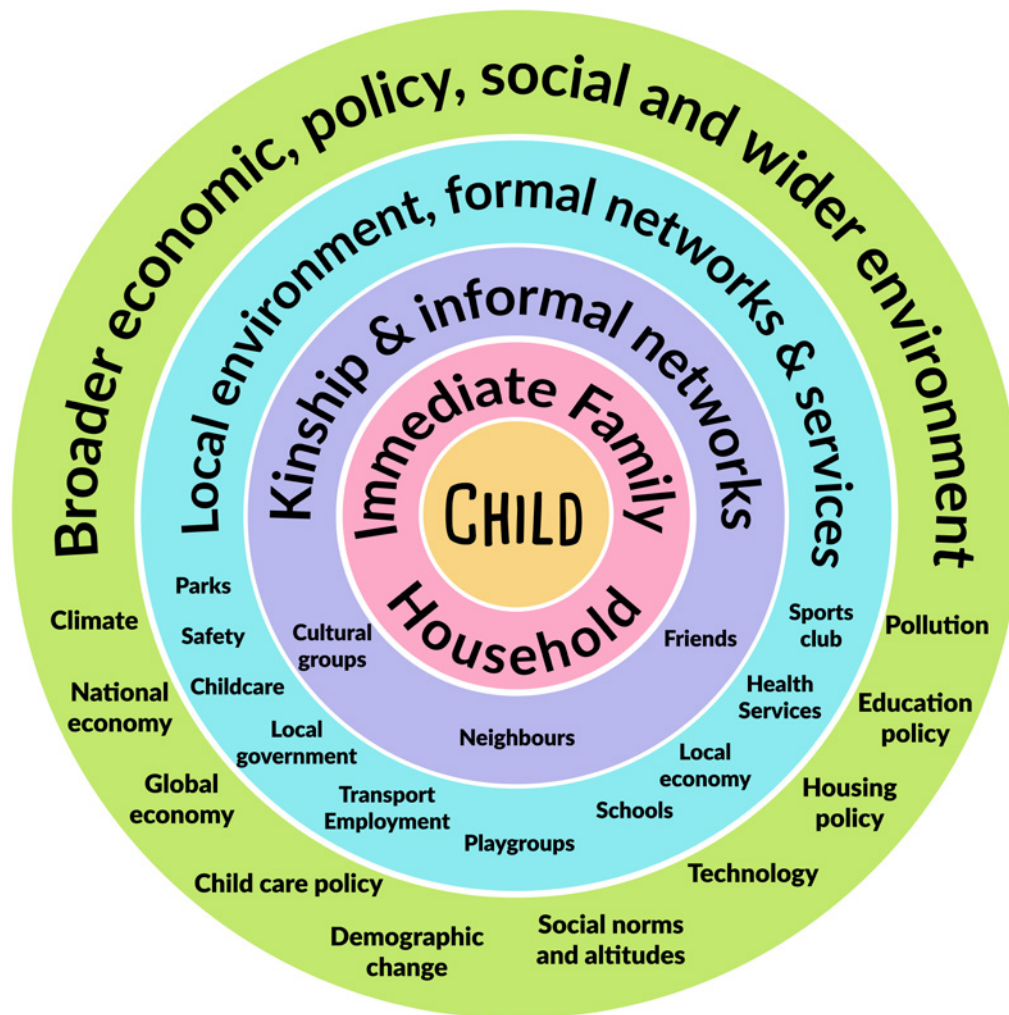


Figure 2 depicts a pyramid, with different levels of 'need'. Our most basic, physiological needs form the foundation of the pyramid, followed by our need for safety, belonging and esteem. Once these needs are satisfied, an individual is then in a position to reach their potential (in the school context, this may be where a child reaches their learning potential). Using this model, it is important to start at the bottom of the pyramid and to support pupils' basic needs (for example, physiological needs such as food, healthy sleeping patterns, shelter) before moving up the levels and supporting a sense of safety, belonging, self-esteem and self-actualisation/learning potential).

4.2.2. Systemic Approaches

Systemic approaches help us to think about a child's strengths and needs holistically. The focus is diverted away from "within-child" explanations of difficulties and needs towards considering the wider systemic and ecological factors that facilitate and impede child development. Bronfenbrenner's Ecological Systems Theory views child development as a complex system of relationships affected by multiple levels of the surrounding environment, from immediate settings of family and school to broad cultural values, laws, and customs. In order to think holistically about a child, we must look not only at the child and their immediate environment, but also at the influence and interactions of the wider environment as well. Figure 3 conceptualises the influence of environmental factors upon child development and illustrates the varying degrees of influence that each system has upon the child. When using this theory to think about refugee and asylum seeker children, it may be helpful to conceptualise two models – one representing the child's experiences prior to migration (in their home country) and another representing factors that are impacting upon the child post-migration (in their new country).

Figure 3



Microsystem = The microsystem is made up of the groups that have direct contact with the child. Family and school are some of the most important ones, although there can be many other groups (e.g., peers, religious institutions, healthcare services).

Mesosystem = The second system in Bronfenbrenner's theory is made up of the relationships between the groups from the first system. The parent-teacher relationship has a direct impact on the child.

Exosystem = The third level also involves factors that affect a child's life. However, the elements of this system don't have a direct relationship with them. One example of an exosystem would be the company where the child's parents work. This would affect the parents' point of view, how much free time they have, and their well-being.

Macrosystem = Contains those cultural elements that affect the child and everyone around them. Some examples would be cultural values, laws, and religion.

Bronfenbrenner's Ecological System's Theory can be used to think about the multiplicity of factors impacting upon refugee and asylum-seeking pupils who are adjusting to 'new beginnings' in a new country. It also provides a framework for thinking about support (for example, strengthening relationships between home and school in the 'meso-system' by hosting coffee mornings or organising parent meetings with interpreters).

4.2.3. Culturally Sensitive Approaches

'Cultural Humility' is key to understanding and supporting the strengths and needs of refugee and asylum-seeker pupils and their families. Cultural Humility may be defined as, "Respecting and engaging with the other's life-world through a process of empathy and awareness of power" (Cleary & Schweitzer). In other words, the child is the expert of their experiences, and it is our role to facilitate and engage in respectful, collaborative and curious conversations with children and families. Culture can be a protective factor for trauma survivors; however refugees' experiences often involve a destruction of culture. We do not need to be 'experts' in the child's culture but having a conceptual understanding and some knowledge of their home country (languages spoken, religion, key dates/celebrations in the cultural calendar, common foods, educational experiences etc.) can be really helpful in understanding the child and facilitating relationship-building.

Anthropologist Edward T. Hall developed the Cultural Iceberg Model in the 1970s as an analogy for the cultural codes that prevail in any society. The term 'Iceberg Model of Culture' is inspired by the icebergs found in polar seas. An iceberg has visible parts on the surface of the water and invisible parts that are underwater. Often, up to 90% of an iceberg's actual area remains hidden underwater. Similarly, culture and behaviours have both visible and invisible components. The visible part of culture is the way we live and interact with each other, our traditions, food, and attire.

The invisible part is our preferences, opinions, values, beliefs, and value systems. Just as much of an iceberg remains hidden underwater, much of the culture and behaviour remains hidden but it cannot be ignored.

The Iceberg Model of Culture, displayed in Figure 4, may be useful in guiding 'culturally safe' conversations with families from refugee backgrounds.

Figure 4



4.3. Assessment and Intervention Approaches

4.3.1. Assessment

There are many questions and factors to consider when planning assessments for refugee and asylum seeker pupils in the educational setting. These include:

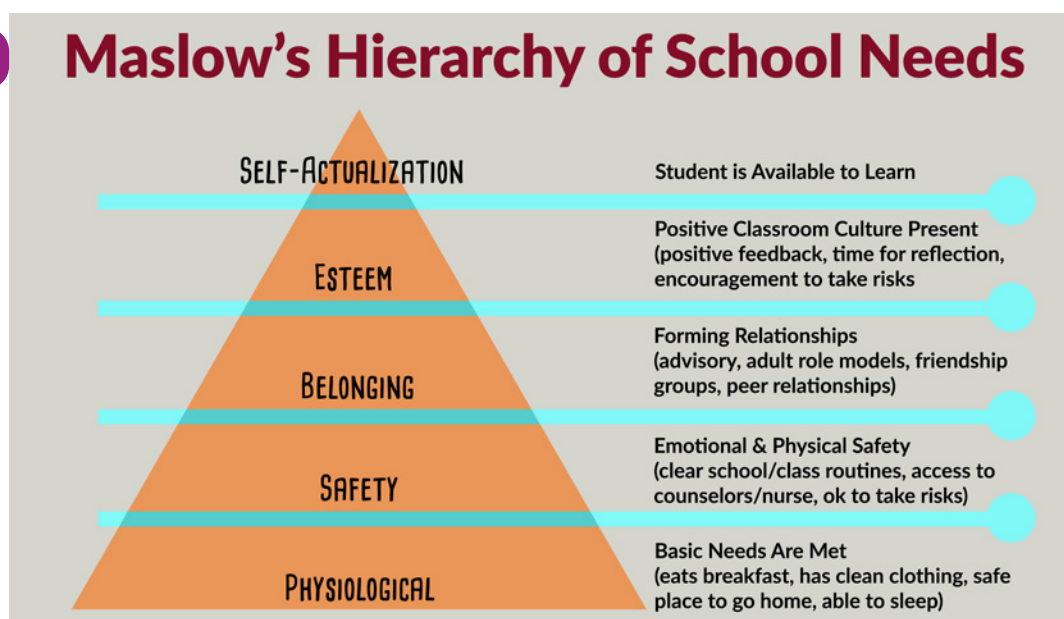
- Are the assessments “culturally-fair”? – When using curriculum-based or age-standardised assessments, it is important to consider whether such assessment tools have been standardised on a diverse sample of pupils, including those from Ethnic Minority (EM) backgrounds and those with EAL.
- What is the child/young person’s educational history? – Many refugee and asylum seeker pupils may have had a disrupted education, and some may never have attended a formal school setting or engaged in any educational assessments.
- Will the testing situation be anxiety-provoking? – If assessments occur in a one-to-one or formal setting, this can be triggering and for some pupils may remind them of the anxiety and stress caused by ‘immigration interviews’.
- What is the child/young person’s language proficiency? – For pupils with EAL, it may be necessary to provide an interpreter when completing educational assessments to ensure that they can access the tests and demonstrate their full potential.
- Are the assessments necessary? It’s important to consider the reasoning behind the assessments and whether they are necessary for pupils. Will the results help to inform their educational provision or help you to gain a deeper understanding of the child/young person’s strengths and needs? Are there any other ways to assess the child/young person’s skills, for example through dynamic assessment, observations, or monitoring progress over time?

4.3.2. Intervention

When planning interventions and provision to support the strengths and needs of refugee and asylum seeker pupils, it can be helpful to use Maslow’s Hierarchy of Needs (Figure 2) and to plan support and interventions at each level of the pyramid, starting with basic, physiological needs at the bottom of the pyramid and moving up the levels. For example, schools can help to support a child’s basic needs by setting up a ‘breakfast club’ for pupils who may not have access to adequate nutrition and sending home ‘sleep packs’

(<https://separatedchild.org/how-to-apply-for-packs/>) who may suffer sleep disturbances. (See Figure 5 for a visual representation of interventions mapped onto Maslow’s Hierarchy of Needs).

Figure 5



It can also be useful to conceptualise support and interventions in the school context into three levels:

- **Whole-School Level** – Systemic interventions include those that are embedded at the whole-school level, to create a culture of inclusion and a feeling of safety and belonging within the school. These are designed to support all pupils. For example, uniform policies and canteen food options that cater to cultural and religious needs.
- **Group Level** – Some pupils may require additional targeted support at the small-group level. For example, a ‘Friendship Group’ to help a newly arrived pupil learn social skills and build relationships with peers or a ‘Language Group’ to support effective EAL provision. Within the classroom, interventions could also be implemented that will be helpful to all pupils, but that would be particularly beneficial to newly arrived refugee pupils. For example, a visual ‘class timetable’ so that new pupils understand the structure of the school day.
- **Individual Level** – Some refugee and asylum seeker pupils may require more individualised support depending on their presenting needs. For example, Precision Teaching to support learning, ‘Special Time’ with a key adult to support SEMH, or a ‘buddy/mentor’ system to support friendships and feelings of safety and belonging in school.

4.4. Welcoming Asylum Seeker and Refugee Pupils to your School – Top Tips (Poster available -see Appendix D)

- 1. Be Proactive** - While many schools have experience of welcoming pupils newly arrived to the UK, it is likely that political/media influences have generated a range of perceptions about refugee families. How can schools create a culture of inclusivity and support positive and welcoming messages in the community?
- 2. Good Practice Guidelines** - Suggest that all pupils from ethnic minority backgrounds benefit from positive interactions with others from a range of backgrounds and where possible should have access to school staff who speak their first language.
- 3. Deliver Curriculum Content Around Culture** - Charities such as Red Cross and SOS Children’s Villages have produced educational materials that may be useful to support this approach.
- 4. Celebrate Culture** - Schools should represent different cultures using resources that illustrate and celebrate differences in faiths and cultures across the world.
- 5. Anti-bullying Policies and Practices** - Bullying was the single biggest barrier for refugee pupils settling into secondary schools (Refugee Council Research).
- 6. Positive Relationships** - Developing positive relationships with the families will be an important strand to think about as children settle
- 7. Seek Information Sensitively** - Think about ‘cultural humility’.
- 8. The Current Picture** - Be mindful of EAL, missed learning opportunities and cultural differences in schooling.
- 9. Systems** - Families may be unfamiliar with UK systems and mistrustful of anyone in authority (including teachers). Be mindful of this during meetings and try to establish a trusting relationship.
- 10. A “Good Welcome”** - This is essential – See NALDIC (The National Subject Association for English as an Additional Language) website – Find out key information about the pupil (e.g., name, language, home circumstances, strengths, hobbies, interests etc.) and use these to build trusting relationships.

5 Ways to Welcome Refugee Pupils into School

1. Ensure all staff know about any new arrivals and, if possible, learn words of greeting in their first language.
2. If English is not their first language, ensure that an EAL (English as an additional language) induction is organised for the pupil.
3. Award a “welcome to our school” certificate, in both English and the pupil’s first language.
4. Try to place new arrivals beside peers who speak the same first language. (Buddy System could also be considered).
5. Be aware of any signs that a pupil may be distressed and seek help if necessary.



4.5. Ongoing Support for Asylum Seeker and Refugee Pupils in the School Context – Top Tips (Poster available -see Appendix F)

1. **Don't make assumptions** – A common perception is that all refugee pupils are 'traumatised'. It will be useful to adopt a 'trauma-informed' lens when thinking about the child, however it's also important to draw upon areas of strength and resiliency.
2. **Think about mental health holistically** – Not just PTSD but also depression, anxiety, loss, and grief.
3. **Offer practical support** – For example, related to health, safety, and social security before therapeutic support (anxiety is often a result of social/welfare issues).
4. **Focus on developing emotional competence and resilience.**
5. **Teach tools for coping with stress, emotional regulation, and anxiety.** (Small Group Interventions or ELSA Support if available).
6. **Seek external advice when needed** (e.g., EP, CAMHS, SALT).
7. **Build a resilient, inclusive, and safe school environment.**
8. **Prioritise support around times of transition** (this can be a trigger for refugee pupils).
9. **Determine underlying reasons for limited academic progress** (language, emotional, cognitive barriers) and plan support accordingly.
10. **Be mindful when making decisions about pupils' SEMH/behavioural needs** – What is the behaviour communicating?
11. **Set up mentoring/buddy systems** – This helps refugee pupils to adjust to social norms and develop friendships.
12. **Key adult for pupil to 'check in' with on a daily/weekly basis.**
13. **Provide mediated learning opportunities and academic support as necessary.**

4.6. Considerations for EAL Learners and SEN

Although being an EAL learner is not in itself a special educational need, learners with EAL may themselves have additional educational needs. For example, an Afghan child who speaks Pashto and has a visual impairment would be both EAL and SEN, as would a Turkish-speaking child who has failed to learn to read after two years in the UK education system.

The SEND Code of Practice (2015) covers the 0-25 age range and includes guidance relating to disabled children and young people, as well as those with SEN.

Note: Sometimes specific learning needs are difficult to identify if the learner is not fluent in English. There are numerous factors to consider at the whole school, class and individual level.

4.6.1. Whole School Considerations

At the whole school level, it is good practice to monitor the learning needs register by language and ethnicity to ensure that no groups are over or underrepresented. Research indicates that EAL learners are likely to be under-identified in terms of dyslexia and over-represented in terms of speech and language difficulties.

See Cline & Shamsi (2000) Language needs or special needs? The assessment of learning difficulties in literacy among children learning English as an additional language: A literature review. (Research Report RR184). London: DfEE.

- **Responsibility for all teachers** – In England, the National Curriculum states that it is the responsibility of all teachers to plan their lessons to ensure that there are no barriers to learning for any child or young person, whether they have EAL or additional needs. It is important for all staff to understand that having English as an additional language is not a special educational need but that some learners fall into both camps.
- **The learning environment** – A school would be expected to consider all factors in the learning environment before assuming that an EAL learner who fails to make progress has an additional need. Considerations may include the quality of teaching and support; peer groupings; use of appropriate tests and tasks.
- **Managing inclusion** – It is common for a range of additional adults to have regular contact with an EAL learner who is failing to make good progress. Therefore, it is important that there is close co-operation between additional needs and EAL staff. Inclusion staff should also have access to training in working with EAL learners so that their observations can also be included in any assessment of the child.

4.6.2. Class Level Considerations

- **Importance of learner grouping** – Newly arrived learners with EAL may be very quiet and reluctant to join in class activities at first. The silent phase is a normal stage in second language development and does not mean that the learner has a special need. Where new learners are grouped with those who speak their language or with friendly and supportive English speakers, they will normally start to join in within a few months.
- **Small group intervention** - Schools may provide specific, small group intervention for EAL learners whose attainment is significantly behind their peers. It is important that these lessons provide learning experiences which are at least as good as the work of the mainstream class. Where Teaching Assistants (TAs) are taking intervention groups, they should have appropriate training and qualifications in working with EAL learners whose needs are distinctive. Ofsted recommends that all withdrawal of EAL learners is time-limited and linked to the work of the mainstream class.

4.6.3. Individual Level Considerations

Where a learner with EAL is failing to progress, the hypothesis model is recommended for staff who are trying to decide whether the learner has additional needs. This process asks a set of questions to eliminate external factors that may be affecting progress before making a decision that the difficulty is ‘within’ the child:

- Is the learner learning slowly because of specific factors related to language?
- Is the learner learning slowly because of high task demands?
- Is the learner learning slowly because of past or present environmental stress?
- Is the learner learning slowly because of physical or sensory needs?
- Is the learner learning slowly because of a specific learning difficulty (e.g. dyslexia or dyspraxia)?

Involving bilingual staff and families – In England, the SEND Code of Practice (2015) places children and families at the centre of any assessment of need or provision planning. For EAL learners, this may require schools to offer additional support for parents, such as the use of interpreters, in-depth first language assessment; sensitive handling of meetings with educational psychologists. See pages (in the SEND Code of Practice, 2015) about “new arrivals” and “assessing EAL learners”. For many cultures, mention of ‘special needs’ may raise fears about mental health and concerns about stigmatisation. Always ‘Think Culture’ and use cultural humility and sensitivity when engaging in conversation with parents and carers.

Making progress – Initially, EAL learners should be expected to make progress in learning across the curriculum at the same rate as their peers whatever their starting point. Once they have secure literacy skills in at least one language they should be able to make faster progress than their peers as their bilingualism will be a cognitive advantage. So, a child who is not making good progress after 6 to 12 months in a supportive learning environment with EAL support may need further investigation by an expert in additional needs. Do not feel anxious about intervening quickly if you have concerns.

4.7. Emotional Needs and ‘Trauma’

It is common for the experiences and needs of refugee and asylum seeker children to be conceptualised through a ‘mental health’ prism. In western societies, psychological explanations are frequently used in relation to people’s problems and experiences.

The word ‘trauma’ has become part of everyday language in many western countries, where people talk about experiences as having been ‘traumatic’ or someone having been ‘traumatised’ as a result of death, illness or accident.

The assumption is often made that experiences of war and persecution will automatically lead to ‘trauma’. Central to the notion of ‘trauma’ is the concept of Post-Traumatic Stress Disorder (PTSD). PTSD is often used as a universal concept applied to everyone, regardless of cultural, ethnic, religious background, age, gender, or context. However, this notion has been challenged by researchers, and others who work with refugee children. It is known that symptoms of PTSD that are related to past experiences may offer only a partial view of the suffering and difficulties that may arise for children being exposed to conflict.

Children and families are affected by events from the past, but also by current stressors and positive factors in their lives. Experiences such as loss, bereavement, and separation, along with problems related to asylum, poverty, housing and obstacles to integration, are equally as important. In discussing how distress has become ‘medicalised’, Dr Derek Summerfield (Institute of Psychiatry) concluded that:

“Reducing experiences of children simply to a question of mental health tends to mean more focus on vulnerability in individual psychological terms rather than social ones. Ultimately, it is the economic, educational, and socio-cultural rebuilding of worlds, allied to basic questions of equity and justice, which above all will determine the long-term wellbeing of millions of child survivors of war worldwide. For those for whom this does not happen, war may indeed turn out to have been a life sentence, but this is not ‘trauma’”

Teachers and school staff have a key role in supporting children to rebuild a social world. Adopting a trauma-informed lens is helpful in thinking holistically about children’s lives, however the message is not to label these children as “traumatised”, but to develop multifaceted forms of support that can promote resilience and positive coping.

4.8. Talking to Children about Terrorism and War

Guidelines for Staff and Parents: Threats or realities about war and terrorism can be a frightening experience for all people. Adults need to help children feel safe at a time when the world seems to be a more dangerous place. Parents and teachers in particular must help youngsters understand current events factually, how events do or do not impact on their lives, and how to handle their emotional reactions. The degree to which children are affected will vary depending on personal circumstances. Most vulnerable are children who:

- Live in proximity to past traumatic events
- Have suffered a personal loss or had first hand exposure to terrorism, violence, or war
- Are of different cultural heritage and may feel threatened by intolerance of racism or different religions
- Have parents or relatives in military services
- Have parents involved in emergency response or public safety
- Suffer from Post-Traumatic Stress Disorder, anxiety, depression or have other mental health needs

All children, however, are likely to be affected in some way by war or terrorism. For many, the guidance of caring adults will make the difference between being overwhelmed and developing lifelong emotional and psychological coping skills. Teachers and carers can help restore children's sense of security by modelling calm and in-control behaviour. It is crucial also to provide opportunity for children to discuss their concerns and to help them separate real from imagined fears. It is also important to limit exposure to media coverage of violence for young children.

What Parents and Teachers Can Do:

1. Remain calm and reassuring: - Children will take their cues from you, especially young children. Acknowledge that the threats and uncertainty are unnerving, but that school is a safe place.
2. Acknowledge children's feelings: - Try to recognise the feelings underlying children's actions and put them into words. Say something like, "I can see that you are feeling really scared about this..." Allow children to discuss their feelings and concerns and encourage any questions they may have regarding events or experiences. Listen and empathise. An empathetic listener is very important. Let them know that others are feeling the same way and that their reactions are normal and expected.
3. Help children to feel personally safe: - Make time for class discussion. Always be honest with children and be prepared to answer questions factually. Share your fears and concerns. Put these fears in perspective as to what is realistic. Reassure them that responsible adults will look after them. Try to maintain normal routines and schedules to provide a sense of stability and security. Stop children from stereotyping people from specific cultures or countries. Children can easily generalise negative statements. Proactively teaching tolerance and a multicultural curriculum in school lessons during this time can help prevent harassment of students and improve their sense of safety.
4. Help children maintain a sense of control by taking some action: - Finding ways to address the intolerance that leads to conflict and aggression at school can be one way to help children regain a sense of control. Do something positive with your children or students to help others in need.
5. Pay special attention to children who may feel isolated: - Children who are new in school due to relocation may benefit from a special network of "friends" to help orient the student to new school routines and encourage participation in school activities. Children from minority ethnic communities may feel vulnerable and require additional positive regard. Children in care may need extra attention to their feelings of separation and fear of loss.
6. Coordinate between school and home: - Teachers should let parents know if their child is exhibiting stress in school. Provide parents with helpful suggestions or information on community resources. Maintain general academic and behavioural expectations but be realistic about an individual child's coping skills. Create a sense of collective security between home and school. This will help children feel safe and provide a sense of protection
7. Expect and respond to changes in behaviour: - Many children will likely display some signs of stress. Children may grasp at any control that they have, including refusing to cooperate. Some behaviours are normal reactions to the uncertainty of this situation. It is important to maintain consistent expectations for behaviour. Be sure children understand that the same rules apply. Some children may have difficulty at bedtime. Parents need to maintain a regular bedtime routine. Be flexible about nightlights, siblings sharing a room, sleeping with special toys, and sitting with your child as they fall asleep. Doing so typically does not cause life-long habits. Children may play "war," pretend to blow things up, or include images of violence in artwork and writing. This may be

upsetting to adults under current circumstances, but it is a normal way for children to express their awareness of events around them. Talk with children about their art or written images and how they feel. Share your reactions. Help them to consider the consequences of war or terrorist acts—what happens if a building blows up or a bomb explodes? For children who seek pretend play as an outlet, encourage role playing of the doctors, firemen, policemen, etc. who have helped to save lives.

8. Keep adult issues from overwhelming children: - Take time for yourself and try to deal with your own reactions to the situation as fully as possible. Don't let children focus too much of their time and energy on a crisis. If children are choosing to watch the news for hours each evening, find other activities for them. Parents may also need to watch the news less intensely and spend more time in alternative family activities. Try to ensure as far as possible that access to media information is age appropriate.

4.9. Working with Parents and the Community

Parents of refugee and asylum seeker children may have particular support needs themselves. Schools need to be understanding and supportive of the parents' needs as well as the needs of their children. Some of the common areas requiring help and guidance are in:

- English language support
- Understanding the school system
- Dealing with 'officialdom'
- Social isolation

Schools can provide support for parents in:

- Making them feel that they have a real contribution to make to school life.
- Being approachable (particularly reception staff).
- Treating parents' questions, views, and concerns seriously and with respect.
- Reassuring parents' that talking about trauma will not automatically result in involvement from external agencies e.g., social services.
- Providing a guide with useful information about school, for example, homework, term dates and uniforms.
- Establishing strong links with agencies or other groups that work locally with refugee and asylum seekers.
- Signposting parents to local organisations, charities and resources that can provide further help and support.

Schools should also have systems in place to ensure that staff are able to communicate effectively with families. This might mean:

- Arranging a professional, independent interpreter in advance, ensuring that interpreters working with refugees and asylum seekers understand the context, including being mindful of the local context in the country of origin.
- Considering the ethnicity/dialect of the interpreter should be the same as that of the family where possible and not from an ethnicity in current conflict in the countries of origin.
- Or schools may have other systems in place.

Top Tips for Engaging and Communicating with Parents:

When communicating via an interpreter do talk to and include the parents or child, not the interpreter.

Stress confidentiality.

Make effort to pronounce and spell names accurately.

Find out the religion of the family so that you can respond in a culturally appropriate manner, respecting their values.

Be mindful that even if parents have difficulty speaking English, they may still understand what you say.

4.9.1. Integration Frameworks

The idea of 'integration' has been fundamental to shaping much of the support and 'welcome packages' for migrant families. 'Integration' has been defined as

"A long-term, two-way process, involving positive change in both individuals and host communities, which leads to cohesive, diverse communities"

Ager and Strang's 'Indicators of Integration' Framework identifies nine inter-related integration 'domains' and has shaped the national New Scots Refugee Integration Strategy (developed in partnership by the Scottish Government, Scottish Refugee Council and COSLA). Over time, practitioners have recognised the interconnectedness of these domains – for example, language learning and employment; and the importance of not assigning a rigid hierarchy to any one set of domains. Instead, refugees themselves should be empowered to determine their own aspirations and needs holistically, rather than being led by service providers to focus in isolation on traditional measures of integration such as employment or education.

The 'Indicators of Integration' Framework depicted in Figure 6 may be helpful in supporting migrant families linked with your schools and signposting them to local support services and organisations, who can assist with various aspects of integration. The 'Family Keywork Needs Assessment' (Figure 7), developed by The Scottish Refugee Council (2019) also provides a thoughtful, rights-based model on what family support might mean for migrant families and in what ways a very Westernised family support model can be flexed to their unique contexts and circumstances.

Figure 6

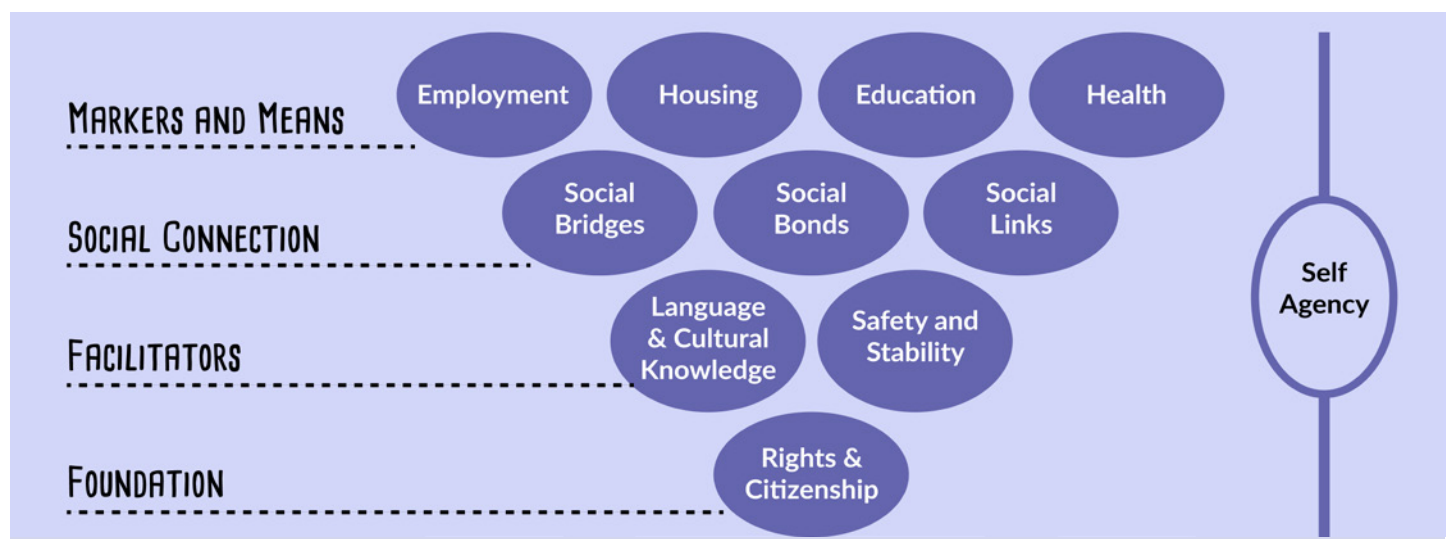
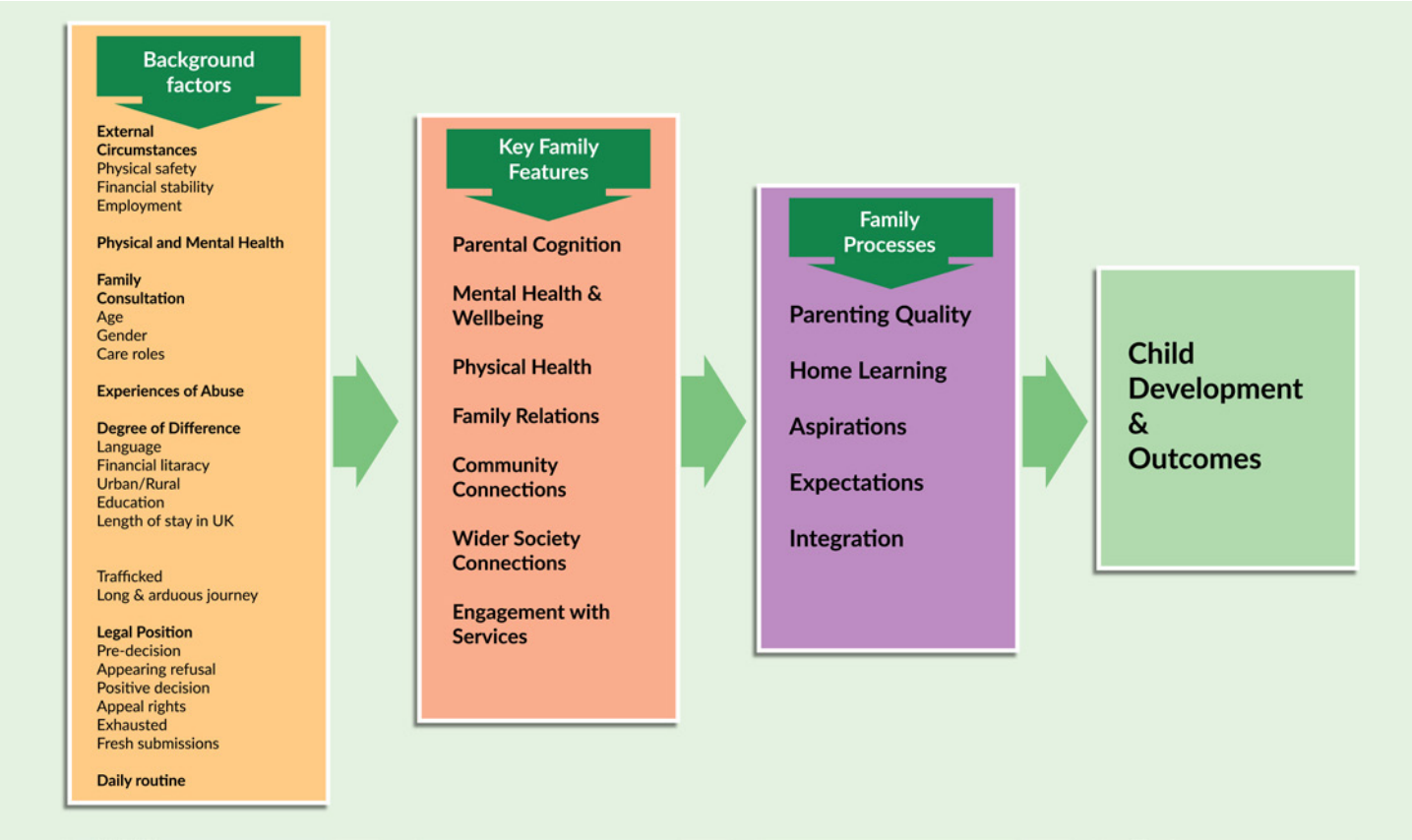


Figure 7



(For further information on these models and frameworks, as well as additional information and advice regarding support for migrant families, please refer to the 'Family Integration Practice Guide' (2019) by the Scottish Refugee Council)



APPENDIX A

Statistics to compare the quality of life for the United Kingdom to countries from which asylum seekers and refugees flee for safer conditions can be retrieved from the Elsewhere website: <https://www.mylifeelsewhere.com> using The World Factbook data sources. This enables us to gain some understanding of the context some of the families are coming from.

APPENDIX B

Information, Resources and Charitable Organisations:

Anna Freud Centre www.annafreud.org

British Red Cross www.redcross.org.uk/get-help/get-help-as-a-refugee

Bromsgrove and Redditch Welcome Refugees www.brwr.uk

Citizens UK www.citizensuk.org

Evesham Vale Welcomes [Refugees evwr.wordpress.com](http://Refugees.evwr.wordpress.com)

Helen Bamber Foundation (A Human Rights Charity) www.helenbamber.org

Malvern Welcomes www.malvernwelcomes.org

Mind in South Warwickshire & Worcestershire www.springfieldmind.org.uk

Refugee Action Worcestershire www.refugee-action.org.uk/refugee-action-worcestershire

Refugee Council (Supporting and empowering refugees) www.refugeecouncil.org.uk

Refugee Support Network (Education for a hopeful future) www.refugeesupportnetwork.org

Scottish Refugee Council www.scottishrefugeecouncil.org.uk

Separated Child – www.separatedchild.org (*Lots of information and resources. Also free sleep packs for children with **disordered sleep**.*)

The Bell Foundation www.bell-foundation.org.uk

Worcester Welcomes Community Group www.worcesterwelcomes.com

Worcestershire County Council www.worcestershire.gov.uk/support-available-ukrainian-guests-and-their-hosts

Worcestershire County Council Resettlement Programme www.worcestershire.gov.uk/resettlement-programme

Wychavon Welcomes Refugees www.facebook.com/wychavonwelcomesrefugees

Young Minds (Supporting refugee and asylum-seeking children)

[Resources for Supporting refugee children](#) | [Resources](#) | [YoungMinds](#)

APPENDIX C

Famous Refugees:

Prince Philip: The Greek Royal Family was exiled from Corfu, Greece when Prince Philip was 18 months old, and so young refugee Philip came to Britain in a crib made from an orange box, travelling on a British warship with a Danish passport. He spent his early life in Paris, his parents living on handouts from relatives.

Sigmund Freud: An Austrian neurologist and the founder of psychoanalysis, creating an entirely new approach to the understanding of the human personality. He is regarded as one of the most influential - and controversial - minds of the 20th century. As a Jew he had to flee to London at 84, after having lived in Austria for 79 years, when Hitler's army attacked Austria, proclaiming union with Germany. Jesus Christ His family fled with him as a baby from Israel to Egypt to escape king Herod's 'massacre of the innocents'.

Karl Marx: The famous philosopher was expelled from Paris at the end of 1844 for his political views. He moved to Brussels where he was permitted greater freedom of expression than any other European state.

Michael Marks: The Marks & Spencer's co-founder, Michael Marks, was a Jewish refugee from Poland, then part of the Russian Empire. As a young man Marks emigrated to England without a trade and unable to speak the English language, Marks moved to Leeds. He and Thomas Spencer began the company in 1884.

Sir Montagu Burton: Founder of the tailoring empire that bears his name, was one of several Russian Jewish immigrants who built enormously successful businesses from humble beginnings. He left Russia when he was just 15, with the aim of setting up in business in Britain - taking with him the equivalent of £100 to get him started.

Bob Marley: Famous singer, songwriter, and musician. Robert Nesta Marley fled Jamaica to Miami after being shot during political violence. He is considered one of the pioneers of reggae music and his contributions to music increased the visibility of Jamaican music worldwide and made him a global figure in popular culture.

Freddie Mercury: Lead singer of the band Queen, Freddie was a successful singer, songwriter, and record producer. Regarded as one of the greatest singers in the history of rock music, he was known for his flamboyant stage persona and four-octave vocal range. Freddie fled to England from Zanzibar in 1964.

Albert Einstein: One of the world's most famous scientists, Albert Einstein was a German-born theoretical physicist, widely acknowledged to be one of the greatest physicists of all time. Einstein is best known for developing the theory of relativity, but he also made important contributions to the development of the theory of quantum mechanics. Einstein was a German-Jewish refugee.

Anne Frank: German-born diarist, as a child she fled from Nazi Germany to the Netherlands. Anne Frank was one of the most discussed Jewish victims of the Holocaust, she gained fame posthumously with the 1947 publication of *The Diary of a Young Girl* (originally *Het Achterhuis* in Dutch; English: *The Secret Annex*), in which she documents her life in hiding from 1942 to 1944, during the German occupation of the Netherlands in World War II. It is one of the world's best-known books and has been the basis for several plays and films.

Refugee Facts from History

- Refugees to this country include 16 knights and peers of the realm, 18 Nobel Prize-winners, 71 Fellows of the Royal Society.
- Sephardic Jews, who fled to Holland after their expulsion from Spain and Portugal, came to England under Cromwell in the 1660's and introduced fish and chips.
- German Jewish refugees who came to England in the 1930's, fleeing Nazi persecution also invented the soft toilet roll and the biro.



Welcoming Asylum Seeker and Refugee Pupils to your School

- **Be Proactive**
 - Create a culture of inclusivity and support positive and welcoming messages in the community
- **Good Practice Guidelines**
 - All pupils from ethnic minority backgrounds benefit from positive interactions with those from a range of backgrounds and where possible should have access to school staff who speak their first language.
- **Deliver Curriculum Content Around Culture**
 - All pupils benefit from gaining a wider understanding of a range of culture.
- **Celebrate Culture**
 - Represent different cultures using resources that illustrate and celebrate differences in faiths and cultures across the world.
- **Anti-Bullying Policies and Practices**
 - Be aware and recognise the potential threat of bullying towards refugee and asylum-seeking pupils. This should be addressed through inclusive policies and practices.
- **Positive Relationships**
 - Develop positive relationships with families to support refugee and asylum-seeking pupils to settle in.
- **Seek Information Sensitive**
 - Think about 'cultural humility'.
- **The Current Picture**
 - Be mindful of EAL, missed learning opportunities and cultural differences in schooling.
- **Systems**
 - Families may be unfamiliar with UK systems and mistrustful of anyone in authority (including teachers). Be mindful of this during meetings and try to establish a trusting relationship.
- **A "Good Welcome"**
 - Find out key information about the pupil (e.g., name, language, home circumstances, strengths, hobbies, interests etc.) and use these to build trusting relationships



Top tips: Ongoing Support for Asylum Seeker and Refugee Pupils in the School Context

- Don't make assumptions
- Think about mental health
- Offer practical support
- Focus on developing emotional competence and resilience.
- Teach tools for coping with stress, emotional regulation, and anxiety.
- Seek external advice when needed
- Build a resilient, inclusive, and safe school environment.
- Prioritise support around times of transition
- Determine underlying reasons for limited academic progress
- Be mindful when making decisions about pupils' SEMH/behavioural needs
- Set up mentoring/buddy systems
- Key adult for pupil to 'check in' with on a daily/weekly basis.
- Provide mediated learning opportunities and academic support as necessary.

